

HDFS 107: Internship Orientation: Introduction to Human Services
CRN 33218 TR 1:00 - 2:20; IA 231 Winter 2018

Instructor: Elizabeth Pearce

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Office Hours: Check [Instructor Website](#) or [Calendar](#) to make an appointment. I am glad to speak with you by phone or F2F during office hours.

Division Support: Sonya James; james@linnbenton.edu; 541 917 4577; NSH 101

Course Description:

Develop an understanding of the human services profession. Explore career goals, internship opportunities, and the variety of practice areas in the human services professions. Complete preparation in planning, obtaining, and completing HDFS internships.

Course Learning Outcomes:

Upon successful completion of HDFS 107 the student will:

1. Identify the philosophical and historical orientations of the Human Services field.
2. Articulate theories of human growth and development and relate them to contemporary issues, conditions, and trends.
3. Analyze own values, interest and skills to align with domain areas of human development field.

Class Structure

HDFS 107 is taught with technology enhancement and in a semi- "flipped" format. This class features technology use and teamwork as methods in the pursuit of all students meeting the course objectives. I encourage folks to work in their "stretch" zones throughout the term, both with content and with these methodologies.

In flipped classes, the baseline content is delivered primarily away from F2F time. In this class that is the textbooks and instructor content delivered via Moodle. You'll read and participate in those on your own, sometimes submitting work based on your understanding of the reading via Moodle prior to attending class.

Occasionally the "homework" --or higher -level thinking and assignments-- will be the focus in F2F class, with support from the Instructor and your peers. Sometimes in-class work will be graded qualitatively (e.g. A-B-C-D-F) and at other times participation points (e.g. everyone participating earns the same number of points). You will be informed at the time how points/grades will be awarded that day.

You are expected to attend class two times per week and use Moodle at least once a week, with the exception of days that are scheduled "off" by the Instructor. It is fundamental to your success in this course to **come to every class section having prepared for class**.

Required Text and Materials:

- A. Martin, Michelle. (2018). *Introduction to Human Services* (3rd Ed).
- B. Your LBCC email account and password (to use LBCC google drive).

LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

LBCC Center for Accessibility Resources Statement of Disability

Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

Course Requirements:

1. Weekly online quizzes. Take the quiz before noon on Tuesday every week. Lowest score will be dropped (10 points each).
2. Class participation. Attentiveness and interaction (speaking and listening) expected; includes one mini-presentation. (110 points).
3. Professional Identity Statement. Points awarded Weeks 3 and 6 (100 points).
4. In Service of Strangers assignment .Points awarded Weeks 5 and 9 (100 points).
5. Group Presentation on Film Project Points awarded Weeks 8 and 11 (100 points).

Evaluation Totals

Quizzes	90
Class Participation	110
Professional Identity Statement	100
In Service of Strangers	100
<u>Group Film Project</u>	<u>100</u>

Total **500 points**

- A = 90 - 100 % (450 - 500 points)
- B = 80-90% (400 - 449 points)
- C = 80-89% (350 - 399 points)
- D = 70-79% (300- 349 points)
- F = 59% or below (299 or fewer points)

Instructor's Notes

It is my purpose to help you understand the concepts in this class as deeply and broadly as possible. I want you to retain these concepts in your long-term memory, as opposed to your short-term or working memory. The assignments are intended to help you make personal and professional connections to the course content. Making these kinds of connections is more challenging than merely reading, listening and memorizing content. **It requires deeper thinking, interaction with course materials and your peers; and will result in lasting changes in your thinking and behaviors.**

Class time is valuable and I will be focused on teaching and learning during the time we have each week. If you find you have personal business to attend to (e.g. phones calls/texting, conversations, or other class work), **you must take care of it outside of the classroom.** Be focused on this class during this time; if you need to take a break, leave the room. One student's lack of focus can distract others. It is fine to snack and to have beverages during class. Be quiet about it and clean up afterwards.

I work hard, and I expect you to as well. You are the person who has the greatest impact on your learning and on your grade. *Note: I do not accept emailed assignments. To submit electronically, you must use Moodle.*

Respectful behavior is expected in all college classes. But this class in particular is to prepare you for your career. Behave as a professional in class and in all of your related interactions. Do yourself proud; imagine that I may be writing a letter of reference for you (I probably will be!) and show your best emerging professional self.

Additional credit is at the discretion of the Instructor. Any additional credit available to one student must be available to all students.

Late Work: Late work will be accepted up until the late work deadlines (see course schedule). There is no penalty for late work submitted by the deadlines, but work may not be graded until Week 11. Quizzes must be taken by the original date; quizzes will not be reopened.

Campus Resources

Many resources such as the Library, Student Help Desk (for computers and software) Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described on the LBCC website.

Tools for Success

- Schedule time for your reading and work related to this class (about seven hours per week). Read.
- Come to class every day prepared to question, think, and discuss the material.
- Be prepared to dialogue, discuss, listen and think each day.

HDFS 107 Winter 2018 Schedule

	Big Ideas and Guests	Readings due Tuesdays (all readings from <i>Introduction to Human Services</i> , Martin)	Written Work Due Thursday at midnight on Moodle	Every Week
1 8 -14 Jan	<i>Intro to course and profession; becoming a practicum student</i>	Chapters 1 and 2 (Introduction; History and Evolution)	*Review OSU HDFS Internship Site website and LBCC practicum placement folder	Take a reading quiz every Tuesday by noon on the assigned readings (except Week 1; quiz is Friday).
2 15-21 Jan	<i>Working in Human Services</i> Guests: 1/16: Audra Baca, Parent, Family and Community Engagement Specialist, Headstart; Tammy Reeves, Program Manager, Court Appointed Special Advocates (CASA); Martina Robinson, Development Manager, Family Tree Relief Nursery 1/18: Alicia Buettner, Program Director, Oak Creek Correctional Facility	Chapter 5 (Children and Child Welfare Services)		You are expected to attend and fully participate in class each week. Participation includes both speaking and listening. Sharing the floor is important. Don't dominate. Contributing (even if you are not used to doing so) is important. Becoming a respected colleague includes contributing in the work setting and we will practice it here.
3 22 - 28 Jan	Children, Adolescents, and Families Guests: 1/25: Robert Perkins, Supervising Probation Officer, Linn Co. Juvenile Justice; Salvador Maciel, Jackson Street Youth Shelter	Chapter 6 (Adolescent Services)	Plan/Outline for Statement of Professional Identity project	
4 29 Jan - 4 Feb	Gerontology; Healthcare; Hospice	Chapters 7 & 10 (Gerontology; Medical, Healthcare, and Hospice)	*Intent to Place Document due.	
5 5-11 Feb	Mental Health; Housing and Homelessness	Chapters 8 & 9 (Mental Health Services; Housing and Homelessness)	In Service of Strangers sketches <i>Late Work Deadline for Weeks 1 to 4 (Tuesday).</i>	Also on Tuesdays Weeks 3-10, individual students will give deliver brief thoughts

6 12-18 Feb	Public Schools Looking to the future professionally	Chapter 11 (Human Services in Public Schools)	Statement of Professional Identity	(reflection/present ations) to the class. These are designed around the readings as well. You will be assigned your presentation day during the first week of the term.
7 19 -25 Feb	Preparing for your practicum; working with all families Guest: 2/20: Terese Jones, LBCC JOBS program, Faculty Coordinator	Chapter 14 (Rural Human Services)	*LPET due	
8 26 Feb -5 Mar	Public and Private settings; working in a faith-based setting	Chapter 12 (Religion, Spirituality, and Faith Based Agencies)	Outline for Group Movie Project due	
9 4-11 Mar	Working with offenders and victims; coordinating with law enforcement	Chapter 13 (Violence, Victim Advocacy, and Corrections)	In Service of Strangers paper	
10 12-18 Mar	International Human Services Where do you fit in Human Services?	Chapter 15	<i>Late Work Deadline for Weeks 5 to 9 (Tuesday).</i> *LPET revisions (if needed) due.	
11 Mar 20th	Tuesday March 20th, 2:30 to 4:20 p.m. Guest Panel: Former HDFS 207 Interns.		Final: Group Movie Project Presentations	

***For students who will take HDFS 2018 spring term only.**

Note: the Instructor reserves the right to make changes to this course schedule. Changes will be announced in class and on Moodle. Check the live link for the updated syllabus via Moodle.