



**Course Prefix/Number/Title:** *GERO 130 INTRODUCTION TO HUMAN SERVICES*

**Number of Credits:** 2

**Course Description:**

This course introduces helping professions, including the various roles, functions, values, and personal attributes needed to function effectively in these careers. Included will be the history, practice settings, career opportunities, and philosophical concepts related to working with vulnerable populations.

**Pre-/Co-requisites:** None

**Course Objectives:**

1. Describe the importance of a liberal arts (electic) knowledge base for generalist human services practice.
2. Identify and describe basic knowledge, practice principles, and human services values and ethics.
3. Appraise one's goodness of fit by examining personal motivation for entering a human services profession.
4. Explain the basic concepts of social problems, social justice, economic justice, social welfare, and human diversity with emphasis on the oppressed and vulnerable particularly in rural populations.
5. Discuss the impact of cultural diversity and the practitioner's need to develop ethnic and gender competencies.
6. Demonstrate an understanding of the historical development of the human services professions.
7. Describe the generalist approach to practice and the rationale for applying this approach, particularly in rural settings.
8. Identify the areas and settings of human services practice especially the Northern Great Plains Region.

**Instructor:** Jim Holben, LMSW, CTRS, CPRP

**Office:** Can be reach through course e-mail or through Dakota College e-mail

**Office Hours:** The course is checked daily throughout the semester and will answer questions at that time.

**Phone:** 701-269-8845

**Email:** Jim.Holben@dakotacollege.edu

**Lecture/Lab Schedule:** Follow course calendar and weekly schedule posted in the course.

**Textbook(s):**

*The Generalist Model of Human Services Practice*; G. Hull & K. Kirst-Ashman, Brooks/Cole-Thomson Learning; 2004, ISBN # 0-534-51273

**Recommended Resources:** *The Social Work Portfolio: Planning, Learning in Dynamic Profession*, Barry R. Cournoyer, Mary J. Stanley, Brooks/Cole-Thomson Learning; 2002, ISBN # 0-534-34305-8

*Social Work Values and Ethics 2<sup>nd</sup> Ed*, Frederic G. Reamers, Columbia University Press; 1999, ISBN # 0231-11391-9

*Direct Social Work Practice: Theory and Skills 6<sup>th</sup> Ed*, Dean H. Hepworth, Ronald H. Rooney, Jo Ann Larsen, Brooks/Cole-Thomson Learning; 2002, ISBN # 0-534-36830-7

*“Human Services?...That must be so rewarding.”* Gail S. Bernstein & Judith A. Halaszyn, Paul H. Brooks Publishing Co., Inc. 1989, ISBN # 1-55766-007-7

*Therapeutic Recreation: Processes and Techniques 2<sup>nd</sup> Ed*, David R. Austin, Sagamore Publishing, Inc. 1991, ISBN # 0-915611-45-7.

*American Social Welfare Policy: A Pluralist Approach 4<sup>th</sup> Ed*. Howard Jacob Karger, David Stoesz, Allyn and Bacon 2002, ISBN # 0-8013-3311-3

*The Reluctant Welfare State 4<sup>th</sup> Ed*, Bruce S. Jansson, Brooks/Cole-Thomson Learning; 2001, ISBN # 0-534-36551-5

*A New History of Social Welfare 5<sup>th</sup> Ed*, Phyllis J. Day, Allyn and Bacon 2006, ISBN # 0-205-43703-6

**Course Requirements:**

Students must read assigned chapters from the textbook and other resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be 3 tests, a comprehensive midterm and final, as well as 10 quizzes, 10 discussion board questions, 2 reaction papers and 1 case study. Your final grade is determined by dividing total points earned by total points possible. There is a total of 500 points possible for this course. Students must have access to a computer with specific versions of Internet Explorer, or Fire Fox. To see which versions are compatible, please refer to our pages.

**Tentative Course Outline:**

This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are expected to complete the course in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

Employ industry- specific skills in preparation for workplace readiness.

Demonstrate knowledge of how to connect concepts and use a differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving.

### **Relationship to Campus Focus:**

Introduction to Human Services course introduces human services. This course explores values, ethics, and self-awareness, culturally competent practice, historical development of the helping professions, helping process in generalist practice, working with individuals and systems, and career avenues in human services. The course also discusses a working knowledge of the discipline, the process of assessment, engagement, intervention, and termination of services all levels of practice i.e. Micro, Mezzo, Macro, Then through class assignments the student demonstrates knowledge and application of helping process as it applies to human services, along with demonstrating effective communication skills.

### **Classroom Policies:**

- Regular participation in the class is expected.
- Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
- All quizzes and exams can be taken on any computer with Internet access.
- Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
- Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
- Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.
- Each quiz/test will be available for a 3-5-day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5-day period.
- Quizzes and test are given for a limited time only.
- Each quiz/test will be available for a limited period of time (15-90 minutes) depending upon the number of questions.
- Expectations: There are ten quizzes, three tests, a mid-term and final that is given during the course of the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay, and matching.
- Tests are comprised primarily of multiple choice, true/false, short answer, essay, fill in the blank and matching. Quizzes have approximately 5 questions each and mid- term exam has around 30 questions and final has around 75 questions.

Students must read the assigned lecture note and review other resources identified in the course complete assignments that reinforce learning and demonstrate by exam knowledge of the topics covered. There will be 3 tests, a mid –term exam and a final exam, as well as 10 quizzes, 10 discussion board/forum questions, 1 practice paper, 2 one-page reaction papers, and case study paper.

Tests 1-3 @ 25 points each for a Total of 75 points  
Mid Term @ 75 points for a Total of 75 points  
Final @ 100 points for a Total of 100 points  
10 Discussion Board Questions @ 5 points each for a Total of 50 points  
10 Quizzes @ 5 points each for a Total of 50 points  
1 Practice Paper @ 50 points for a Total of 50 points  
2 One-page Reaction Papers @ 25 points each for a Total of 50 points  
1 Case Study @ 50 points for a Total of 50 points  
Grades will be calculated using the following criteria:

A= 90-100  
B= 80-89  
C= 70-79  
D= 60-69  
F= 59 and below

All submitted work is to be your own.

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Is It Plagiarism Yet?](#)

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the [Student Handbook](#) on pages 18, 19, and 37.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

**Final Comments:**

The recommended Resources do not need to be purchased, however were utilized in the development of this course and will be referenced in the lecture presentation, discussions board questions, quizzes, exams, reaction papers, practice paper and case study.