Stella & Charles Guttman Community College at CUNY
50 W 40th Street, New York, NY

Introduction to Human Services
Spring I 2024

Course Number: HSVC 103
Instructor Name: Dr. Nicole Kras
Days/Times: Hybrid-In-person class meets Thursdays 1:15pm-2:45pm
Course Location: Room 403
Email: Nicole.Kras@guttman.CUNY.edu
Office Hours: Thursdays 11:00am to 12:00pm (in-person by appointment) and by appointment via Zoom any other days/times

Course Description:
This course introduces students to the role of human service professionals working in an urban environment. Students will learn about the historical context that led to the development of the various human service professions, with an emphasis on New York City. Other topics to be discussed include the value, knowledge, and skill base of the helping process, culturally competent work, and issues of social justice. Emphasis will be place on the relationships between social welfare policy, human need, and the provision of human services. A research assignment will give students an opportunity to explore a specific field practice within the urban environment.

Co-requisites or Pre-requisites:
None

Credits/Contact Hours:
3 credits, 3 hours

Course Learning Outcomes:

By the end of the class students will:

- gain a solid foundational understanding of the profession of Human Services to include the diverse settings, populations, and interventions available to the human services practitioner. (CSHSE Standards 12 and 13)
- discuss the importance of history in the development of the human services movement, including current trends, issues and controversies. (CSHSE Standard 11)
- become familiar with the nature of the human services field and the variety of theories that provide the foundation for the work. Students will demonstrate an understanding of the theoretical framework and concepts of human services practice. (CSHSE Standard 16)

- identify and understand strategies of human service delivery. (CSHSE Standard 13)
- identify social, economic, political and cultural factors within American society, which influence how human service problems are identified and how services and fields of practice are created to address these problems. Students will understand and explore approaches to social change, social movements, organizational policy and reform. (CSHSE Standard 11)
- explain the methods, skills, perspectives and values needed to work with people in a professionally ethical way. (CSHSE Standards 17 and18)

Course Learning Outcomes	National Association of Colleges and Employers (NACE) Career Competency
Students will gain a solid foundational understanding of the profession of Human Services to include the diverse settings, populations, and interventions available to the human services practitioner.	Equity and Inclusion
Students will discuss the importance of history in the development of the human services movement, including current trends, issues and controversies.	Communication
Students will become familiar with the nature of the human services field and the variety of theories that provide the foundation for the work. Students will demonstrate an understanding of the theoretical framework and concepts of human services practice.	Critical Thinking
Students will identify and understand strategies of human service delivery.	Critical Thinking
Students will identify social, economic, political and cultural factors within American society, which influence how human service problems are identified and how services and fields of practice are created to address these problems.	Equity and Inclusion
Students will understand and explore approaches to social change, social movements, organizational policy and reform.	Critical Thinking
Students will explain the methods, skills, perspectives and values needed to work with people in a professionally ethical way	Equity and Inclusion

Course Format
This course is a hybrid course that has online and in-person expectations. Please see the calendar on the syllabus for weekly requirements.

Course Communication
I will be communicating with you regarding assignments and participation. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours. If you are having

trouble with this course or its material, you should contact me via email to discuss the issues.

Announcements will be posted to this course weekly. If there is any other information, I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

Course Module Schedule
Each week will begin on a Monday and will end on a Sunday. You will complete one course module each week of the course.

In order to complete all of the module assignments, you will spend about 12 hours per week on the course materials and course-related activities using Blackboard, participating in discussion boards, conducting research, writing and reading and reflecting on the texts. A list of weekly responsibilities/deadlines follows:
· Monday-Thursday: Look over module, begin reading, watching materials, and working on assignments
· Thursday: Attend in-person course 1:15pm-2:45pm (see syllabus for specific dates)
· Sunday 11:59 PM: All assignments due *unless an in-class assignment that is due by the end of class

Technology Requirements
 You must have access to the Internet to view/hear course materials. No special software is required. The videos and links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:
· Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
· Reliable Internet access and a Guttman email account;
· A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
· Microsoft Word as your word processing program; and
· Reliable data storage for your work, such as a USB drive, Dropbox or Office365 OneDrive cloud storage.

Minimal Technical Skills Needed
Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:
· Organize and save electronic files;
· Use Guttman email and attached files;
· Check email and Blackboard daily;
· Download and upload documents;
· Locate information with a browser; and

· Use Blackboard.

Technical Support

If you need access to a laptop, need support, or have any technology, IT-related questions including about Blackboard, please contact the helpdesk and submit an online request at helpdesk@guttman.cuny.edu.

The Help Desk is open Monday – Friday from 8:00 AM – 6:00 PM. If you need Blackboard help outside of these hours, you can contact Blackboard support at: 646-664-2024 or go to https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/

Course Assignments and Grading

Assignments: There are several types of assignments in this course (e.g., introduction post, reflections, written assignments, etc.). Please see Blackboard for requirements of each of these assignments.

Quizzes: There will be three quizzes (plus a syllabus quiz) throughout the semester. Quizzes will be a mix of multiple choice and true false questions. Quizzes will be open materials and cover content from posted presentations, readings, video, and in-class discussions.

Final Exam: The final exam will be open materials and will cover content from throughout the semester. The final exam will be a mix of multiple choice and short answers.

Final Paper/Presentation: Your final paper and presentation is a multi-stepped assignment that will be worked on throughout the semester. See final assignment description posted on Blackboard.

Reflection #1	20 points
Reflection #2	20 points
Reflection #3	20 points
Reflection #4	20 points
Reflection #5	20 points
Quizzes (10)	20 points each-200 points
Presentation Topic	10 points
Draft of final paper	20 points
Final Paper	100 points
Mandated Reporter Training	30 points
Resume and Cover Letter Draft	20 points
Final Presentation	50 points
Final Exam	75 points
In-class activities	20 points
	625 points total

Grade	Quality Points	100 Point Scale
A+	4.0	97-100%
A	4.0	93-96.9%
A-	3.7	90-92.9%
B+	3.3	87-89.9%
B	3.0	83-86.9%
B-	2.7	80-82.9%
C+	2.3	77-79.9%
C	2.0	73-76.9%
C-	1.7	70-72.9%
D+	1.3	67-69.9%
D (passing)	1.0	60-66.9%
F	0	0-59.9%
NC*	Not calculated	0-59.9%

Policies and Procedures

To create and preserve a classroom atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

- In this hybrid course you are expected to attend both in-person classes and participate in the asynchronous online class tasks and assignments. For the in-person portion of this course, you are expected to be on time. I intend to begin class promptly at the designated time, and you should be in your seat and ready to begin class at this time. Class ends at the designated time. Please refrain from packing up your belongings early. It is disruptive to me and to others around you. For the online portion of the course, you should be checking your email frequently. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to check updates related to the course and complete all assignments by their due dates.

- Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing (in-person and online). Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences. **No one should be talking while someone else in the class is speaking.**

- Technology use during class time should be professional and solely used to enhance your learning experience. Phones and computers should be silenced during class time.

Late Work/Make-up Policy

- All assignments, quizzes, and posts are due by the deadline as posted on the course schedule. Please plan accordingly and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

- Completing and submitting the assignments or quizzes responses by the due date is the sole responsibility of you. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

- **Late assignments will not be accepted unless there is prior approval from me. I recommend that you submit your assignments, quizzes, and exams well before the deadline.**

- ***Late quizzes and tests will not be accepted.**

All registered students are expected to follow all Guttman and CUNY rules and regulations, in particular the Code of Conduct, Academic Integrity Policy, Sexual Misconduct Policy, and CUNY's Policy on Acceptable Use of Computer Resources during the period of distance learning and online instruction. Any student found to be in violation of these policies can face disciplinary action.

Policy on Academic Honesty
Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work. GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. And if you are still uncertain, be sure to ask. Refer to Article II of your Student Grievance Procedures for further

details on academic honesty. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Disability Support Services
 In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room 509-B to secure necessary academic accommodations and adjustments for additional information and assistance please call 646-313-8833 or email accessabilityservices@guttman.cuny.edu.

Starfish
Starfish is a communication tool for students, faculty, advisors, and many academic support and student service areas at Guttman. Instructors and advisors will use Starfish to provide you with feedback about your progress. Throughout the semester, you may receive emails or text messages regarding your academic performance and referrals to specific campus resources, such as peer mentors or tutors. You can use Starfish to "Raise Your Hand" and ask questions, and make appointments with your advisor or with other service areas. To access Starfish log into my.guttman.cuny.edu and click the Starfish icon on the left side of the page. If you need help using Starfish, you can speak to your advisor.

Weekly Calendar

	Topic	Readings, Assignments and Activities
Week 1 **3/1-3/10** **What is human services?**	Class expectations, review of syllabus (syllabus reconnaissance) Performance Prognosis Inventory for Introduction to Human Services	**Watch:** Welcome to Introduction to Human Services (Professor created video before class on Thursday) **Read and take notes:** **What is human services? (NOHS) (all sections)** **What is human services?** (Chapter 1) **Submit:** Syllabus quiz
Week 2 **3/11-3/17** **History of Human Services**	Historical roots of human services Overview of the field of human services	**Watch:** Historical roots of human services (Professor created video before class on Thursday) **Readings:** A brief history of human services and The History of Social Welfare in the United States (Chapter 1) **In-class:** History of Human Services Timeline Group Activity **Submit**: Quiz #1 **Submit:** Reflection #1
Week 3 **3/18-3/24** **Human Services Professionals and Populations that We Serve**	Who are human service professionals? Erikson's stages of psychosocial development Introduction to final project Human Services Fieldwork Requirement-Presentation by Nancy Dessables	**Watch and take notes:** Human Services Professionals (Professor created video before class on Thursday) **Read:** Human services professionals and Where human services professionals work **Read:** Job outlook **Read:** Erikson's Stages of Psychosocial Development **Watch:** Erikson's Stages of Psychosocial Development

		Submit: Quiz #2
		Submit: Reflection #2
		Submit: Paper/Presentation Topic
Week 4 **3/25-3/31** **Social Change** **The Social Welfare System**	The social welfare system How public and private attitudes influence legislation and the interpretation of policies related to human services. The broader sociopolitical issues that affect human service systems Belief that individuals, services systems, and society can change. Historical and current legislation affecting services delivery.	**Watch and take notes:** The social welfare system and social change (Professor created video before class on Thursday) **Readings:** Social Policy (Chapter 2) **Watch:** Social Policy: Crash Course Government and Politics **Readings: What is a social problem?** and **Continuity and Change in Social Problems** **In-class:** Article analysis (must be in class to submit) **Submit:** Quiz #3 **Submit:** Reflection #3
Week 5 **4/1-4/7** **The Helping Relationship**	Building helping relationship: Exploring attitudes/values, skills, and knowledge. The least intrusive intervention in the least restrictive environment. Client self-determination Strength's based perspective Resume workshop-presented by Guttman Field Associates	**Watch and take notes:** The Helping Relationship (Professor created video before class on Thursday) **Read:** Meeting Clients **Watch:** an example of least restrictive environment Principles of IDA, LRE **Submit:** Quiz #4 **Work:** On draft of your resume
Week 6 **4/8-4/14** **Ethics**	Values and ethics in human services Developing and sustaining behaviors that are congruent with the values and ethics of the profession.	**Watch:** Values and ethics in human services (Professor created video before class on Thursday) **Read:** Read Ethics and Values in Human Services

		Read: Caring for yourself while caring for others
	Confidentiality of information	
		In-class Case Studies: Ethical dilemmas
	Self-Care	
		Submit: Reflection #4
	Locating article from the library (presentation from the library)	
		Submit: Quiz #5
		Locate: The articles you want to use for your presentation
		Work: On draft of your resume
Week 7 **Appreciating and working with diversity** **4/15-4/30** ***No in-person class meeting time this week (4/18). I will still be holding in-person office hours.** *You will be completing your two hour Mandated Reporter Training online.	Appreciating and working with diversity	**Watch and take notes:** Appreciating and working with diversity (Professor created presentation) **Read: Human Services Respect for Diversity and Respect for Diversity. Complete the self-assessment.** **Submit:** Your completion certificate from the New York State Mandated Reporter Training (two hours) **Submit:** Reflection #5 **Read:** The articles you want to use for your presentation
Week 8 **5/1-5/5** **Effective Communication**	Interviewing and counseling Introductory skills to develop goals, design and implement a plan of action. Effective communication Presentation from the Office of Counseling and Wellness on effective communication and self-care APA formatting	**Watch and take notes:** Effective Communication (Professor created presentation) **Read:** Effective Communication Skills and Engagement Techniques **Watch:** Basic Skills of a Counselor **Submit:** Quiz #6 **Submit:** Resume **Work on:** draft of your final paper

Week 9 **5/6-5/12** **Case Management**	Introduction to the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning. Theory and knowledge bases of prevention, intervention, and maintenance strategies.	**Watch and take notes:** Case Management (Professor created presentation) **Read:** What is the role of case management? **In-class Activity:** Green walk-Benefits of spending time in nature (weather dependent) **Submit:** draft of your final paper **Submit:** Quiz #7
Week 10 **5/13-5/19** **Groups** ***No in-class meeting this week (no classes)**	Overview of how small groups are used in human services settings Theories of group dynamics Group facilitation skills	**Watch and take notes:** Groups (professor created video) **Reading:** Working with groups **Work on:** final paper draft edits **Submit:** Quiz #8
Week 11 **5/20-5/26** **Theories and Concepts in Human Services**	Psychoanalytic Theory Ecological Systems Theory Humanistic Theory	**Watch and take notes:** Theories and Concepts in Human Services (professor created video) **Read and take notes:** Psychosexual Stages of Development **Read and take notes:** Bronfenbrenner's Ecological Systems Theory **Watch:** Systems Theory **Watch: Humanistic Approach** **Submit:** In-class article analysis (must be in class to submit) **Submit:** Quiz #9
Week 12		***Presentations and final papers are due.**

5/27-6/2 ***No in-person class meeting time this week** Create the space this week to work on your final paper and your presentation. You may want to set up a time to meet with the course writing tutor and/or an individual meeting with me to review your project.	Final research paper and presentations due	**Submit:** Presentations to Padlet and Blackboard **Submit:** Final paper to Blackboard ***All work must be submitted by the end of day on 6/2.**
6/3-6/9 **Course Review/Wrap-Up** ***In-person class time this week will be to review for your final exam and prepare your study guide.**	Course wrap-up Final exam preparation	**Prepare:** Final Exam **Submit:** Final Exam by end of day 6/9