Proposal to Revise the Master of Human Services Curriculum, Part II

Course Revisions and Additions
SECTION II

MHS REVISED CORE CURRICULUM
COMPETENCY UNIT I
Fall 2008

COMPETENCY TITLE: Self-Directed Learning

COURSE NUMBER: HUS 611 (3 credits)  FACULTY: Values Instructors

COURSE NAME: Professional Ethics

COURSE DESCRIPTION:

The course focuses on the theoretical and historical background of ethics for human services with the primary attention given to philosophical traditions. Approaches to values are distinguished, e.g., philosophical, psychological and interdisciplinary.

COURSE GOALS:

The course will:

1. present philosophical accounts of morality as given in the history and theory of ethics;

2. present the relevance of values to doctrines of human nature, e.g., through examination of work and the life worth living;

3. present the mutual influence of society and moral values/theories/traditions;

4. facilitate the student’s exploration of his/her own values and then to his/her role as learner in the field of human services and to his/her work;

5. present the socio-economic values basis of the human services profession;

6. improve the student’s capacity to write with clarity.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. identify and list values represented in ethical systems from a variety of contexts and traditions (European, American, Asian, African);

2. identify their personal values and articulate how their value systems inform and influence their professional practices;

3. write with greater clarity at the end of the course than at the beginning.
TOPICS TO BE COVERED:

On the basis of our studies, students will be required to decide what kind of values and theories should guide the human services, and be conversant on:

1. The distinction between description and prescription;
2. The distinction between morality, law, and religion;
3. The distinction between ethics and metaethics;
4. The distinction between moral absolutism and oral relativism;
5. The definition of these terms:
   • Egoism;
   • Utilitarianism;
   • Deontology;
   • Moral obligations;
   • The legal, moral, and religious statuses of racism, xenophobia and sexism in human services.

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES

Students must attend all seminars, read all assigned materials and complete all written assignments, including exams, essays, and the work history exercise. The required essays will focus upon the development of a personal value system. Absences or lateness to class or lateness in written assignments may affect the student’s grade for the course.

An outline of weekly text reading assignments, due dates for essays, additional reading assignments, and exam dates will be distributed on the first day of class.

METHODS OF TEACHING:

This course will consist of lectures and class discussions, as well as exercises designed to get students to think critically about moral issues and theories. Argumentative essays that follow the evidence, premise, or argument wherever it leads will be used to encourage critical thinking.

GRADING:

The work history exercise is not graded though it is required. Essays count for 75% and exams count for 20% of the student’s grade. Class participation counts for the remaining 5%. Late papers and exams are reduced by one letter grade.

TEXTBOOKS REQUIRED:


**RECOMMENDED TEXT:**


**GENERAL GUIDE FOR DEVELOPMENT OF A PERSONAL VALUE SYSTEM:**

1. Criteria for judging moral acts and agents:
   a. Are acts right/wrong due to their intrinsic nature, their consequences, or the intentions and dispositions of the agent?
   b. Are the criteria for judging actions and agents distinct?

2. Facts and values or is/ought
   a. What is the relation between facts and values, biomedics and morals?
   b. Is there more than convention as a source of moral law?
   c. Does moral theory rest upon a theory of human nature?

3. Moral rules and the good life
   a. What is the composition of the moral life?
   b. How does one establish what is morally good?
   c. Are any rules absolute?
   d. Why be moral? What motivates us to be moral agents?

4. Egoism and altruism
   a. How does the good of the individual relate to that of society?

5. Freedom and determinism
   a. Are we free to deliberate and choose?
   b. Do we have moral responsibility?

To assist in the structuring of the personal value system, the following five basic principles will be discussed:

1. The Value of Life Principle
2. The Principle of Goodness or Rightness
3. The Principle of Justice or Fairness
4. The Principle of Truth-Telling or Honesty
5. The Principle of Individual Freedom

**ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.**
COMPETENCY UNIT I
Fall 2008

COMPETENCY TITLE: Self-Directed Learning

COURSE NUMBER: HUS 612(3 credits)  FACULTY:  Psychology Instructors

COURSE NAME: Psychology of Life Span Human Development

COURSE DESCRIPTION:

Psychology of Life Span Human Development focuses upon psychological development throughout life span. Emphasis is placed on developmental theories and concepts focused on psychosocial, cognitive, emotional interpersonal, and moral aspects of growth and change. Students will be provided the opportunity for assessment of their own developmental process, self-needs and strengths. Theories will be applied to students’ personal and professional experiences.

COURSE GOALS:

The course will:

1. present an understanding of the psychology of self;
2. present an understanding of theories of human development with emphasis on adult development;
3. present an understanding of stability and change in human development;
4. present an understanding of the dynamics of interpersonal relationships;
5. present an opportunity to master effective written communication skills.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. follow the steps in the scientific method;
2. accurately interpret a research article from a professional psychology journal;
3. identify and describe the characteristics of self, self-concept, and individual motivation;
4. demonstrate mastery of the major theories of human development by applying them to their own life.
5. describe their own learning and change process;

6. describe and analyze major changes in their past life and anticipated changes in their future life plans;

7. identify and describe key relationships with others, which have contributed to their present concepts of self and development;

8. demonstrate increased precision and clarity in their written communication.

**TOPICS TO BE COVERED:**

1. Major theories and approaches in the study of human development;
2. Developmental issues in early and middle childhood, adolescence and adulthood;
3. Emotional development and self-concept formation;
4. Social relations: from attachment to intimacy;
5. Moral development paradigms;
6. Gender role development;
7. Cognitive development from childhood through adulthood;
8. Models of adult development;
9. Developmental issues of bicultural and minority groups;
10. Personality issues in midlife and aging.

**COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:**

The student will complete a written autobiography, which will recount life events and convey the processes which were/are creating and changing the ongoing, developing sense of self. Various teaching and learning approaches will be utilized to assist the student in this process.

By the 3rd class meeting of the seminar, the student will submit Part I of his/her autobiography. The paper will cover the period of childhood and adolescence, to age 20. This paper will describe the student’s life, especially significant issues/changes/events in the growth and development of the self. “Self” is assumed to include: the emotional self, the self-concept, the cognitive self, the moral (values) self, and the social (interpersonal) self, including the contexts for self-development and important relationships which have affected the development of the self. Descriptions in this draft should be extensive, in-depth, and subjective. The paper should not merely recount events but convey the processes which are/were creating and changing the on-going, developing sense of self, that is, the internal as well as external processes.

By the 7th class meeting of the seminar, the student will submit Part II of his/her autobiography. The paper will cover the period of adulthood, from age 20 to 70. The student will discuss the past and present, as well as plans, hopes, fears, projections, etc. for the future, so that all periods of adulthood (i.e., early adulthood, middle adulthood, and later adulthood) are addressed. This paper should follow the guidelines of #1 above.
By the 11th class meeting of the seminar, the student will submit the Self/Others integration of Part I of the autobiography. This paper is to be a reflection/analysis of Part I of the autobiography, applying and integrating concepts from the Self/Others seminar which help the student understand and/or put into perspective her/his childhood and adolescent development. Concepts discussed should take into account the emotional, cognitive, moral, and social self, and should consider developmental patterns from the perspectives of developmental tasks and psychosocial crises.

By the 14th class of the seminar, the student will submit a Self/Others integration of Part II of the autobiography as well as the revised, final version of assignments 1-3 above. This Self/Others integration should cover early, middle, and later adulthood and should follow the general guidelines of #3 above.

NOTE: The final version of the paper, consisting of a revised autobiography in two parts (0-20, 20-70) and a Self/Others integration in two parts (0-20, 20-70), constitutes the final (term) paper for this seminar, due Week 14.

**General Information Regarding Course Requirements:**

1. All papers will be graded and critiqued for organization, continuity, content, accuracy, and clarity of expression. Integration sections will also be graded and critiqued for understanding and application of concepts from seminar readings, lectures, and discussions.

2. Papers 1-3 will be returned with recommendations for revision where appropriate. The final paper will only be returned if a stamped, self-addressed envelope accompanies it. Otherwise, the student is responsible for picking up the final paper during the first class meeting of the following semester.

3. All papers must be submitted on the date due, during the Self/Others class period. No papers will be accepted unless submitted during class on Saturday. Late papers will be penalized by 1/2 letter grade (e.g., A to A-) for each week of lateness. The final paper will not be accepted later than December 3rd without the prior written consent of the instructor. Two late papers will seriously jeopardize your final grade.

All papers and final copies must be typed in black ink on plain white bond paper, double-spaced with a 12 pitch font size and one-inch margin on the left. All pages must be numbered.

All papers must be stapled securely in the upper left-hand corner. Final papers must also have a “file clamp” at the top.

No papers enclosed in plastic or binders of any kind will be accepted.
The first page of each paper submitted must be a separate cover sheet. On the cover sheet you must: sign your name, type your name, indicate the course number and the section number, type the date due. The instructor will write in the date that the paper was actually received in class.

Use the American Psychological Association (APA) Publication Manual format in writing your papers.

Any work submitted which does not meet the criteria will be unacceptable.

Each draft will be graded and will count as 10% of the course grade. The final paper will count as 50% of the course grade.

Quizzes will be given to test student knowledge and application of the major developmental theories studied in the seminar (20% of final grade).

Attendance and lateness policies are according to program policy, as outlined in the Student Handbook.

**TEXTBOOK REQUIRED:**


Class handouts will also be required readings.

**ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.**
COMPETENCY UNIT I  
Fall 2008

COMPETENCY TITLE: Self-Directed Learning

COURSE NUMBER: HUS 613 (3 credits)  
FACULTY: Systems Instructors

COURSE NAME: Introduction to Applied Sociology & General Systems Theory

COURSE DESCRIPTION:

The systems that humans use in personal/interpersonal functioning are identified and surveyed by use of General Systems Theory (GST). Emphasis is placed on General Systems Theory concepts as tools to examine both the interfaces of self and environmental systems along with other sociological theories and processes.

COURSE GOALS:

The course will:

1. facilitate an understanding of how a general knowledge of human service systems applies to a particular service;

2. facilitate the demonstrated understanding of the self as a human system interfacing with other specific systems which furnish resources for self growth as a function of self-directed life-long learning;

3. facilitate the demonstrated understanding of the systematic structure of the MHS Program and incorporate it into the student’s learning plan;

4. present to the student an array of complex organizational systems designed to develop the “professional self” of the student;

5. assist the student to understand the concept of social change and resource utilization in pursuit of social change.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. explain how a general knowledge of human service systems applies to a particular service;

2. describe the self as a human system interfacing with other specific systems which furnished resources for self-help as a function of self-directed lifelong learning;
3. describe the systematic structure of the MHS program and incorporate it into an individual learning plan, using systems models;

4. describe and analyze an array of complex organizational systems designed to develop the “professional self” of the student.

5. define and illustrate the concept of social change and resource utilization as applied to social change.

6. write with greater clarity at the end of the course than at the beginning.

TOPICS TO BE COVERED

• Individual as a System
• Definition; subsystem, suprasystems, boundary
• Holon – the system as whole & part
• The focal system
• Analysis vs. synthesis
• Open/Closed systems
• Feedback
• Energy/Information
• Entropy/Synergy
• Homeostasis/equilibrium/Steady State Boundaries, Linkages, and Hierarchy
• Input/output mechanism
• Four functional subsystems
• Agency as a system of small groups
• Culture and Societal Relations
• Stratification of Society
• Human Service Organizations
• Goals
• Structure
• Human Service Organizations
  ▪ Leadership & Power
  ▪ Models of structure
  ▪ Agency as system of small groups
  ▪ Agency as career arena
  ▪ Input/output processing mechanism
  ▪ Human Service Organizations and Their Interaction With Their Environment
• The Social Service Agency & Solving Social Problems
• Processing people
• Using state of the art technology
• Change in Organizations
• Systems change model
• Culture and the organization
• Task, Person, Role and Power
• Culture and the organization
• Alternative to bureaucracies

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:

Students must attend all seminars, read all assigned materials and complete all written assignments, including projects and essays. Absences, lateness to class or lateness in written assignments will affect the student’s grade for the course. Quizzes will be used to determine mastery of the concepts presented and discussed throughout the semester.

The following represents the assignments and percentage of your grade it involves:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>Paper 1</td>
<td>15%</td>
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<tr>
<td>Paper 2</td>
<td>20%</td>
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<tr>
<td>Paper 3 (Final)</td>
<td>20%</td>
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<tr>
<td>Attendance &amp; On-Line Activity</td>
<td>25%</td>
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<tr>
<td>5 Quizzes</td>
<td>20%</td>
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Note: Weekly-reading assignments will be handed out in class.

METHODS OF TEACHING:

Lectures, class discussions, problem solving, experiential-based learning, group activities and discussions, student assessment and feedback, individual reports, weekly on-line discussion groups, and group reports.

EVALUATION AND ASSESSMENT:

Individual grading will be based on individual participation in group projects, group seminar reports, three individual papers, weekly on-line discussion groups, quizzes and class attendance. Criteria for grading papers will be posted in WebCT.

TEXTBOOKS REQUIRED:


WRITTEN ASSIGNMENT SCHEDULE:
All written assignments should be typed, double-spaced and follow the specific directions, which follow below. The assignments and their due dates are identified below.

Part 1A & 1B  First Paper (Due 4th Class)
Mission Statement, Agency Analysis: You & Your Agency as a System

Part 2  Second Paper (Due 8th Class)
Leadership and Social/Professional Roles

Part 3  Final Paper (Due 12th Class)
Social Change, Final Paper

COMPLETING THE WRITTEN ASSIGNMENTS:

The final systems paper is due the 12th week of the semester; however you will be working on this paper all semester. It will be written in three parts. This presentation is designed to demonstrate students understanding, knowledge and usage of general systems, leadership and social change theory in analyzing self and human services program/agencies. The paper, while brief and concise, must be specific enough to convince the reader that there was significant learning transferred enabling the student to move on to the next stage of systems understanding.

Elements of your presentation:

1. The final paper submitted on the 12th week must make use of a minimum of 16 systems terms as identified through lectures, class participation and/or readings. The first time you use a new systems term be sure to underline and define the term as used.

2. All systems terms must be defined through a referenced source, which must be cited in the paper and included in the reference list for the paper. APA format MUST be used for citations and reference lists.

Preparing the Paper:

   A. Part 1A: Mission Statement and Agency Analysis

From the systems-analysis position, with the agency as the focal system, prepare a discussion on how a specific agency is working to solve or diminish a particular social problem. The agency you use for analysis may or may not be your place of employment. The problem that you identify could be addressed by your employment agency or another agency of your choosing. However, it will probably ease the tasks of completing this project, if you use the agency where you are employed.
Although, the agency may be multi-service oriented, your discussion should be limited to the system that works on the identified social problem. The analysis should cover both the organization as a delivery system and its relationships with its external environment. Be sure to include the agency’s mission statement, statement of purpose or statement of goals and a table of organization or organizational chart for the agency discussed in the paper. These should be included in an appendix, which should be attached to the paper after the reference list. The appendices should be identified and numbered.

It is not expected that you include every systems term or concept that has been discussed or that you have covered in your reading during the semester to date. The discussion should demonstrate that you have gained a beginning understanding of your agency as a system and that you are able to discuss it using concepts from General Systems Theory.

As we further explore behavior within an organization, different organizations manifest cultural behaviors, norms and taboos that are reflected in operational procedures and processes. This feedback that you observe is an important product of this assignment. Where appropriate these norms, behaviors etc., should be included to demonstrate the concepts that they exemplify.

Each organization has a mission statement. According to the organizational structure, this statement can be passed to subordinate employees or held by a single individual. You are to approach the keeper of the mission statement and request a copy. Observe and record the behavior of the person that you approach. Record who had the Mission statement; what happened when you made the request; what this person’s reaction was; what the person’s verbal response was, if received; how long it took to receive a copy.

Analyze the statement and briefly discuss if the agency and staff are working in conjunction or contrary to the espoused mission. If there is a movement away from the mission, can you determine when the movement began, or who in the organization began the movement? Make an analysis of the statement. Identify why it does or does not meet its mission. The agency statement of purpose or agency goals should assist in this event. Look to monthly or annual reports to identify data that would support your analysis. It is important to support your analysis. In the event that the agency does not have the mission statement, you should develop a mission statement that you feel is appropriate, based upon your own knowledge of the social problem being discussed and your knowledge of the agency’s perspective on the problem.

**Don’t lose your job over this assignment.** Some students never obtain copies of the mission statement. If you cannot obtain it you can still complete the assignment.

**B. Part 1b: You and Your Agency as a System:**

In part 1b identifying yourself as the focal system, discuss how you as a system interact with your agency as a system, and how the use of the systems theory improves your ability to provide service to your clients or consumers within the context of the agency mission identified in part one.
Identify yourself as a system using the following systems terms as a minimum:

- Focal system
- Supra system
- Subsystem
- Boundaries
- Open & closed system
- Feedback
- Input output process mechanism
- Output versus outcome

The discussion should demonstrate a beginning understanding of yourself as a system, as well as the ability to discuss yourself and your actions using concepts from General Systems Theory.

There should be citations for all systems terms employed and an APA-style reference list at the end of the paper.

Part 1 should be written in no more than 3 or 4 pages. A cover page, APA formatting, reference list, glossary of terms and appendices should included in the submission of the assignment.

2. **Part 2: Leadership and Social/Professional Roles:**

Redraft of part 1A and 1B with corrections as indicated.

Identify three examples of leadership styles that you experience in your agency. Give the positive and negative impact of the use of these styles.

Finally, describe the major role that you occupy at your work site and identify how you exercise leadership in that role. Discuss why you use that style and give evidence that it does or doesn’t work.

Part 2 should be written in no more than 3 or 4 pages. A cover page, APA formatting, reference list, glossary of terms and appendices should included in the submission of the assignment.

3. **Part 3: Social Change:**

Identify a problem that you have observed in your agency. Analyze that problem using the model contained in Lauffer Chapter 11. Propose the broad steps that you would pursue to solve the problem.

Write a summary of no more than one page.

Write your conclusions.

**ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.**

Comp I Systems

Sociology for Human Services: Introduction to Systems
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Required Reading for next week:</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introductions</strong>&lt;br&gt;Goals, expectations Curriculum&lt;br&gt;Assignments &amp; Grading Rubrics&lt;br&gt;Expectations: Attendance; Pop Quizzes; Class Participation; WebCT; and Papers&lt;br&gt;Today’s Content&lt;br&gt;• Comp I Frame or Perspective&lt;br&gt;• Individual as a System – Beginning discussion of: What is a System?</td>
<td><strong>Anderson:</strong>&lt;br&gt;• pp. xiii – xv&lt;br&gt;• Chapter 1</td>
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<td>2</td>
<td><strong>What is a System?</strong>&lt;br&gt;• Definition; subsystem; suprasystem; boundary&lt;br&gt;• Structure&lt;br&gt;• Holon – the system as whole &amp; part&lt;br&gt;• The focal system&lt;br&gt;• Analysis vs. synthesis&lt;br&gt;• Mission Statement&lt;br&gt;• Open/Closed systems&lt;br&gt;• Feedback</td>
<td><strong>Anderson:</strong>&lt;br&gt;• Chapter 2&lt;br&gt;<strong>Lauffer</strong>&lt;br&gt;• Chapter 5</td>
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<td>3</td>
<td><strong>What is a System Continued</strong>&lt;br&gt;• Energy/Information&lt;br&gt;• Entropy/Synergy&lt;br&gt;• Homeostasis/equilibrium/Steady State Boundaries, Linkages, and Hierarchy&lt;br&gt;• Input/output mechanism&lt;br&gt;• Four functional subsystems</td>
<td><strong>Lauffer:</strong>&lt;br&gt;• Chapters 3 &amp; 5</td>
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<td>4</td>
<td><strong>1st Paper Due</strong>&lt;br&gt;• Four functional subsystems&lt;br&gt;• Agency as a system of small groups</td>
<td><strong>Anderson:</strong>&lt;br&gt;• Chapter 3&lt;br&gt;<strong>Lauffer:</strong>&lt;br&gt;• Chapters 6</td>
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<td>5</td>
<td>• Culture and Societal Relations&lt;br&gt;• Stratification of Society</td>
<td><strong>Anderson:</strong>&lt;br&gt;• Chapter 5&lt;br&gt;<strong>Lauffer:</strong>&lt;br&gt;• Chapters: 4 &amp; 9</td>
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<td>6</td>
<td>Human Service Organizations</td>
<td>Anderson:</td>
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<td>• Goals</td>
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<td>• Structure</td>
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<td>• Chapters 10</td>
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<td>7</td>
<td>Human Service Organizations</td>
<td>Lauffer:</td>
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<td>• Leadership &amp; Power</td>
<td>• Chapters 1, 3, 5</td>
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<td>8</td>
<td>Human Service Organizations continued:</td>
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<td>• Agency as system of small groups</td>
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<td>• Agency as career arena</td>
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<td>• Input/output processing mechanism</td>
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<td>2nd Paper Due</td>
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<td>Human Service Organizations And Their Interaction</td>
<td>• Chapters 7 &amp; 8</td>
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<td>With Their Environment</td>
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<td>10</td>
<td>The Social Service Agency &amp; Solving Social</td>
<td>Anderson:</td>
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<td>Problems</td>
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<td>• Processing people</td>
<td>Lauffer:</td>
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<td>• Using state of the art technology</td>
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<td>11</td>
<td>Change in Organizations</td>
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<td>Systems change model</td>
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<td>• Chapters 11</td>
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<td>12</td>
<td>Final Paper</td>
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<td>Culture and the organization</td>
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<td>Task, Person, Role and Power</td>
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<td>13</td>
<td>Culture and the organization</td>
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<td>Alternative to bureaucracies</td>
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<td>No Class</td>
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<td>14</td>
<td>Review and application of systems concepts to</td>
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<td>everyday agency issues.</td>
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<td>15</td>
<td>Last Class – Short Session</td>
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Additional handouts will be provided as the semester develops.
All assignments are required readings, and subject material for quizzes.
COMPETENCY UNIT I
Fall 2008

COMPETENCY TITLE: Self-Directed Learning

COURSE NUMBER: HUS 615 (3 cr.)        FACULTY: Field Instructors

COURSE NAME: Theory and Practice Integration: Field Seminar I

COURSE DESCRIPTION:

In this seminar, students use theory and experience to develop a professional orientation to human services. Previous and current professional experiences and skills are understood in the context of agency mission and functioning, professional roles and organizational structure, and professional ethics and standards. Students are introduced to the concept of professional mentoring through the establishment of a Preceptor relationship. This seminar brings together the theory and applied concepts of the program. Students meet in small groups at a central field location to review theory from classes in ethics, systems, psychology and skills, integrate this learning, and apply it to personal and professional experiences, following APA guidelines as appropriate.

This course emphasizes career development in human services through the understanding of career-building activities and the documentation of professional skills and experiences. Students apply career development concepts through the creation of a two-part Practice Application project:

- **Portfolio**: an experiential work history, a human service skills assessment, and documentation;

- **Learning Plan**: an outline of students’ proposed problem areas to be addressed for the remainder of their graduate study.

COURSE GOALS

The course will:

- increase the students’ understanding of self as a self-directed learner, group member and leader, and human service practitioner;

- provide a forum for further discussion, summation, and analysis of the Saturday class material;

- assist students in integrating theory and practice and applying general concepts and theory to the work environment;
• provide an experiential learning environment, which encourages the development of an interactive approach to the learning experience;

• help students determine and articulate past and current professional experiences and skills;

• provide students with methods of assessing future educational needs;

• assist students in developing an action plan for professional growth;

• improve students’ professional writing skills and understanding of the basic components of social science research.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

• demonstrate an ability to lead and perform other group roles through participation in structured group activity within the field seminar;

• review and analyze class lectures and reading material accurately and thoughtfully;

• in oral and written form, draw relevant correlations between Saturday classes’ theoretical material and specific human service experience;

• develop an effective working relationship with their Preceptor;

• demonstrate their understanding of basic social science research by passing an online APA introductory quiz and creating an abstract and reference list according to APA guidelines.

• describe the acquisition and scope of their human service skills, provide substantiating documentation validating these skills, and present this material in a professional portfolio;

• demonstrate self-assessment skill by determining areas of strength and weakness in their current professional skill and knowledge;

• assume responsibility for self-directed learning by presenting in writing an individualized learning plan, which outlines possible problem areas, preliminary proposals for the remaining competencies, and steps necessary to carry out these projects.

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES
Grading

Fifty per cent of the grade will be based on logs, online APA project, and class participation, reflecting the students’ ability to summarize, analyze, and integrate conceptual material, as well as to perform required group roles. Students will submit at least eight written logs during the semester and will complete an Introduction to APA project satisfactorily.

The remaining 50% of the grade will be based on an evaluation of the Portfolio and the Learning Plan. The grade is assigned by the field faculty with input from the Preceptor.

Your instructor will provide a written explanation of assignment weights and course grading policies at the beginning of the semester.

Attendance

Attendance at the field seminar is a vital part of the MHS learning experience, because it is in this seminar that the separate dimensions are put together and the focus is on integration. Regular attendance is required. All absences will affect both the learning and the grade for HUS 615. Three or more absences will result in failure for this seminar.

ASSIGNMENT DEADLINES AND DESCRIPTIONS

Logs: Due weekly, or as assigned

Field faculty will describe the requirements for logs, including style, structure, content and number required. Generally, each log will contain five sections: four summarizing the prior week’s classroom learning in each of the four dimensions (Skills, Systems, Psychology, and Ethics) and a fifth section commenting on commonalities among the classes and integrating this learning with a work-related or personal incident.

Introduction to APA: Due in Field, Week 6.

This independent study project consists of two parts, an online quiz and a written component. The online quiz is available through the Field WebCT class. The quiz can be taken as many times as needed to get the required passing grade of 80%. Your instructor will distribute the materials for the written component.

Portfolio: Due in Field, Week 10

In the Portfolio, students will describe the origin of their human service skills, analyze these skills, and present documentation to substantiate them. Guidelines and instructions for preparing a Portfolio are attached. The field faculty will
provide additional information and in-class exercises to help in the preparation of this document. See GUIDELINES FOR PREPARING A PORTFOLIO below.

**Learning Plan:** Due in Field, Week 14

The Learning Plan should follow logically from the Portfolio. After assessing strengths and weaknesses, students will plan a series of possible field projects which would fit their interests and abilities, help meet agency or community needs, and enable students to develop skills in any areas in which they feel deficient. In the Learning Plan, therefore, students will determine where they want to be in their professional development two years hence and describe how to accomplish that goal. Students will demonstrate accurate self-understanding as well as a clear understanding of the curriculum and requirements of the entire Master of Human Services Program. Guidelines for preparing a Learning Plan are attached. See GUIDELINES FOR PREPARING A LEARNING PLAN below.

**TEXTBOOK REQUIRED:**


Field faculty will furnish handouts as needed.

**ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.**
GUIDELINES FOR PREPARING A PORTFOLIO

Briefly stated, a Portfolio is a collection of documents, consisting of education credentials, work samples, correspondence, and autobiographical information, organized in a way that demonstrates the student’s experiences and learning gained from these experiences. The Portfolio has long been used for evaluation of architecture, draftsmanship and decorating. In recent years, with the growing recognition of the value of experiential learning, a number of colleges and universities have adopted Portfolio assessment as part of their criteria for educational programs for adult learners.

The Portfolio is required to provide a more complete assessment of a student’s prior learning experiences, particularly those in the human services. The Portfolio serves several purposes:

(1) It helps determine the student’s qualifications for candidacy for the MHS by documenting learning and experience. The Portfolio will confirm the student’s ability to handle graduate level work.

(2) It helps identify the student’s major strengths and weaknesses in human service skills, so that a learning program may be tailored to his/her specific needs.

(3) It serves as evidence of the student’s accomplishments and competence and has proven to be of considerable value in the student’s career development.

Preparing a Portfolio

Preparing a Portfolio can and should be a rewarding experience. It helps the student to realize and appreciate what he/she has accomplished during the life-learning process. It also involves careful thought and hard work. The following guidelines are recommended for the Portfolio preparation process.

There is no specific structure to be followed when assembling the Portfolio. The completed Portfolio should be submitted with a cover page that includes the following: Name, agency and address, instructor’s name, class name and section number, and date submitted. The work history and descriptions of learning sections (explained below) should be typewritten double-spaced. The following format is recommended.

Part I - The Work History

The purpose of the work history is to provide an introduction and framework for the student’s prior learning portfolio. If carefully done, it will help to identify the many experiences, which have contributed to the student’s life-long learning, and also demonstrate the student’s particular learning style. The evaluator will refer to it often during the portfolio assessment, using it to gain a better general perspective of the student’s career.
Students should include in the work history all formal and informal learning experiences that have contributed to their growth and development as human service workers. It is not necessary to disclose personal and private experiences. Some areas to include in the work history are:

- School or College
- Independent Study
- Workshops, In-service Training
- Work Experience
- Community Service (political, volunteer, etc.)
- Major Interests
- Hobbies
- Cultural Experiences
- Travel
- Family and Other Interpersonal Experiences
- Special Experience

The work history should follow a chronological order as much as possible. The point at which this chronological order is begun is the student’s choice, e.g., birth, graduation from high school, first employment, etc.

The length of the work history will vary according to the student’s age and experiences. For most people 5-10 pages will be sufficient. The student may use any preferred format as long as it is clear to the assessor.

**Part II - Description of Learning Areas**

The student is asked to identify areas of human services in which he/she has gained knowledge and practical competence, regardless of how that learning took place. The specific areas will vary from person to person. However, all students will be expected to demonstrate competence in helping skills (with groups and individuals), community liaison, and supervision/administration. Each of these sections may be further subdivided into appropriate sub-sections as needed.

Each description of a learning area will be divided into three parts:

1. Description of the particular skills and knowledge acquired, along with some indication of the level of proficiency in each skill/knowledge area.

2. A description of the experiences through which the student gained this knowledge. A list of college courses, training experiences, work experience, conversations with experts or whatever has contributed to the student’s competence in this area should be included.

3. Documentation to substantiate the areas of learning, which the student discussed (see attached list). Work samples are important, but material for inclusion should
be selected carefully. For major reports that have been compiled, a summary and table of contents will often be sufficient. It is of utmost importance to include documentation of learning, not merely of experience.

**Part III - Documentation**

The following list will be helpful in identifying the type of material to include in the Portfolio. This is just a guide. It may not be possible to have items from every category, and the student may be able to think of documents that are not listed. Dates should be included when appropriate.

A. Work Experience

1. Résumé

2. Job descriptions, including:

   - Classification of ratings
   - Responsibilities
   - Qualifications
   - Positions supervised

3. Organizational Charts

4. Performance Indicators, such as:

   - Formal evaluations
   - Commendations
   - Letters of recommendation

5. Professional Licenses and Certifications

6. Membership in Professional Organizations: Description of the organization and its functions, i.e., brochures, by-laws, organizational goals, any offices held, or duties performed

7. Awards, honors and recognition of achievement

8. Letters of appreciation from service recipients

B. Work Samples

   - Correspondence
   - Memoranda
   - Letters

1. Client Service

   Client chart information compiled such as Intakes, Social Histories, Progress Notes, etc. *(Be sure to delete names in order to*
Audio or video recording of service provision techniques.

2. Innovations in Program Development
   Suggestions submitted and responses received
   Concept papers
   Prospectuses
   Formal proposals for funding

3. Reports for which the student is wholly or partly responsible
   Departmental progress reports, annual reports
   Research reports
   Reports to funding or government agencies

4. Professional Papers and Presentations
   Publications in professional and academic journals
   Conference and workshop presentations
   News releases and publicity information
   Public testimony

C. Community Service and Voluntary Work

1. Participation in Community Organizations
   Description of organizational goals
   Membership certificates, offices held, or specific responsibilities

2. Volunteer Activities
   Description of volunteer work
   Number of hours
   Awards, letters of appreciation

3. Community Recognition
   Testimonials received
   Newspaper clippings
   Awards and honors for citizenship and service
   Letters from public official.

D. Formal Education

1. Transcripts
2. Course Descriptions
3. Diplomas
4. Honors and Awards

E. Training and Non-Credit Educational Experience

1. Formal Training
   Description of training program
   Number of hours
Qualifications of trainers
Sample assignments
Certification of completion

2. Organizational and Departmental Training
(Same documentation as for “Formal Training”)

3. Conferences and Workshops Attended
Description of sessions attended
Summaries or reports prepared after attending

4. Expert Consultation Received
Annotated Reading List
Professional articles, reports and books the student
has read which have been particularly significant in
his/her personal and professional development

F. Miscellaneous
1. Documentation of Educational Travel
2. Foreign Language Proficiency
3. Cultural Experiences
4. Artistic Accomplishments

How to get started on your Portfolio: Advice to the student

1. Prepare a chronological listing of all the places you have
worked, schooling and training received, accomplishments,
etc. Be sure to check the following four categories if they apply:
work experience, community service and volunteer work,
formal education, training and non-credit educational
experience.

2. Note all the places where documents may have been filed or
stored. Make arrangements to search through these repositories if
possible.

3. Research addresses of all the agencies, organizations and people
that are necessary for corroborating material.

4. Make sure that enough time has been allocated during the
next several months, so that you can work at a steady pace
and avoid a last minute rush.
GUIDELINES FOR PREPARING A LEARNING PLAN

The learning plan should contain the following sections:

Introduction:

In a few paragraphs, summarize your professional strengths as presented in Section II of your portfolio. Comment also on any areas of weakness, which you can identify. Your proposed projects for the next year and a half should utilize your strengths as well as help improve any weak areas. Instructors and Preceptors will be looking for a logical connection between this section and the project proposals that follow.

Description of proposed projects and problem area(s) to be explored in final Master’s Project:

1. Describe a possible helping skills project to be completed during Competency Unit II. Identify the following:
   - goal of the project
   - why you want to do this project (rationale)
   - who will participate (population)
   - what you plan to accomplish (objectives)
   - where you will conduct the project (location)
   - when the project will occur (time frame)
   - how you plan to accomplish your goals (method)
   - possible constraints
   - measurement/evaluation techniques

2. Describe a possible group skills project to be completed in Competency Unit III, Summer Session. Identify briefly the following:
   - goal of the project
   - why you want to do this project (rationale)
   - who will participate (population)
   - what you plan to accomplish (objectives)
   - where you will conduct the project (location)
   - when the project will occur (time frame)
   - how you plan to accomplish your goals (method)
   - possible constraints
   - measurement/evaluation techniques

3. Describe the problem area(s) on which you would like to work during your last year of graduate study (Competency Units IV and V). Note that you are not being asked to describe an actual project at this time. At this early stage, however, it is important that you give some thought to identifying issues in your agency or community and proposing some possible ways in which you might investigate this problem further.
4. Conclusion and Integration:

Write a few paragraphs integrating your proposed projects and problem areas with the four dimensions of the MHS curriculum (Ethics, Systems, Psychology and Skills). The MHS curriculum matrix can provide useful information concerning the topics of courses in future competency units, which will help you prepare this integration.

How to get started on your learning plan: Advice to the student

1. Start at the end and work back: Think of the area which you would like to work on for your thesis and try to develop helping and group projects which lead up to this.

2. Use your resources: curriculum matrix, Preceptor’s advice, suggestions from supervisors and peers at work, students from higher competencies and graduates.

3. Keep in mind the following questions which your field instructor and Preceptor will be asking as they evaluate your learning plan:
   - Have you accurately identified your learning needs?
   - Have you set realistic yet challenging goals?
   - Have you shown an attempt to acquire necessary skills?
   - Have you shown a knowledge and utilization of resources?
   - Are your proposed projects consistent with agency needs and missions?
COMPETENCY UNIT II
Spring 2009

COMPETENCY TITLE: Helping and Problem Solving Skills

COURSE NUMBER: HUS 622 (3 credits)  FACULTY: Psychology Instructors

COURSE NAME: Theories of Counseling and Other Helping Relationships

COURSE DESCRIPTION:
The course focuses on theoretical perspectives of helping in a wide variety of human interaction situations. Theories of counseling will be examined and their application to other professional helping relationships will be discussed. Variables related to establishing and maintaining a helping relationship will be examined, e.g., assessment/intervention, rapport building, cultural competence and skill building. The stages of a helping relationship will be explored in class by role-plays, student simulation (case consultation), and problem solving formats. Emphasis is on understanding helping from the perspective of interpersonal dynamics and the components of behavior change.

COURSE GOALS:
The course will:

1. introduce several theoretical perspectives of helping with emphasis on the universality of helping relationships, e.g., counselor/client; teacher/student, supervisor/supervisee; parent/child;

2. provide students with criteria for analyzing and evaluating helping theories;

3. help students to identify and understand key components of helping theories and models;

4. help students to understand the role of the helper and the client in the helping relationship via classroom simulations;

5. help the student to apply the principles of current counseling theories to a variety of helping relationships.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. define in writing and orally examples of helping relationships;

2. differentiate between counseling and psychotherapy as a helping relationship;
3. identify criteria for analyzing and evaluating helping theories;

4. demonstrate skill building of helping relationships;

5. identify and justify a preferred theory and model of helping;

6. demonstrate interpersonal communication skills specific to a helping relationship.

TOPICS TO BE COVERED

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>01</td>
<td>The Counselor as a therapeutic person; History of therapeutic theories and overview of contemporary counseling models</td>
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<tr>
<td>02</td>
<td>Ethical issues</td>
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<td>03</td>
<td>Issues related to the Therapeutic Process, Diversity</td>
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<td>04</td>
<td>Psychoanalytic Therapy</td>
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<td>05</td>
<td>Adlerian Therapy</td>
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<td>06</td>
<td>Existential Therapy</td>
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<td>07</td>
<td>Person Centered Therapy</td>
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<td>08</td>
<td>Gestalt Therapy</td>
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<td>Behavior Therapy</td>
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<td>11</td>
<td>Cognitive Behavior Therapy</td>
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<td>12</td>
<td>Family Systems Therapy</td>
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<td>13</td>
<td>Couples Therapy</td>
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<td>14</td>
<td>Feminist Theory on Counseling</td>
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<tr>
<td>15</td>
<td>Postmodern Approaches – Social Constructionism – Solution – Focused Brief Therapy – Narrative Therapy</td>
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Topics will be supplemented with in class presentations

COURSE REQUIREMENTS/LEARNER OPPORTUNITIES:

1. A typewritten paper (three to five pages) in which the student completes an initial theory identification which describes his/her professional/personal helping style. 10% of grade

2. Presentation of an oral individual or group teaching or helping demonstration on a theoretical position or teaching approach in weeks 9-12. 25% of grade

Final paper due (eight to ten pages) on week 14. (See attached guidelines.) 40% of grade

Interactive classroom participation required. 10% of grade
In-class quiz – **15% of grade**

**REQUIRED TEXT:**


**RECOMMENDED TEXTS**


**SUGGESTED READINGS:**


**Instructions for Paper #1 (Due Week 4: 10% of final grade)**

This paper is to be three to five pages long. It will discuss the selected theorist’s beliefs and assumptions about helping and will describe the theorist’s helping style, including:

1. The theorist’s philosophy regarding the components of a healthy personality, the nature and sources of dysfunction, and appropriate goals of the helping process (these are key components of a theory);
2. The theorist’s beliefs about the role of the helper and the helper/client relationships in the helping process;

3. The theorist’s helping style, including preferred strategies for assessment, intervention, and evaluation.

This paper must be typewritten using APA format, with an appropriate cover page.

Instructions for In-Class Presentation (25% of final grade)

Each group is responsible for presenting a 20-minute role-play of a helping relationship, showing the application of helping skills, one or more models of helping, and a multicultural helping perspective.

The presentation will be evaluated according to the following criteria:

1. It demonstrates clearly and identifiably a helping style and helping strategies consistent with one or more helping models studied in class;

2. It demonstrates clearly and identifiably at least three helping skills studied in class (e.g. active listening, feedback, confrontation, etc.);

3. It demonstrates clearly and identifiably the helper’s competence in working with cultural perspectives other than that of the dominant culture;

4. It clearly and identifiably uses the resources of all group members. Everyone must participate.

The group may demonstrate more than one helping segment. Creativity is encouraged as long as competent, appropriate helping strategies are demonstrated.

The textbooks from the seminar are to be used as the sources for the role-play demonstration.

Outline for Competency Unit II Self and Others Final Paper (40% of Final Grade)

The following is the recommended outline for the content of the Self and Others section of the Competency Unit II Constructive Action paper:

1. The paper will require you to discuss your CA experience from the perspective of the Self and Others course material as follows. Discuss key issues pertinent in the conduct of your Competency Unit II project from a self and others perspective.
2. The theoretical perspective of the theorist including theorist’s view of a healthy personality, how dysfunction is defined, goals for intervention, the role of the client and the client’s experience in the helping relationship, the relationship between the theorist and the client, the techniques and procedures used in helping and evaluating helping effectiveness, the role of others in the helping process, and any other important concept used by the theorist. Discuss your theoretical perspective in the context of the theories and models of helping which were studied in the class.

3. Analyze your experience and that of the client in terms of the phases of helping as discerned by you through your preferred theoretical perspective. What was learned and accomplished by the client?

4. What was learned by the helper? What environmental and contextual variables were factors in the success or failure of this helping relationship project? What issues and concepts from the Self and Others seminar were applicable in the understanding of this project?

5. The Self and Others paper should be summarized and liberal use of references is required. APA style guidelines should be used when writing this paper.

This paper is due on the 14th week of the term.

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT II
Spring 2009

COMPETENCY TITLE: Helping and Problem Solving Skills

COURSE NUMBER: HUS 623 (3 credits)    FACULTY: Systems Instructors

COURSE NAME: Social Deviance, Relevant Social Policy, Social Pathology, & Sociological Interventions

COURSE DESCRIPTION:
This course will analyze some of the “dysfunctional” aspects of human systems on both the Micro and Macro levels, and how their structures, values, attitudes, processes, etc., impact upon or are affected by human service helping systems. The social problems to be scrutinized will include: Family Based Social Problems; Economic and Political Problems; Social Inequality (social stratification, poverty, race and ethnicity, sex and sexism, age and ageism), and Deviant Behavior (crime and the criminal justice system, mental disorders, substance abuse, etc.). These problems will primarily be considered from a social organization or “systems perspective” (Structural-Functionalism) although the perspective of Social Pathology, Symbolic Interactionism, Labeling, and Deviance will also be addressed. Course emphasis will focus on the interrelatedness of human service organizations as amelioration systems, which attempt to apply problem-solving strategies.

COURSE GOALS:
The course will:

1. help students to demonstrate a working knowledge of several social problems, which have precipitated the establishment of formal human service helping mechanisms;

2. help students to demonstrate a working knowledge of the major socio-economic, political ideologies (Conservative, Liberal, Moderate and Radical) as well as the sociological perspectives for interpreting and analyzing human behavior;

3. help students to apply their knowledge of human systems to the “real world” of human service work;

4. help students to gain a thorough understanding of a variety of human service delivery systems: Helper, Client, Target, and Action systems.
STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. identify specific areas of “social systems” dysfunction, and demonstrate an understanding of at least one relevant social problem by describing it in systems terminology;

2. analyze the selected social problem using a theoretical model discussed in class. Concepts to be considered may issues such as class, stratification, power, role and status, social deviance;

3. apply to a social problem analysis, a description of the ways in which one or more external macro-systems exercise control upon service delivery. Some macro-systems that may be the focus of this discussion include government (federal, state, or local), professional interest groups, social welfare organizations, class/caste systems, etc.;

4. identify and apply concepts of a helping system.

TOPICS TO BE COVERED

- What is a Social Problem? How does American society view social problems?
- Defining Social Problems/Economic & Political/Social Inequality & Social Stratification.
- The concepts of Liberal, Conservative, Radical and Libertarian.
- Defining Social Problems & How Society understands Social Phenomena on the Macro Level (Order & Conflict Theories) on the Mid Level (Structural Functionalism, Symbolic Interactionism, and Conflict theories)
- Defining Social Problems on the Micro Level – (Social Pathology, Social Disorganization, Labeling and Critical Theories)
- Demonism
- Social Pathology
- Social Disorganization
- Labeling
- Critical Theory
- Theoretical constructs of Human services/ Why Theories. Helping systems/ individual helping/ needs of the individual (social perspective, Maslow) System theory - Families and Groups.
- Helping Systems & GST (helper, client, target and action systems)
- The Human Service Worker, History & Characteristics of (indigenous & paraprofessionals)
- Human services worker in a multi-cultural, pluralistic society
- Human services worker as a agent of change: Strategies of change
COURSE REQUIREMENTS/LEARNER OPPORTUNITIES:

1. Students are expected to keep a log for answering questions or exercises as assigned by the instructor;

2. Students are expected to design and present an organizational structure reflecting their helping relationship as a systems model.

REQUIRED TEXTS


SUGGESTED READINGS


GRADING POLICY:

Unless the student has made prior arrangements, **NO LATE PAPERS WILL BE ACCEPTED.** Papers are due at the beginning of the scheduled class period. **ALL OTHERS ARE CONSIDERED LATE AND WILL NOT BE ACCEPTED.** Grading Rubrics for paper and group presentations are posted on WebCT.

The basis for grading is as follows:

- a. Group Projects = 15%
- b. Paper 1 = 10% (Due week 6)
- c. Paper 2 = 10% (Due week 10)
- d. Final Paper = 20% (Due week 13)
- e. Attendance/Class Participation = 25%
- f. Quizzes = 20%
INSTRUCTIONS FOR PREPARATION OF THE COURSE PAPERS FOR SYSTEMS

1. Paper One- Understanding & applying political ideologies to real life activities.
   
a. Using your own words define the terms Conservative, Libertarian, liberal and radical and show how your definitions would apply to a single example of your choice.

b. Analyze the “Harlem Article” (to be distributed in class) using any two ideologies from the following: Conservative, Libertarian, liberal and radical. Include in the analysis the view of the federal and local government, view of the causes of the problem, view of the strategies taken to solve the problem, and the core values that underpin the solution. In doing this analysis draw upon systems terminology and apply systems concepts.

2. Paper Two- Society and Helping
   
a. Identify the problem that you defined in the one on one helping relationship.

b. Identify its place in the social welfare history. When was it defined as a social problem, what were the societal values in relation to the problem, what were the approaches taken to solve the problem?

c. Have there been changes in the above since the problem was defined?

d. What is the perspective of your agency in solving the identified problem?

e. Identify the differences between your agency perspectives and the societal perspective, and discuss these differences in relation to your community as either positive or negative.

3. Paper Three - The Helping System: A Description
   
a. Using the CU II Constructive Action as the subject matter, apply the five components of the Helping Systems of Human Service Delivery: Helper System; Helpee System; Helper-helpee Interaction; Target System, and Action System.

b. Diagrams of the model must be included.

c. A well-constructed final paper will include diagrams;

d. A strong connection to the Constructive Action Project with appropriate analysis from a Systems perspective;

e. A glossary of systems and colloquial language or terms;
f. Appendices appropriate for the subject matter;

g. References, presented according to APA style guidelines.

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT II  
Spring 2009

COMPETENCY TITLE: Helping and Problem Solving Skills

COURSE NUMBER: HUS 624  
FACULTY: Skills Instructors

COURSE DESCRIPTION:

This course is designed to provide students with opportunities to develop the knowledge, values and skills necessary for effective assistance to individual and client systems. Communication is a major component of human service practice, which is accomplished through the transmission, reception and interpretation of verbal, non-verbal, and written messages. Understanding and use of communication skills are essential for effective practice. This course integrates and supports learning through lecture, skills demonstration, discussions and case analysis. Students will develop skills in problem solving, effective communication and documentation.

COURSE GOALS:

The course will:

1. provide students with the elements of communication theory;
2. facilitate student learning as to the characteristics of a professional relationship;
3. present concepts of conscious use of self, self-awareness, self-acceptance, and self-disclosure within a professional relationship;
4. present major factors and issues relative to communication with people of diverse racial, cultural and ethnic groups, and sexual orientation;
5. provide students with an understanding of the elements of the professional interview;
6. enable students to differentiate the informal encounter versus encounter for professional purpose;
7. enable students to demonstrate the steps in problem solving as applied to helping approaches and strategies;
8. present models for contracting and goal setting with consumers;
9. enable students to demonstrate skills in monitoring and evaluating a helping relationship;
10. foster writing skills for documenting progress in a helping relationship;
11. facilitate student learning as to the value base that under grids personal and professional relationships
STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. demonstrate beginning skills and use of the professional relationship with client systems; phases of the interview and the skills appropriate for each phase;
2. communicate with diverse persons and groups;
3. identify and utilize skills involved in service management and one-on-one human service delivery;
4. identify and define a presenting problem in a helping relationship;
5. conduct an assessment of the nature and extent of an on-going consumer problem;
6. write a helping plan including problem statement, assessment, goals, behavioral objectives, helping strategies and evaluation;
7. monitor and evaluate the progress of the on-going helping process with reference to the defined helping plan;
8. document assessment, progress and evaluation of the helping relationship in written form.

TOPICS TO BE COVERED

- The helping relationship – an introduction
- Intentional interviewing and counseling
- Attending behaviors
- Types of Questions
- Social work interview: purpose, stages; Skills and stages
- Observation skills;
- Encouraging, paraphrasing and summarizing: hearing the client accurately
- Selecting and structuring skills to meet client needs
- Noting and reflecting feelings: the foundation of client experience
- Process recording
- Discussion of written communication on client behalf: memos, letters and documentation
- Confidentiality
- The skills of confrontation: supporting while challenging
- Focusing the narrative: exploring the story from multiple perspectives
- A listening and reflecting meaning: helping clients explore values and beliefs
- Cultural diversity
- Influencing skills: six strategies for change

COURSE REQUIREMENTS/LEARNER OPPORTUNITIES

1. Helping Plan: submit according to attached guidelines (Due Week 5 - 20% of final grade)
2. Class Participation and on-line discussion (20% of final grade)
3. Process Recording / Base line Audio Tape (Due Week 7 - 15% of final grade)
4. Final paper: submit according to attached guidelines (Due Week 14 - 30% of final grade)
5. Quiz (Week 11- 15% of grade)
6. Grades are based on successfully completing all of the above requirements, timely submission of assignments and class attendance. No late paper will be accepted without prior approval of professor. In addition, late papers will be reduced by 2 points per day. Attendance at all classes is required.

REQUIRED TEXTS


OUTLINE FOR HELPING PLAN

The individual helping plan is a preliminary action plan describing the problem-solving relationship with anticipation of projected activities as agreed upon by the consumer and practitioner. (Define each term before addressing the content thereof.) The following content should be included:

A. Problem Conceptualization:
   Brief statement of the initial problem as conceptualized by the helper. This will include the presenting problem and any reformulations/expansions of the presenting problem developed during the initial stages of the helping relationship; also describe and apply a problem conceptualization model to the identified problem, and give reasons for selecting the model.

B. Problem Assessment:
   Describe methods, instruments and tools used to determine the nature and extent of the problem and the data collected as a result of the assessment process; and state also the rational for selecting the method(s).

C. Goals and Objectives:
   (Statement of goals and behavioral objectives defined for the helping relationship, based on the problem assessment); present this in the format of a Treatment Plan/grid.

D. Contract:
   (A copy of agreement between helper and consumer indicating goals, objectives and plan of action);

E. Helping Strategies:
   (Statement of methods, approaches and strategies to be used during individual session to accomplish the agreed-upon objectives); and state why these have been selected.

F. Evaluation
(Statement of any evaluation procedures you plan to use to determine goal attainment of the helping relationship and the accomplishment of objectives).

PLEASE NOTE: THE HELPING PLAN IS NOT THE SAME AS THE PROPOSAL. IT IS AN EXPANSION AND REFORMULATION OF THE INITIAL PROPOSAL BASED ON THE CONDUCTING OF AN ASSESSMENT PHASE OF THE HELPING RELATIONSHIP PRIOR TO SETTING SPECIFIC GOALS, OBJECTIVES, AND INTERVENTION PLAN.

OUTLINE FOR FINAL PAPER

I. Problem Conceptualization:
   A. Background: Profile of consumer, your role, and agency context i.e., where agency is, what the agency does, and who it serves.
   B. Presenting problem: Describe the symptoms of the problem as presented to you, initially.
   C. Problem: Describe the problems as you, the worker, see it. Include causes and contributing factors.

II. Problem Assessment:
   A. Methods: Name the method(s) used, and say why the method(s) was/were selected.
   B. Results: Give a summary of the “history” of the problem. Describe the data obtained from the assessment process. Present this in tables and/or charts if appropriate.

III. Goals and Objectives
   A. Give a brief description of the process used in determining goals, objectives and contract; explaining how confidentiality, consumer choices, and input were handled.
   B. List at least one goal and two behavioral objectives. Use who is doing what, how, where, when, and with whom, as you formulate the objectives. Make sure they are outcome goals (i.e. as a result of your intervention, what specifically will be different).

IV. Contract- A copy of the agreement between helper and consumer indicating goals, objectives and plan of action. (Provide this as attachment only).

V. Helping Strategies
   A. Describe the specific strategies used, from the helping plan. State why these strategies were used; also describe the theoretical
framework used to under grid the intervention(s), as well as why it was selected.

B. Implementation: Use the content of the progress notes, which you have been writing each week to write this section. Then organize the information as follows: Give a summary of what you did in each session with the consumer, then analyze critical events, and finally describe the skills you used in this process, such as documentation, counseling, advocating, mentoring, teaching, etc. Analyzing the process, comment on the beginning (first 2 sessions), the middle and the ending (last 2 sessions). (Attach all progress notes to this paper, in one of the standard formats learned in class, D-A-P etc.)

VI. Evaluation

A. Describe the method(s) you used to evaluate the impact of your interventions. Make sure you give the usefulness of the method(s) and the reason(s) for using it.

B. Results: Summarize the outcome of the evaluation process. Use tables and charts if appropriate.

C. Conclusions: State how this helping project was helpful to you, the consumer and the community at large.

The final paper should use direct and indirect quotes from the course materials as appropriate to define, describe, and analyze the helping relationship. APA format must be used throughout, and a reference page must accompany the paper.
COMPETENCY UNIT II
Spring 2009

COMPETENCY TITLE: Helping and Problem Solving Skills

COURSE NUMBER: HUS 615 (3 cr.)  FACULTY: Field Instructors

COURSE NAME: Theory and Practice Integration II: Helping and Problem Solving Theory Integration

COURSE DESCRIPTION

The course will provide students with the opportunity to integrate concepts learned in dimension classes with experiences encountered in the students’ occupational environments. Problem solving in human service will be stressed. Students will develop a helping relationship with an individual, such as supervisor-supervisee, student-teacher, and others, and demonstrate mastery of appropriate helping relationship skills, theories and concepts in a written project report documenting the achievement of the project’s helping objectives.

COURSE GOALS

The course will:

1. provide students with the theoretical framework for a problem-solving approach to the helping process;
2. help students to plan, organize and implement a helping relationship project;
3. help students integrate the theoretical concepts taught in dimension classes and apply them in a professional setting;
4. help students develop, integrate and interpret literature relevant to the helping project;
5. facilitate the learning of appropriate report writing skills and techniques.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. demonstrate “hands on” application of the theories of helping and the ability to perform in the helper role through participation in this structured helper/helpee (client) project;
2. summarize, analyze and present, in a professional manner, conceptual and theoretical issues from class lectures and from reading materials and apply them to their external project in a final project report as well as to significant human service activities in ongoing case logs;

3. conduct a preliminary review of relevant literature on a defined problem area;

4. design a helping relationship with an individual client external to the field seminar;

5. work through and document all stages of the helping relationship including
   a. A project proposal detailing conditions under which a helping project will be developed and implemented;
   b. The presenting problem in this helping relationship;
   c. A helping plan with assessment, goals, behavioral objectives, helping strategies and outcome evaluation;
   d. Progress monitoring.

6. demonstrate appropriate communication skills through the presentation of the helping relationship project in the field seminar. Options include: oral reports, tape recordings, and audiovisual materials.

7. write a project report which integrates major theories and includes a list of references drawn from the literature search, presented according to APA guidelines.

COURSE REQUIREMENTS/LEARNER OPPORTUNITIES

Grading

- Activity/case logs: 25%
- Project Proposal: 15%
- Project Report: 35%
- Literature review with a minimum of 20 sources: 25%

Attendance

Attendance is required. Failure to attend will result in lower grades. More than two unexcused absences may result in a failing grade for the course.

ASSIGNMENT DEADLINES AND DESCRIPTIONS

Activity/Case Logs: Throughout the semester each student will keep an activity log. Logs will be collected on a regular basis by the field instructor. Logs will summarize each helping session in the student’s external helping project, using an approved format such as DAP. Each log should include an analysis of the incident from the perspective of Systems, Ethics, Psychology and Skills, and,
when possible, should indicate the relationships and interactions among these dimensions.

**Directions for Helping Project Proposal : Due Week 2**

The proposal should include:

1. A brief introductory background statement about the individual with whom the project will be carried out;

2. A description of how the confidentiality of all participants will be protected and addressed;

3. A discussion of the context in which the project will take place. How does the project fit into agency mission and practice? What other individuals or groups may be involved or affected by the project? A discussion of implications of the project within the agency, community, family or other appropriate systems.

4. A description and rationale of the goals of the relationship to be developed in the helping relationship;

5. A description and rationale of the helping methods to be utilized;

6. A description of how the student will evaluate the project with respect to the realization of stated goals and objectives;

7. A discussion of the constraints the student anticipates in the implementation of this helping project;

8. A brief discussion of theory and concepts which might be applied to the implementation of the constructive action as seen from the perspective of Skills, Ethics, Psychology and Systems.

**Guidelines for Helping Project:**

1. Students may not meet with their client to begin the actual helping sessions until the field instructor and preceptor approve the proposal;

2. The CA project should last no more than ten (10) one and one-half hour sessions conducted once weekly, or two (2) 45-minute sessions conducted twice weekly for a 10-week period. The project should involve no less than a total of eight contact hours conducted over a 10-week period.
Directions for Literature Review: Due Week 8

- The student will develop a draft literature review summarizing the current scholarly literature relevant to a social problem represented by the student’s helping relationship (e.g., homelessness, substance abuse relapse, recidivism in the criminal justice system, etc.) The field instructor will assist each student in identifying the relevant area of research.
- Items may be no more than five years old.
- All electronic items must be from government, academic or professional databases, and at least 2/3 of the articles must be from peer reviewed journals and/or scholarly books.
- The literature review, accompanied by a reference list, must contain at least 20 items and follow APA guidelines for in-text citations and reference lists.
- The literature review must include all of the following kinds of research: studies proving existence of problem, studies attempting to define the problem, studies showing causes or contributing factors to the problem, studies showing problem’s manifestation among specific populations, studies showing barriers to solving problem, studies providing strategies for solving the problem.
- The literature review (excluding Reference list) should be no fewer than 8, no more than 10 pages.
- Additional guidelines and interim deadlines will be given by the field instructor.

Directions for Helping Project Report: Due Week 15.

1. The report must include
   - Abstract;
   - Table of Contents;
   - Purpose/Introduction (Statement of Purpose describing the project as indicated in the Project Proposal and any changes that needed to be made to the originally proposed helping project)
   - Session-by-Session Summary of the helping project;
   - Integration (no more than 5-10 pages integrating at least two main concepts learned in Skills, Ethics, Psychology and Systems to the helping project);
   - Conclusion (major outcomes/implications);
   - Reference List;
   - Appendices.

2. Students must follow APA guidelines in preparing all of the above papers.

3. Write in the past tense; you are describing what you did, not what you will do.
4. Avoid unnecessary references to yourself; the emphasis in your report should be on the client and the process, not on the fact that it was you who performed the service. Use passive voice as appropriate (A pre-test was administered, and the results showed…) When it is appropriate to draw attention to yourself, however, keep in mind that APA manual guidelines recommend using I, rather than referring to yourself in the third person (“the helper”, “the author”).

5. Failure to meet any of the above deadlines will result in a lowered grade; significant lateness (more than two weeks) may result in a failing grade for the course.

OVERVIEW OF HELPING PROJECT REPORT CONTENTS

• **ABSTRACT**: This precedes the paper and is not included in the Table of Contents. An abstract is a short (less than one page) capsule of the project and includes the major purpose, the methods used, the population covered, and major outcomes.

• **TABLE OF CONTENTS**: Follow APA Guidelines.

• **PURPOSE**: Introduction, Background Statement, Rationale (parts 1 & 2 proposal), Overview of Goals, Methods, Evaluation (parts 3, 4, 5 proposal), Constraints or Limitations (part 6, proposal). This should be written in the past tense and follow APA format. It should reflect any revisions to the original proposal that were made as a result of the instructor’s feedback.

• **INTEGRATION**: This section describes major concepts and learning derived from Skills, Ethics, Systems and Psychology classes. At least four important concepts from each seminar should be defined, discussed, and applied in terms of critical events and major outcomes of the helping project. For example, students may describe primary skills used, theoretical concepts applied, relevant ethical issues, and interactions of various systems. References must be cited for all concepts used. Activity/case logs should be used as a reference to select the most salient concepts. Approximately two pages per class should be adequate to present concept integration.

• **CONCLUSION**: The major outcomes of the helping project, critical events and major consequences, i.e., what the student learned; the impact of the helping project on helper, helpee, agency; and any implications and future possibilities.

• **REFERENCES**: Presented as a single list at the end of the document. Follow APA Guidelines.

• **ATTACHMENTS/APPENDICES**: This section should include, among other things, a copy of the signed proposal, samples of work, evaluation and assessment
instruments, copies of correspondence and any other documentation relevant to the report.

REQUIRED TEXTBOOK


Field instructors will furnish handouts as needed.

**ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.**
COMPETENCY UNIT III
Summer 2009

COMPETENCY TITLE: Group Dynamics and Social Research

COURSE NUMBER: HUS 632 (3 cr.)
FACULTY: Ethics Instructors
Psychology Instructors
Systems Instructors

COURSE NAME: Group Dynamics, Ethical Issues and Systems Analysis of Group Interaction

COURSE DESCRIPTION:
The course focuses on theories of group dynamics with respect to styles of leadership and/or facilitation of group context and process, and conflict resolution. Behavior in face-to-face groups is examined along the dimensions of task accomplishment, relationships among group members, and issues of cultural diversity. Ethical questions for groups and the formation of group norms as a values clarification process are considered. The difference between beliefs, attitudes and values will be delineated. Issues of institutional racism, sexism, classism, ageism, ethnocentrism, and homophobia will be examined for their impact upon norm formation. Group dynamics will be explored in a cultural context with the emphasis on valuing diversity and managing conflict. Conceptual tools from systems theory, communications sciences, cultural anthropology, and sociology will be employed to identify and explicit various behavioral patterns within different group settings. Emphasis will be placed upon intra-group and inter-group dynamics, intra-cultural and intercultural communications, as well as linkages between groups and larger social systems.

COURSE GOALS:
The course goals will be broken into three components as follows:

1. **The psychology of group dynamics will:**
   - provide student with an opportunity to examine the stages of group development;
   - enable students to learn to enhance their own and others’ effectiveness in group settings;
   - familiarize students with approaches to group facilitation processes which are relevant to human service practice.

2. **The ethical issues in groups will:**
   - examine the impact of beliefs, attitudes, values, and ethical principals on group behavior;
   - examine the impact of institutional racism sexism, classism, ageism, etc.;
   - present the ethical role and professional obligations of group facilitators;
   - identify and analyze the interplay of participant’s cultural norms, attitudes and world view.
3. The communication and systems analysis of groups will:
   • foster an understanding of general systems theory and illustrate its utility as a model for interpreting group behavior;
   • demonstrate the merits of an interdisciplinary approach for working within groups and the interface of groups and larger social systems;
   • clarify the interplay if social forces and mechanisms the impinge upon and determine the evolution of groups in human service settings.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. identify and describe key dynamics involved in groups such as goal setting, task and maintenance roles, communication, conflict, decision-making, problem solving and leadership;

2. identify stages of group development and relevant issues of each stage;

3. identify and demonstrate understanding of guidelines for effective group functioning.

4. identify individual style and role preferences in group participation and Leadership;

5. identify their own values relating to working with people in small groups;

6. within the context of social policy making and human services delivery, examine their viewpoint on race relations, differences and similarities between the sexes and issues and issues involving other groups in American society, e.g., older citizens, sexual preference, cultural minorities, and other;

7. describe ethical positions necessary for professional as group workers;

8. define the properties of general systems and apply definitional terms to the interpretation of small group behavior;

9. distinguish differences in orientation, style, and patterns of behavior between a group that represents a relatively open system and one that represents a relatively closed system;

10. identify and demonstrate understanding of strategies and techniques involved in facilitation of task and/or process oriented groups.

TOPICS TO BE COVERED

Basic Elements of Group Process
Ethical and Professional Issues in Group Processes
Stages in the development of groups and roles
Theoretical Approaches to Group Counseling
Comparisons, Contrasts and Integrations
Strategies and techniques for group facilitation
Systems theory as it applies to group dynamics

Topics will be supplemented with group presentations

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES

Grading
• Group Presentation  20%
• Mid-term paper  30%
• Final paper  30%
• In-class Quizzes  20%

Attendance: Since student participation and interaction are significant aspects of the filed seminar, full attendance is required. More than one unexcused absence may result in a failing grade for the course.

Participation: Students are required to complete all assignments, participate in meaningful class discussions, complete all in-class quizzes, and demonstrate understanding of important concepts from reading assignments and lectures both orally and in writing. Late assignments will be penalized.

ASSIGNMENT DEADLINES AND DESCRIPTIONS

Group Presentation: Dates to be assigned by professor
Mid-term paper  Due Week 7
Final Paper  Due Week 13
Quiz  Date to be determined by professor

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT III
Summer 2009

COMPETENCY TITLE: Group Dynamics and Social Research

COURSE NUMBER: HUS 632 (3 cr.)  FACULTY: Field Instructors
Skills Instructors

COURSE NAME: Integration and Application: Group Analysis and Social Research

COURSE DESCRIPTION
This course will introduce students to basic human service and social science research, focusing on problem definition, literature review and assessment of needs. It will emphasize group processes and dynamics, and serve as a workshop in which students practice group skills to be applied to their professional activities as well as to an external group project in which students will function either as a group facilitator or field researcher through participant observation.

COURSE GOALS

The course will:
1. provide students with information on problem solving using the action research model;

2. provide students with basic terminology, models and skills for applied action research including survey methods, focus groups and analysis of pre-existing data;

3. increase student understanding of the format and process of literature reviews;

4. introduce students to basic concepts of instrument construction, sampling and data;

5. provide a forum for students to observe, organize, implement, document and evaluate a variety of group experiences and their ongoing dynamics;

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. use social research concepts and terminology accurately in class discussions and written papers;

2. demonstrate knowledge of six different data collection methods and apply two of these methods to an individual project;
3. demonstrate knowledge of a variety of sampling procedures;

4. use basic concepts in questionnaire construction to design an instrument appropriate for the research project;

5. write a needs research proposal with problem statement, research questions and methodology;

6. demonstrate a working knowledge of group processes, roles and dynamics by participating in a group external to the program;

7. document this group experience in a written report that applies concepts from academic seminars.

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES

Grading
- Group Project Proposal (Field): 5%
- Activity/Case Logs (Field): 10%
- Literature Review (Field): 20%
- Group Project Final Report (Field): 25%
- In-class Quizzes (Skills): 10%
- Research Proposal (Skills): 30%

Attendance: Since student participation and interaction are significant aspects of the field seminar, full attendance is required. More than one unexcused absence may result in a failing grade for the course.

Participation: Students are required to complete all assignments, participate in meaningful class discussions, complete all in-class quizzes, and demonstrate understanding of important concepts from reading assignments and lectures both orally and in writing. Late assignments will be penalized.

ASSIGNMENT DEADLINES AND DESCRIPTIONS

Group Project Proposal: Preliminary draft due Week 1; revised draft due Week 2.

The proposal to carry out a group external to the Program must include:
1. A brief introductory background statement about the type of group with which the student intends to work;
2. A discussion of the rationale for serving as a facilitator with this group;
3. A list of the group’s goals and objectives;
4. A description of the methods to be used in the group;
5. The plan for evaluating the group experience.
Activity/Case Logs: Due weekly.
Throughout the semester, each student will keep an activity log documenting all group sessions and discussing significant aspects of the students external group process from the perspectives of the theory presented in the academic seminars. Activity logs will be presented orally or in writing as directed by the field seminar instructor.

Literature Review: Due Week 4.
Students will submit an expanded and revised draft of the literature review submitted the previous semester. It must contain a minimum of 30 sources documenting the social problem that students are exploring for the journal article and the social action project they will be completing in Competency Units IV and V. See below for specific guidelines for developing and presenting the literature review.

Group Project Final Report: Due Week 8.
Students will participate in a group external to the Lincoln University MHS Program. They will maintain a session-by-session record of their facilitation of the group experience, including a session analysis and lesson plan/agenda for each group meeting. See below for specific guidelines for developing and presenting the Group Project Final Report.

Research Proposal: Due Weeks 6 (data collection instruments) and 7 (proposal)
Students will develop a written plan for investigating the a social issue to be further explored completed in Competency Units IV and V, describing the issue, the research questions they plan to explore with respect to this issue, the methodology they will use to collect data to answer the research questions, and a plans for follow-up research or implementation of a change project.

TEXTBOOKS REQUIRED


GUIDELINES FOR SPECIFIC ASSIGNMENTS

I. Directions for Literature Review
The literature review, which is a "building block" for the needs assessment proposal, should be a focused and comprehensive description of the state of the art in the proposed area that students are exploring for their final social change project. Building on the draft literature review completed in Competency Unit II, it should contain a minimum of 30 references.

The literature review is not an annotated bibliography. It is written in narrative form and uses the essay format of topic sentences and paragraphs supported by descriptions of what researchers have written about the problem, its causes, and solutions. The literature review does not present the student's opinions regarding the literature. Instead, it describes and summarizes what is known in the field as well as gaps in current research.

The literature review should be organized as follows:

1. **Introduction:** An introductory paragraph describing the problem under review, areas which will be covered, the time period under review, and how agreements and/or disagreements among authors will be handled.

2. **Scope of the problem:** Evidence and indicators that the problem exists, available information on the magnitude of the problem, how it is manifested, who is affected, and current impact of the problem. It should also include a brief historical context of how the problem has been viewed and addressed in the past.

3. **Problem conceptualization and research trends:** Framework for how the literature review was structured, explaining how the literature relates to the specific problem area. It then presents what was found in the literature concerning how others have conceptualized the problem area. This includes definitions of the problem; research trends in studying the problem; specific research studies and their findings; causes or contributing factors to the problem; patterns in how the problem is manifested and whom it affects; factors which have presented or may present barriers or challenges to resolving the problem.

4. **Solutions to the problem:** What was found in the literature on the various approaches that have been taken to address the problem, including recent strategies and solutions others have developed to address the problem;
demonstration projects or pilot projects and their results; relevant outcome research; literature suggesting solutions which might be effective.

5. **Summary and conclusions:** Summary of what is known in the field, according to the literature reviewed. The summary section also discusses any gaps identified in the literature, or research areas which have not been adequately explored and ends by stating the implications for further research.

Good essay structure should be employed in the writing of the literature review. Direct quotes from articles should be used sparingly, when appropriate; otherwise the information from sources must be paraphrased. APA format must be used throughout the paper, and a reference list must be attached.

II. **Directions for Group Project Final Report**

The Constructive Action report is to be written in essay form, following APA style guidelines, and must contain the three sections described below.

1. **Purpose:** Introduction, Background Statement, Rationale (derived from Group Project Proposal), overview of Goals, Methods, Evaluation. Unlike your proposal, which was written in the future tense, describing what you will do, this introduction should be written in the past tense, describing what you did.

2. **Session-by-Session Summary:** This section should include a brief session-by-session description of the group project taken from your activity logs. Contained in the description should be the goals and plan for each session as well as any significant events during the session.

3. **Discussion:** This section, approximately 6-10 pages long, should describe the accomplishments of the group, integrating at least two major theories from each of the three academic seminars in your discussion of these specific events.

**Report Format:**

- An abstract precedes the entire discussion. It is not numbered nor included in the Table of Contents. It is a concise (less than one page) capsule summary of the project carried out, the major methods, interventions and results.
- The paper should also be written in the past tense following APA style guidelines.
- A reference page must be included.
- A Table of Contents is required, based on the three sections discussed above.
- Log entries, evaluation instruments, etc., should be placed in the Appendix.

**Outline for the Research Proposal**

The research proposal must be written in essay form, following APA style guidelines, and contain the four sections outlined below.
1. **Statement of the Problem**

2. **Research Questions**

3. **Data Collection Methods**  (Students must use any two of the methods presented in class)

4. **Work Plan**

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT IV
Fall 2009
COMPETENCY TITLE: Creating Change I

COURSE NUMBER: HUS 641 (3 cr.)  FACULTY: Ethics Instructors

Micro Track

COURSE NAME: The Psychology and Ethics of Change in Social Service Agencies

COURSE DESCRIPTION
This course examines the nature of prejudice and institutional “isms” with the focus on community work. The course reviews Workforce 2020 and presents model for understanding cross-cultural and learning to manage conflicts. Theories of motivation and behavioral change strategies for program development will be analyzed.

COURSE GOALS
The course will:
1. discuss the values of freedom, empowerment and justice within communities and agency organizations
2. examine cross-cultural conflict (via simulations) in agencies;
3. examine the political and ethical issues in membership, staffing, and management of human services organizations;
4. examine the effect of institutional prejudices upon organizational operations;
5. facilitate an understanding of strategies used for program development
6. facilitate an understanding of resistance to change

STUDENT LEARNER OUTCOMES
Students who complete this course successfully will be able to:
1. demonstrate working knowledge of the types, definitions and groups subjected to prejudice and discrimination
2. identify freedom, empowerment and social injustice issues involved in community planning and program and program development;
3. demonstrate competence in cross-cultural interactions;
4. identify the impact of sex role stereotypes in management;
5. apply influences strategies, negation techniques and conflict management approaches in managing organizational/programmatic change;

6. identify and employ change agent roles;

TOPICS TO BE COVERED

- Types of prejudice reviewed
- Workforce 2020: Learning to value/manage cultural diversity
- Values, class and structure
- Stages of cultural consciousness: Interactive model cross-cultural groups
- Negotiation styles and cultural flexibility
- The values orientation and sex role impact on management
- Application of power to the change strategies
- Affirmative Action: Job description
- Moral issues in management.

TEXTBOOKS REQUIRED:


Cross, William E. The psychology of Negrescence: Revising the Cross model.

Hawley, Willis D., and Anthony Jackson (Eds.). (1995). *Toward a common destiny: Improving race and ethnic relations in America.*


COURSE REQUIREMENTS / LEARNER OPPORTUNITIES

**Grading**

- Presentation 20%
- Mid-term paper 30%
- Final paper 30%
- In-class Quizzes 20%
**Attendance:** Since student participation and interaction are significant aspects of the filed seminar, full attendance is required. **More than one unexcused absence may result in a failing grade for the course.**

**Participation:** Students are required to complete all assignments, participate in meaningful class discussions, complete all in-class quizzes, and demonstrate understanding of important concepts from reading assignments and lectures both orally and in writing. Late assignments will be penalized.

**Paper Outline – First Paper**
This five-six page paper will discuss the application of values to the thesis. At least three (3) theorists will be identified and applied to the following:

1. Provide an ethical evaluation of the institutional structures surrounding the thesis. This should include:
   a) values of a liberal society or assumptions of community work that impact upon your problem statement;
   b) an analysis of the theories of prejudice or “isms” as they impact specifically on your project;
   c) discussion of how the project goals reflect a focus on removing deficiencies within programs or groups.

2. Provide a cultural analysis of the target population, including an assessment of cultural variables between the target population, the institutional structure, and the change agent.

3. Define the professional role(s) within the change project (from Laue and Cormick’s perspectives).

**Outline for Paper II**  
*(due week 11)*

This four-five page paper will be combined with paper 1 (which has been revised based on feedback) to form the basis of Chapter 6 of the thesis. The combined paper (inclusive of the feedback from paper 1) should be approximately 10-12 pages. Items to be included are:

1. Did the intervention contribute to the ability of relatively powerless individuals and/or groups to determine their own destinies? Apply the appropriate ethical principles as described by Laue and Cormick.
3. What was the primary instrumental value of the project? Describe and critically analyze. (Freedom, Justice, and Empowerment).

ASSIGNMENT DEADLINES AND DESCRIPTIONS

- **Presentation**: Dates to be assigned by professor
- **Mid-term paper**: Due Week 7
- **Final Paper**: Due Week 13
- **Quiz Date**: to be determined by professor

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT IV  
Fall 2009  

COMPETENCY TITLE: Creating Change I

COURSE NUMBER: HUS 643 (3 credits)  
FACULTY: Systems Instructors

COURSE NAME: Social Systems intervention, marketing, managerial planning and outcome assessment  

Macro Track

COURSE DESCRIPTION:

This course will examine various aspects of organizational management and the extension of managerial intelligence to the organization’s surrounding community and other salient social systems in the larger macro environment. Concepts and tools will be drawn from systems theory, cybernetics, game theory, communication theory, marketing management, political science, public administration, and organizational outcome assessment.

COURSE GOALS:

The course will:

1. promote a practical and operational grasp of the open systems framework and the necessity for building responsive and adaptive organizations;
2. facilitate the appreciation of program planning and systematic problem solving;
3. enable students to map out the agency’s task environment, identify key publics, and formulate effective strategic management projects;
4. foster an understanding of interagency collaboration, resource sharing, and conflict management.

STUDENT OBJECTIVES:

Students will be able to:

1. describe and explain the open systems framework and the necessity for building responsive and adaptive organizations;
2. map out the agency’s tasked environment, identifying key elements for formulating effective strategic management initiatives;
3. demonstrate an understanding of the interagency collaboration, resource sharing, and conflict management;

4. demonstrate writing proficiency skills and APA format;

5. elucidate their master's project and host organization in systems theory terms identifying specific open systems factors and trade-offs in consumer/customer decision-making including clients, policymakers, funders, and community power brokers;

6. describe pertinent social, political, cultural, economic, and technological macro trends and indicate how each trend impinges upon the agency and a project;

7. define each component of the marketing mix relating it to various exchange transactions used to promote agency viability and responsiveness.

8. define strategic planning using examples to illustrate its application for agency & project.

**TOPICS TO BE COVERED:**

Scientific management versus systems science
The marketing concept and the open systems framework
Organizational effectiveness and open systems planning.
Task environment: Environmental mapping
Strategic planning
Energy and entropy
Organizational intelligence and boundary spanning
Agency, environment, and social ecology
Power and influence.
Synergetic management.
Cybernetic models of communication and control.
Organizational cultural systems and intercultural communication.
Organizational creativity and morphogenesis.
Consultation processes and issues in organizations and communities.

**COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:**

1. Students must attend all classes and full participation in classroom discussions and activities is expected. Students are required to read the assigned texts and to discuss their opinions, observations and reflections.

2. All assignments must be submitted on time. Failure to submit papers on the stipulated dates will result in lowered grades for the assignment.

3. Competency Unit IV systems section “A” is due week 8. paper must reflect understanding of the strategies, structures, systems, environmental factors and social trends that permeate and drive the management planning process.
4. The Third paper will be due week 11
5. Competency Unit IV Section “B” is due week 14. paper must reflect understanding of the strategies, structures, systems, environmental factors and social trends that permeate and drive the management planning process.
6. Short take-home assignments may be required.

ASSIGNMENT DEADLINES AND EXAMINATIONS:

Grading is based on the student’s participation and brief assignments. Each of the assignments (sections A and B) will carry 35%; quizzes will carry 20%, and participation and performance in the class will carry 10%.

TEXTBOOKS REQUIRED:


SUPPLEMENTAL READING REFERENCES:


**OUTLINE FOR PAPER**

**SYSTEMS ANALYSIS- CU IV-A**

1. **Marketing/Systems Perspective**
   a) Elucidate the significance of a marketing mind-set in developing the corporate culture and orientation.
   b) Show how this mind-set compels an organization to adopt an open systems approach to environmental factors. Describe how external feedback effects the internal culture and structure of the organization.
   c) Delineate the concept of organizational responsiveness. Identify what factors are involved in making organizations responsive/open systems.
   d) Explain how your thesis enhances the existing organizational orientation or alters that orientation so that the organization can achieve greater responsiveness to its public/stakeholders and to other environmental factors.

2. **Organizational Analysis**
   a) Describe the organization’s mission (primary task) and indicate how the thesis will help to further it. Is there anything about the thesis that might imply modifications of or new directions for the agency’s basic mission?
   b) Define the concept of image as it relates to the acquisition of organizational resources through the process of change. Appraise the agency’s image and indicate how it might be improved with relevant public/stakeholders. What role can the recommended project play in this process of image enhancement?

3. **Organizational Set and Task Environment**
   a) Define the concept task environment (also referred to as organizational set). Designate each element with specific entities relevant to the agency. Point out how the most critical entities within each category i.e., beneficiaries, regulators, legitimators, funders, etc. are influenced, interned, and how their decision influences the organization.
   b) Draw an environmental map graphically depicting the agency’s task environment. Show the linkages and patterns of exchange between the agency and the most critical entities that fall within each of the major categories.
OUTLINE FOR PAPER
SYSTEMS ANALYSIS-CU IV-B

1. Thesis Development
   a) Identify the components of the marketing mix and indicate how these Explain why consideration of the total marketing mix is a pertinent management issue for human service agencies and the creation of open systems.
   
   b) Outline the product offerings of your agency. Explain how the recommended thesis fits with the agency’s current product offering. Within this framework discuss the life cycle of the particular offering your thesis is addressing and how this effects the offering and the agencies overall product mix.

2. Strategic Planning
   a) Define strategic planning in terms of the open systems perspective. Explain how strategic planning extends the temporal horizons and the efficacy of organizational systems.
   
   b) Identify the strengths, weaknesses, opportunities and threats that exist for your organization.
COMPETENCY UNIT IV
Fall 2009

COMPETENCY TITLE:  Creating Change I

COURSE NUMBER:  HUS 644
FACULTY:  Skills Instructors

COURSE NAME:  Skills in Problem Solving, Research Methods & Program Planning

COURSE DESCRIPTION
This second course in the final skills sequence focuses upon the descriptive analysis of data and presentation of findings. This course is a continuation of skills in Social Research & Problem Solving Skills I. Research findings will be analyzed, findings presented, and collusions will be drawn. Additionally, recommendations for future study will be explored. Limitations to methodology will be documented along with implication of these limitations. Students will be introduced to research based social program planning and grantsmanship strategies. Students will also further explore applied research through the introduction of evaluation research theory.

COURSE GOALS:

The course will:

1. present the methods used for analysis, presentation and interpretation of the research data and findings;

2. help the student to understand the strength and methodology for designing social programs that are research based;

3. present methods of identifying and soliciting program funding through proposal development;

4. present theories and practice of an evaluation planning, including the selection and development of instruments.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. identify the steps and components involved in conducting and reporting a professional research report, using APA format;

2. write a research report which includes, presenting and interpreting data, and drawing conclusions and making recommendations based on the findings;
3. identify the steps in the grantsmanship process and the components of a proposal for funding, including:
   - documentation of need
   - program goals
   - program objectives
   - program description
   - program resources and budget
   - program time frame
   - program monitoring and evaluation measures

4. develop a funding proposal, following a prescribed format;

5. demonstrate with proficiency writing skills and the APA format.

**TOPICS TO BE COVERED:**

1. Review of research concepts and strategies covered in Social Research & Problem Solving Skills I (from Competency Unit III):

2. Data analysis using statistical software, presentation, discussion and interpretation of research findings.

3. Planning Functions and Funding Proposal Components
   a. Documentation of need
   b. Program objectives
   c. Program description
   d. Planning tools – Logic Model, Implementation Work Plan, Gantt Chart
   e. Program budgeting
   f. Program monitoring and evaluation

**COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:**

100% attendance and meaningful participation in class.
Research report - Due Week 9. (Guidelines provided on Web CT.)
Funding proposal – Due Week 13. (Guidelines provided on Web CT.)

**GRADING CRITERIA:**

1. Intelligent and meaningful class discussion and participation.
2. Evidence of review of the assigned readings.
3. Attendance is required for all classes.
4. Research paper counts as 40% of the grade; funding proposal counts as 40% of the grade; in-class quizzes count as 20% of grade.
5. **Late papers will be penalized at the level of 5 points per week late.** Please check with your instructor about submitting late papers.

**REQUIRED TEXTS:**


COMPETENCY UNIT IV
Fall 2009

COMPETENCY TITLE:  Creating Change I

COURSE NUMBER:  HUS 645 (3 credits)  FACULTY:  Field Faculty

COURSE NAME: Theory and Practice Integration and Application: Social Change I

COURSE DESCRIPTION
This Field Seminar provides the forum for the planning, development and discussion of a change project as well as the refinement of a professional literature review.

COURSE GOALS
The course will:

1. provide an opportunity for upgrading and finalizing a professional review of the literature on the student’s selected topic of interest.

2. provide direction to the student in the planning and development of a project to be implemented to address a needed change in the social agency or in the community;

3. provide direction to the student in the implementation and evaluation of the change project;

4. provide opportunities for peer feedback on the planning and implementation of the change project

STUDENT LEARNER OUTCOMES
Students who complete this course successfully will be able to:

1. implement a change project which addresses a need in the student’s agency or community;

2. identify the community/personnel affected by the change;

3. identify the resistance to change;

4. apply a change model by applying the stages of program development including implementation and evaluation;

5. explore the relevance and impact of multicultural dynamics within the change process.
TOPICS TO BE COVERED

- Using literature to document need for social programs
- Using social indicators and other pre-existing data to document need for social programs
- Using the Logic Model as a planning tool
- Planning social change with coalitions and collaborators
- Documenting the planning and implementation of social programs designed to bring about change
- Documenting implementation fidelity in social programs
- Documenting outcomes for social programs

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES

Students will be evaluated on:

1. 100% class attendance

2. Final Literature Review Document: Due Week 4 (40% of grade and based on content, organization, and writing skills demonstrated in the paper.)

3. Proposal for the Change Project: Due Week 7 (30% of grade and based on content, organization, and writing skills demonstrated in the paper.)

4. Final report of the Change Project: Due Week 12 (30% of grade and based on content, organization, and writing skills demonstrated in the paper.)

Outline for Literature Review (8-10 pages)

1. Background on the issue under study or social problem explored through the literature
2. Different ways that the issue or problem is explored in the literature
3. What the literature says has been done about the problem
4. Summary of major findings in the literature and implications for human services practice

Outline for Change Project Proposal

1. Statement of need for the project, documented with literature and pre-existing data (approximately 3 pages)
2. Statement of goals and measurable objectives for the project (1 page)
3. Logic Model showing required resources, outputs, activities, short and long term outcomes, and impacts (1 page)
4. Narrative description of the project, including any research based practice models (approximately 3 pages)
5. Plans for evaluation (1 page)
Outline for Final report of the Change Project

1. Rationale for the project (1-2 pages)
2. Planning process for the project (1 page)
3. Description of project implementation (2-3 pages)
4. Description of process evaluation results (1 page)
5. Description of outcome evaluation results (1 page)
6. Recommendations for future projects (1-2 pages)

Appendix must include the original Logic Model and original evaluation plans

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT V
Spring 2010

COMPETENCY TITLE: Creating Change II
Micro Track

COURSE NUMBER: HUS 652 (3 cr.)          FACULTY: Ethics Instructors

COURSE NAME: Ethics and Psychology of Social Intervention

COURSE DESCRIPTION
The course focus on the multi-cultural dimension of social change, individual historical aspects of change, the import of power arrangements conflict resolution processes and shifting roles of a professional change agent, strategies and tactics for the implementation and institutionalization of program development will be explored.

COURSE GOALS

The course will:

1. examine responsibilities and rights of members of human service organization
2. present historical & cross cultural dimensions of change
3. examine the role of relational ethics
4. apply trends of workforce 2000-2020
5. address values issue in agency policy making
6. analyze the role of organizational culture on a change agent

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. identify the ethical issue of a change agent;
2. explain the ethics of organizational change;
3. demonstrate working knowledge of prejudice and discrimination;
4. contrast conflict in cooperative strategies for change;
5. identify stages of group identity in protected class people;
6. demonstrate competence in cross-cultural interactions;

7. identify the impact of sex role stereotypes in management;

8. identify and employ change agent roles.

TOPICS TO BE COVERED

- Preparing the organizational climate for change
- Targets for community change
- Three models of community organization
- Values within organizations
- Looking at the androgynous management style
- Cross cultural simulation game
- I would rather be exercise

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES

Grading
1. Presentation 20%
2. Mid-term paper 30%
3. Final paper 30%
4. In-class Quizzes 20%

Attendance: Since student participation and interaction are significant aspects of the filed seminar, full attendance is required. More than one unexcused absence may result in a failing grade for the course.

Participation: Students are required to complete all assignments, participate in meaningful class discussions, complete all in-class quizzes, and demonstrate understanding of important concepts from reading assignments and lectures both orally and in writing. Late assignments will be penalized.

ASSIGNMENT DEADLINES AND DESCRIPTIONS

Presentation: Dates to be assigned by professor
Mid-term paper Due Week 7
Final Paper Due Week 13
Quiz Date to be determined by professor

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT V
Spring 2010

COMPETENCY TITLE: Creating Change II
Macro Track

COURSE NUMBER: HUS 653 (3 cr.) FACULTY: Systems Instructors

COURSE NAME: Social Systems Innovation and Change at the Organizational, Community and Societal levels

COURSE DESCRIPTION:

This course will focus on the various aspects and implications of planned change, innovation, capacity building, and the analysis of future trends. Change and innovation will be fully explored both within human service organizations and larger social systems. Material from political science, systems theory, organizational development, public administration, social marketing, and public policy.

COURSE GOALS:

The course will:

1. delineate the change process;

2. explore alternative change strategies, such as facilitation, re-education, persuasion and coercion;

3. explore the application of multiple interventions and strategies;

4. assist the student to understand change in relation to social marketing, communications, social influence, and public relations;

5. examine and apply principles of conflict management, interest groups, and reference groups.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. describe the organizational and social context entailed in the change process;

2. identify environmental pressures, threats and opportunities, illustrating how they impact upon the dynamics of change and resistance to change in a human service agency;
3. define and apply facilitative, re-educative, persuasive and power strategies;

4. demonstrate how the concept of innovation and diffusion can be applied to community change initiatives created by human service agencies;

5. define the concept of force field analysis and indicate how the identification of driving and restraining forces can be used as a tool for the management of change within a human service agency;

6. explain how change initiatives within a human service agency must take into account broad social, political, economic and ideological trends;

7. discuss the relevance that social policy and social issues can have when considering change and innovation strategies.

8. discuss resistance and conflict as dynamics of the change process.

9. define capacity building and explain its compatibility with the concepts of planned change and diffusion of innovation.

TOPICS TO BE COVERED:

- Definitions of change;
- Strategies of planned change;
- Social marketing and the public communication;
- Innovation and the diffusion process;
- Planned change and the open systems perspective;
- Force field analysis;
- Levers of change and the lowering of resistance;
- Social policy and social issues, social change and policy advocacy, and capacity building

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:

Students are expected to attend all classes. Full participation in classroom discussions and activities is mandatory.

Each student must submit a paper delineating, comparing and contrasting, synthesizing and applying a variety of models and concepts related to planned change, innovation, capacity building, social issues, and social policy. The paper is due week 11.

Each student must also prepare a detailed plan for a given change (real or hypothetical) based on assessment of agency needs. The plan must contain a rationale; an explanation of antecedent conditions; a delineation of relevant internal factors; i.e. fiscal, operational, service delivery, human resources, interpersonal conflicts, management, staff development, structures and hierarchies, and board relations. Indication of relevant
funding trends, political trends, technological trends or social trends from the agency’s environment; Identification of social issues, social policies, or advocacy concerns relevant to the planned changed; identification of driving and restraining forces entailed in the dynamics of the planned change; expected strategies to be utilized in carrying out the planned change; finally expected outcomes to be achieved with the realization of the planned change.

The paper is worth 40%; the plan is worth 30%. There will be 3 quizzes administered online which will be worth 20%. Participation in class discussion and class exercise will be worth 10%.

LEARNING OPPORTUNITIES

- Brief in-class role plays
- Student development of scenarios based upon their agency situations
- Student participation in simulation games
- Student development of a detailed change plan based upon their agency conditions.

REQUIRED READINGS:


RECOMMENDED READINGS:


ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY TITLE: Creating Change II

COURSE NUMBER: HUS 654 (3 cr.)  FACULTY: Skills Instructors

COURSE NAME: Professional Peer Review Publications

COURSE DESCRIPTION
The Skills seminar in Competency Unit V is designed to introduce the student to professional writing in the field of human services through production of peer review journal article based on research-based observation processes conducted during the previous two competency units, or based on the change project initiated by the student. These observational processes and change projects include literature review, data collection and analysis, and/or project planning, implementation, and evaluation.

COURSE GOALS
The course will:

1. provide students with the basic requirements for producing peer review articles;

2. present methods for identifying various journals for submission of work;

3. familiarize students with various formats required by differing journals; and

4. provide opportunities for students to submit their work for publication.

STUDENT LEARNER OUTCOMES
Students who complete this course successfully will be able to:

1. describe the basis requirements of a peer review article;

2. prepare a peer review journal article

3. identify potential journals with interest in the students’ topics and methods

4. follow editorial guidelines required by the identified journals

TOPICS TO BE COVERED

- Criteria for peer review articles
- The peer review process
• Components of a peer review article
• Various formats required by journals
• Steps in the production of a peer review article
• Submitting the peer review article
• Responding to request for modifications

**COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:**

Students will be evaluated on:

1. 100% class attendance
2. Reading of assigned materials
3. In-class quizzes (20% of grade)
4. Annotated outline of peer review article, including potential journals for submission (20% of grade)
5. Peer review article: Due Week 8 (50% of grade and based on content, organization, and writing skills demonstrated in the article.)
6. Draft article approved by instructor for submission to one journal: By Week 12 (10% of grade)

**REQUIRED TEXTS**


**ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.**
COMPETENCY UNIT V  
Spring 2010

COMPETENCY TITLE: Planned Change II

COURSE TITLE: Theory and Application: Social Change II (3 credits)

COURSE NUMBER: HUS 655 (3 credits)  
FACULTY: Field Faculty

COURSE DESCRIPTION
This Field Seminar provides the forum for the development and practice of professional oral presentation skills.

COURSE GOALS
The course will:

1. provide an opportunity the student to plan an oral presentation on the change project.

2. provide two practice opportunities for preliminary presentations on the change project;

3. provide an opportunity for the student to formally present the change project, including planning, implementation and evaluation to a panel of two and his/her classmates;

4. provide opportunities for professional and peer feedback on the oral presentation, including its content and the presentation style

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. outline a formal presentation on the selected project;

2. prepare the presentation, including any audio visual supplements;

3. incorporate instructor and peer feedback to improve the presentation after two practice opportunities

4. make a professional oral presentation before their peers and a panel of two professionals.
TOPICS TO BE COVERED

- Principles of public speaking and oral presentations
- Understanding the audience and tailoring presentations to targeted audiences
- Conducting research for the oral presentation
- Outlining oral presentations
- Preparing supporting materials for the oral presentation
- Preparing PowerPoint presentations to enhance the oral presentation
- Methods of making oral presentations commonly used in the human services
- Providing constructive feedback to the presenter

In addition to covering these topics, 70% of class time will be devoted to providing opportunities for students to make oral presentations. Each student will have the opportunity to make three presentations on the same topic, each of the first two times taking constructive feedback from classmates and the instructor to improve the next presentation. The final presentation will reflect the entire semester’s work.

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:

Students will be evaluated on:

- 100% class attendance
- Annotated outline for oral presentation: Due Week 2 (10% of grade and based on content and organization)
- First practice presentation, including PowerPoint or handouts: Scheduled by instructor (20% of grade)
- Revised outline based on instructor and peer feedback from first presentation: Due one week after first presentation (10% of grade)
- Second practice presentation, including PowerPoint or handouts: Scheduled by instructor (20% of grade)
- Final oral presentation (including PowerPoint presentation and/or handouts-10%): Scheduled by instructor (40% of grade)

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
SECTION III

PROPOSED NEW ELECTIVES
COMPETENCY UNIT IV
Fall 2009

COMPETENCY TITLE: Creating Change I
Micro Track - Elective

COURSE NUMBER: HUS 647 (3 cr.)  FACULTY: To Be Determined

COURSE NAME: Criminal Justice System

COURSE DESCRIPTION:
This course is an application of organizational and administrative theories to the Criminal Justice system. The four major orientations of administration include managerial, political, psychological and sociological. The interlocking systems operating within the criminal and juvenile justice systems will be explored.

COURSE GOALS
This course will:

1. discuss generic theories of administration with juvenile and criminal justice.

2. explain the juvenile and criminal justice systems as comprehensive systems operating within complex environmental interests,

3. examine current events on juvenile and criminal systems from a historical perspective.

STUDENT LEARNER OUTCOMES
Students who complete this course successfully will be able to:

1. describe the history of the juvenile and criminal justice systems;

2. explain the roles of law enforcement, probation and parole, social work, and attorneys;

3. differentiate between the adult and juvenile systems.

TOPICS TO BE COVERED
- Socio-historical issues in the criminal justice system
- Adult probation and parole
- The juvenile justice system
- Juvenile detention vs. alternatives
- Import of the drug court
• Women in the criminal justice system
• Psychological vs. sociological issues of probationers
• The criminal industrial society
• The role of probation officer: half law enforcement and half social worker
• Criminal justice system and political environment
• How juvenile serviced become juvenile justice
• The influence of gangs and alternatives for youth
• Management and training concerns for criminal justice
• The role of alternative schools
• Halfway houses and after care programs

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:

Grading
- Presentation  20%
- Mid-term paper  30%
- Final paper  30%
- In-class Quizzes  20%

Attendance: Since student participation and interaction are significant aspects of the filed seminar, full attendance is required. More than two unexcused absences may result in a failing grade for the course.

Participation: Students are required to complete all assignments, participate in meaningful class discussions, complete all in-class quizzes, and demonstrate understanding of important concepts from reading assignments and lectures both orally and in writing. Late assignments will be penalized.

ASSIGNMENT DEADLINES AND DESCRIPTIONS

Presentation: Dates to be assigned by professor
Mid-term paper Due Week 7
Final Paper Due Week 13
Quiz Date to be determined by professor

REQUIRED TEXT

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT IV  
Fall 2009  
COMPETENCY TITLE: Creating Change I  
Micro Track - Elective

COURSE NUMBER: HUS 648 (3 cr.)     FACULTY: To Be Determined

COURSE NAME  Theories of Intervention for Addiction

COURSE DESCRIPTION  
This course provides an understanding of the multiple factors that contribute to addictions and examines the cycles of addiction, personality and patterns of interaction. It includes the historic and generational influences on alcohol and drug abuse/dependence including adult children of alcoholics, enabling, and the family disease concept; the influences of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and 12 step philosophies in alcohol/drug treatment; and the uniqueness of special populations including sexual orientation, cultural dimensions, adolescents, women and the elderly. This course will examine contemporary drug issues relevant to the use and abuse of drugs. In addition, theoretical, and legal aspects of drug use will be presented. It will enable the students to become familiar with the general concepts and principles of drug use and its abuse; and consequently, be prepared to make informed choices and judgments concerning drug and their consequences. Upon completion of the course the student will be able to identify the physiological, psychological, social, and cultural implications of drug use.

COURSE GOALS

The course will

1. help students understand the cycle of addiction
2. describe traditional and contemporary modes of intervention in addiction
3. discuss special populations and how addiction impacts upon them
4. clarify the implications of substance abuse for society

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. identify and define categories of drugs and their physiological effects on the central nervous system.
2. describe various theories of drug use and abuse.
3. identify the psychological and social effects of drug use on the individual and the family.

4. demonstrate the impact of historical, philosophical and legal issues to drug taking behavior.

5. explore personal drug use habits and develop decision-making skills necessary for responsible drug use.

6. describe the various health implications of drug abuse and appropriate prevention, intervention and treatment strategies.

TOPICS COVERED

I. The Depressant Drugs
   Alcohol
   Narcotics
   Sedative-Hypnotics
   Barbiturates
   Tranquilizers

II. The Stimulant Drugs
   Tobacco
   Cocaine
   Amphetamines
   Caffeine

III. The Mind-Expanding Euphoriants
   Psychedelics and Phencyclidine
   Marijuana

IV. The Medicines
   Over the counter drugs
   Prescription drugs

V. The Prevention of Drug Abuse
   Drug Education

COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:

Grading/Exams:
Grading procedures will be determined by the individual faculty member but will include the following:

- An oral and written presentation on a topic relevant to addiction, prevention and treatment in our society. (50%)
• Three exams. Each exam will cover lecture information and approximately three chapters or topics. Material for each exam will be taken from the lecture materials or textbook readings. (30%)

• Class participation. Students are required to participate in classroom discussions and small group processes. (20%)

Attendance will be taken at each class. More than two absences may result in failure of the course.

REQUIRED TEXTS:


ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT V  
SPRING 2010  
Micro Track-Elective  

COMPETENCY TITLE: Creating Change II  

COURSE NUMBER: HUS 657 (3 credits)  
FACULTY: To Be Determined  

COURSE NAME: Family Studies and Care giving Challenges  

COURSE DESCRIPTION:  
This course will give a cross-cultural & socio-historical review of families, while emphasizing the current status, including changes in marriage and family patterns. As well, paradigms for care giving across life stages will be explored. Timely topics such as family violence, AIDS, changing roles of women, impact on families of substance abuse or mental illness will be addressed.  

COURSE GOALS:  
This course will  
1. discuss the impact of cross cultural and socio-historical factors on families;  
2. examine current status of marriage and family patterns;  
3. explore paradigms for care giving issues for families across life span;  
4. examine disruption to the family, i.e., family violence, changing roles of women, substance abuse, mental illness, AIDS.  

STUDENT LEARNER OUTCOMES  
Students who complete this course successfully will be able to:  
1. explain the cross cultural and socio-historical factors that impact families.  
2. describe paradigms for caregivers as a family issue  
3. describe major issues impacting on the current status of marriage and family patterns  
4. identify key issues that disrupt the family  

TOPICS TO BE COVERED  
• Socio-historical review of the family  
• Cultural norms and the family in a diverse society  
• Current trends/ issues of marriage and definition of what is a family
• Care giving issues in the family across the lifespan
• Issues that disrupt the family
• Changing roles of women and men and the family
• Substance abuse as a family disease
• Import of a special needs child on the family
• Import of mental illness on the family
• Health issues such as AIDS
• Teen pregnancy and fathering programs
• Incest, violence in the family
• Treatment trends for families
• Poverty as a family issues
• Policy issues and government response

Recommended Texts:


**COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:**

**Grading**

- Group Presentation 20%
- Mid-term paper 30%
- Final paper 30%
- In-class Quizzes 20%

**Attendance:** Since student participation and interaction are significant aspects of the filed seminar, full attendance is required. More than two unexcused absences may result in a failing grade for the course.

**Participation:** Students are required to complete all assignments, participate in meaningful class discussions, complete all in-class quizzes, and demonstrate understanding of important concepts from reading assignments and lectures both orally and in writing. Late assignments will be penalized.

**ASSIGNMENT DEADLINES AND DESCRIPTIONS**

- **Group Presentation:** Dates to be assigned by professor
- **Mid-term paper:** Due Week 7
- **Final Paper:** Due Week 13
- **Quiz Date** to be determined by professor

**ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.**
COMPETENCY UNIT IV
FALL 2009

COMPETENCY TITLE: Creating Change I

Macro Track - Elective

COURSE NUMBER: HUS 649 FACULTY: To be Determined

COURSE NAME: Tools and Models for Human Service Managers

COURSE DESCRIPTION:
It is only through effective management and efficient management practices that human service agencies can achieve a broad humanistic vision. This course will provide students with a variety of management tools models and perspectives essential for creating and maintaining efficient practices and effective strategies within human services organizations.

COURSE GOALS:
The course will:

1. enable students to obtain a capacity to meet the challenges of a complex organizational environment;
2. help students develop an operational and strategic competency necessary for managing human service agencies;
3. familiarize students with qualitative and quantitative management tools;
5. help students understand the significance of mastering different styles of management;
6. present students with a political technical and human skills that constitute effective management practice;

STUDENT OBJECTIVES:

Students who complete this course successfully will be able to:

1. develop operational and strategic plans appropriate for human service agencies;
2. demonstrate the capacity to utilize management by objectives, program planning systems, PERT, and other relevant management systems;
3. design and implement human resource management tools such as job design, performance appraisal, 360-degree feedback and other mechanisms relevant to human service agencies;

4. explain the importance of understanding state and federal regulations relevant to managing human service organizations;

5. prepare financial plans estimate expenses and create budgets;

6. describe procedures for monitoring and controlling financial resources and engaging in cutback management practices;

7. demonstrate an understanding of systems perspectives for human services management;

8. develop and apply a variety of organizational auditing and assessment tools;

9. utilize a logic model to develop and monitor organizational plans;

10. explain the importance of assessing organizational culture and organizational climate as an aspect of effective management;

11. demonstrate an understanding of the tenet of performance engineering as related to productivity in human service organization;

12. prepare a crisis management contingency plan utilizing tools and perspective utilized in the course.

**TOPICS TO BE COVERED:**

- Analysis of environmental trends
- Planning and program design
- Operational and strategic planning
- Specification and management of organizational objectives
- The Logic model
- Criteria for organizational design
- Organizational governance and board relations
- Performance engineering
- Appraisal mechanisms
- Enforcement of Federal relations
- Importance of information systems
- Management and organizational audits
- Evidence-based, results oriented outcome assessments of human service organizations
- Assessment of organizational culture
COURSE REQUIREMENTS / LEARNER OPPORTUNITIES

1. Students must attend all classes and full participation in classroom discussions and activities is expected. Students are required to read the assigned texts and to discuss their opinions, observations and reflections.

2. All assignments must be submitted on time. Failure to submit papers on the stipulated dates will result in lowered grades for the assignment.

3. Opportunities and vehicles for demonstrating competence include brief in-class role plays, student development of scenarios based upon agency situations, student participation in simulation games, student development of a detailed change plan based upon agency conditions.

4. The course will have one final paper due week 14. This paper will include an analysis of the student’s organizational environment, a proposed strategic plan to enable the organization to respond to projected environmental trends, a proposed budget for carrying out the plan, an indication of the human resources needed for carrying out the plan, a specification of the management tools needed for monitoring the progress of the plan, an indication of the tools needed to document the outcomes of the plan, and an indication of the cultural dynamics that must be considered during the implementation of the plan. Paper should be 20 to 30 pages, and will be worth 50%.

5. A short midterm paper in which students will identify a problem or scenario from their workplace to be used as a basis for applying at least three of the management tools or models presented in the course. Paper should be 8 to 12 pages, and will be worth 20%.

6. Students will maintain a log consisting of their observations of workplace managerial issues and problems along with their speculations as to how the analytical tools presented in the course might be applied. Students will be called upon to share their log entries during classroom discussions. This will be worth 10%.

7. Student will take 2 quizzes to be administered on line week 5 and week 10 that will be worth 20%.

TEXTBOOKS REQUIRED:


SUPPLEMENTAL READING REFERENCES:


ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
COMPETENCY UNIT V  
Spring 2010  

Macro Track - Elective  

COMPETENCY TITLE: Creating Change II  

COURSE NUMBER: HUS 659 (3 cr.)  
FACULTY: To Be Determined  

COURSE NAME: Planning and Effecting Community Change  

COURSE DESCRIPTION:  
This course examines participatory planning as a systematic process for creating community change. It critically analyzes the sociopolitical context and core concepts of “planning for change,” major models and methods of practice, and practical tools for engaging community members, assessing community strengths and needs, setting goals and making action plans, building support and collaborative partnerships for implementation, and evaluation as a participatory community-based approach. Emphasis is placed on working with oppressed groups in racially segregated and economically disinvested areas.  

COURSE GOALS:  
The course will:  

1. explore and analyze the changing context of social and political action;  
2. explain the relationship of contemporary social, economic and political issues to social and political action strategies and tactics;  
3. help students understand and apply social and political dynamics as they relate to issues of power, privilege, social justice, and resource distribution;  
4. analyze alternative models, strategies, tactics, and modes of social and political action directed towards these goals;  
5. demonstrate skills in community assessment, leadership and organizational development, planning and conducting campaigns, and the evaluation of their results;  
6. formulate strategies and create tactics that engage constituencies in social and political action;  
7. identify and incorporate attention to issues related to diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex and sexual orientation, as well as community of residence and other dimensions which are associated with privilege, discrimination, domination, and oppression;
8. identify and analyze the major value and ethical dilemmas that arise in the course of organizing for social and political action.

STUDENT OBJECTIVES:

Upon completion of the course, students will be able to:

1. describe the changing context and core concepts of planning for change in a diverse democracy.
2. analyze major models and methods of practice.
3. identify practical tools for engaging community members, assessing community strengths and needs, setting goals and making action plans, building support and collaborative partnerships for implementation, and evaluation as a community-based approach.
4. conduct an assessment and formulate a plan at the organizational or community level.
5. identify typical problems and issues of oppressed groups in racially segregated and economically disinvested areas.
6. address issues of ethics and values arising in the field of human services.

TOPICS TO BE COVERED:

- History of organizing for social and political action
- Theoretical concepts about power, conflict, and change
- The roles and responsibilities of practitioners;
- Major strategies and tactics of organizing: the Analytic-Interactional Continuum;
- Environmental forces that facilitate or limit organizing;
- Ethical and value dilemmas of social action organizing;
- Lessons learned from research on social and political action and change;
- Organizing as a socio political process and their approaches to planning conflict as a vehicle for generating power and creating change;
- Theories of conflict and power and ways of analyzing power structures at the community and societal level;
- Political advocacy will be examined as a means to strengthen group and community solidarity and challenge oppressive structures, systems, and institutions;
- Advocacy as an empowering process by which traditionally excluded groups advocate for themselves in ways which build organizations and develop communities.
COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:

REQUIREMENTS

• Students must attend all classes and full participation in classroom discussions and activities is expected. Students are required to read the assigned texts and to discuss their opinions, observations and reflections.

• All assignments must be submitted on time. Failure to submit papers on the stipulated dates will result in lowered grades for the assignment.

• The first paper is due week 6. See Outline for First Paper below.

• The final paper is due week 14.

ASSIGNMENT DEADLINES

Grading is based on the student’s participation and brief assignments. The first paper will be worth 25%; the second paper will be worth 35%. There will be 4 on-line quizzes and will constitute 20%, and participation weekly discussions and performance in the class will carry 20%.

ASSIGNMENTS

First Paper (25%): This 5-8 page paper focuses on the relationship between the framing of an issue, the specific social/political action goal desired, and the change approach selected. The paper should assess the suitability of different approaches to effect change regarding a specific issue that affects a particular multicultural community or oppressed/disadvantaged population. It should also include a discussion of the readiness of an organization or community for the initiation of the proposed social or political action. Finally, it should discuss what strategies and tactics are most appropriate for initiating and sustaining a social or political action effort in this context. Due: Week 6.

Social/Political Action Project. There are two options to complete this assignment.

Option A – Group Project/Paper (35%). This option requires students in groups of 3-5 to develop an action project focused on a social or political issue in the community or to become involved – as a group – in an existing social or political action effort. At the end of the semester, each group will present its experience to the class and analyze it in a group paper. Groups will be formed and topics selected by week 3. Presentations: TBA. Paper Due: Week 13.

Option B – Individual Project/Term Paper (35%). Students who select this option will complete a daily blog on their activities related to their chosen topic. Based on these activities/research, each student will write a paper with appropriate citations and sources, based on their analysis of a social or political project in which they were involved or which they researched during the semester (15-20 pages). Possible topics include issues in: - Electoral Politics - Advocacy - Multicultural Coalition-Building - The Ethics of
Social & Political Action - Social Movement Organizing. **Paper topics will be selected by week 8. Paper Due: Week 13.**

**TEXTBOOKS REQUIRED:**


A course pack of required readings will be prepared for the course and will be placed on WebCT.

**SUPPLEMENTAL READING REFERENCES:**

**Reading List**

**Core Concepts**


**Grassroots Organizing**


Home Page of Southern Echo at www.southernecho.org

**Municipal Participation**


**Neighborhood Development**


**Pluralist and Multicultural**


**Starting with People**


**Assessing Community Conditions**


**Building Organizational Capacity**


Anner, J. Having the tools at hand: Building successful multicultural social justice organizations. In Adams, Chapter 95. Chambers, Chapters 12-14.

**Increasing Intergroup Dialogue**

**Building Constituency Support**


Participatory Evaluation


Strengthening Civic Engagement


Education for Diverse Democracy
School of Unity & Liberation. (n.d.). Training new leaders...Building movement. Oakland: Author


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COMPETENCY UNIT V  
FALL 2009  
Macro Track – Elective

COMPETENCY TITLE: CREATING CHANGE II

COURSE NUMBER: HUS 658 (3 cr.)  FACULTY: To be Determined

COURSE NAME: Social Welfare Problems and Policies

COURSE DESCRIPTION:
This course provides foundation-level graduate human service students with an introduction to social welfare problems and policies. It is essential that human service workers at all practice levels understand the nature of social problems and the external influences that are fundamental to the creation and establishment of social welfare policies in the United States. Given human service’s emphasis on the person-in-the-environment, practitioners must understand the development of social policies through which various social systems and society as a whole attempt to manage, control, minimize, and eliminate social problems and their effects. Professional human service workers also have professional responsibilities for the development and implementation of welfare policies and programs that are created in response to social problems. Human service workers must be capable of analyzing and influencing the development of social welfare policy.

COURSE GOALS:

The course will

1. describe the history, nature, structure, and characteristics of the social welfare system and the profession of in the U.S;

2. identify the relationship between social welfare policies and social and economic justice as well as institutional forms of discrimination, oppression and social control;

3. systematically analyze the impact of social policies on client systems, workers and agencies on the federal, state and local level.

STUDENT LEARNER OUTCOMES

Students who complete this course successfully will be able to:

1. describe the legislative procedures of public policy making and examine the ways that policy issues are brought to the attention of decision makers;

2. identify and understand the relationship between human service practice and policy;
3. discuss social problems as constructions of social realities and identify the various political, economic, cultural, and social processes that influence the definition of social problems and responses;

4. identify the ethical and value commitments of the human service profession, particularly the commitments to the advancement of social and economic justice, which shape its involvement in the development and implementation of social welfare policy.

**Topics to Covered**

- Historical overview of the development of social welfare policies and the profession of Human Services;
- Systematic analysis of social problems and the social welfare system in the U.S;
- Legislative procedures of public policy making, emphasizing ways that policy issues are brought to the attention of decision makers;
- Role of discrimination, oppression and inequality in the establishment and implementation of social welfare policies and services;
- The historical development of social welfare policy and services and the development of the profession of human services;
- The nature and scope of social problems;
- The legislative procedures of public policy making;
- A description of the organized social welfare system at the federal, state and local level with emphasis on social welfare policy issues of social and economic justice, diversity, populations at risk, and social problems of concern in PA, MD, VA, Washington, D.C., DE, NY region including poverty, health care, and rural issues.

**RECOMMENDED TEXT:**


**COURSE REQUIREMENTS / LEARNER OPPORTUNITIES:**

1. Presentation* (Assigned date -20% of Grade); 
2. Mid Term Paper* (Due Week 9 – 30% of final grade)
3. Final paper* (Due Week 14 - 30% of final grade); 
4. In class quiz (20% of grade)

*Students will submit topic proposals for presentations and papers for approval by faculty person. Each presentation and paper must address a public policy issue and how it has affected a particular segment (population) of society. Each presentation and paper should address a different policy. The outlines for the presentation and papers are as follows:
Presentation (total time-20 minutes):
1. An overview of the particular policy (including form, auspice, and resources)
2. A profile of the population of concern (including demographics and problems)
3. A short critique of the policy
4. Presentation of two discussion questions to stimulate class discussion

(PowerPoint presentations and/or handouts are encouraged.)

Papers (total length 5-10 pages)
1. A discussion of the literature documenting the need for the policy
2. An overview of the particular policy (including form, auspice, and resources)
3. A profile of the population of concern (including demographics and problems)
4. A short critique of the policy and how it affects a particular population
5. A summary of recommendations the student would make to improve the policy, including justifications.

Grades are based on successfully completing all of the above requirements. Absolutely no late papers without prior approval of professor. Late papers will be downgraded by ½ grade point for each week of lateness. Attendance at all classes is required.

ACADEMIC INTEGRITY STATEMENT IS AVAILABLE ON WebCT.
SECTION IV

ELECTIVES

ALREADY APPROVED
Gerontology Electives (I, II, III, IV, and Frail Elderly)

These courses are already approved as a part of the gerontology certification.

**HUS 517 Theories and Processes of Aging (3 credits)**
This course will assist students in understanding the aged population through presentation of theories and research on the aged and the aging processes. Special attention will be given to African-American, Hispanic, Asian and Native American population and the rural elderly.

**HUS 527 Methods in Working with the Elderly (3 credits)**
This course will develop and define problem-solving skills which address unique needs and conditions of the aged. Attention will be given to the nature of practice in a variety of service delivery systems.

**HUS 547 Cross-Cultural Perspectives to Aging (3 credits)**
This course will help students develop skills to assess and describe demographic characteristics of the aged with specific focus on African-American, Hispanic, Asian, and Native American elderly.

**HUS 600 Gerontological Seminar (3 credits)**
The purposes of these seminars are to guide students in the analysis of critical issues in aging. These issues will be presented from a social system orientation. Special emphasis will be placed on the implication of these issues for minority elderly.

**HUS 537 The Frail Elderly (3 credits)**
The purpose of this course is to guide students in the analysis, application and assessment of research from the behavior science to enhance their understanding of the needs of the frail elderly. Special emphasis will be placed on frail, low income, minority elders and family caregivers.
MSA Electives

**MSA 600 Business Mathematics (3 credits)**
This is a fundamental course that integrates a comprehensive understanding of mathematical concepts, algebraic and logarithmic functions with real-world applications of personal and commercial business problems. Internet resources and Excel spreadsheets will be used to reinforce learning.

**MSA 610 Business Statistics (3 credits)**
This course introduces students to core statistical concepts and applications as they apply to a variety of functional areas in business, such as accounting, economics, finance, information systems, management, and marketing. Spreadsheet and statistical software will be used to integrate the fundamental statistical concepts of data collection and interpretation, forecasting, frequency distribution, descriptive measures, probability, distribution, confidence interval, hypothesis, chi-square, and regression analysis and experimentation. These concepts are adapted and applied in a managerial decision-making context.

**MSA 630 Economics for Managers (3 credits)**
The goals of this course are to present basic macroeconomic and microeconomic theories and concepts from the standpoint of managers who must make decisions that are influenced by internal and external economic forces in the business environment. Using numerous applications, examples, illustrations and case analysis, this course integrates the fundamental economic principles of supply, demand and equilibrium; production and cost analysis; market structures (perfect, monopoly, monopolistic and oligopolistic competition); pricing strategies; macroeconomic activity (GDP, CPI, PPI, fiscal and monetary policies, labor force, international trade, capital flows); consumption spending (individuals, firms, governments); money and banking; aggregate macroeconomic model; and balance of payments issues. Students will integrate both microeconomic and macroeconomic tools and models to develop strategies that aid in managerial decision making.

**MSA 650 Marketing Management (3 credits)**
A focus of this course is the identification and application of creative and innovative concepts to the development and implementation of current and future marketing strategies. Students will be exposed to the marketing framework that involves building long-term customer relationships, understanding buyers and markets, selection of target markets, product design, distribution and supply chain management, promotional and pricing decisions, and ethical issues surrounding online, offline, digital and Internet marketing. Technological innovation in marketing (RFID, applications of blogs and cell phones), off shoring, relationship marketing, viral marketing, data mining, interpretive research and competitive intelligence are covered. This course incorporates PowerPoint presentation slides and cases into the lectures to enrich the learning experiences of
students. Students will develop a capstone end-of-semester, customer-oriented marketing strategy and marketing plan.

**MSA 720 Human Resources Management (3 credits)**
Human resources departments exist to assist employees and organizations achieve and execute their goals and objectives. Since the major constituent of organizations is people, human resource departments face many challenges arising from the demands of the employees, the organization, society, global and domestic competition, and government regulations. This course approaches human resources from a strategic management viewpoint. Strategic human resource management is concerned with all of the firm’s employees, not just the operational personnel. It involves setting goals and executing action plans that enhance overall corporate and functional departmental strategies. The human resource department operates synergistically with all of the enterprise’s strategic business units, such as finance, production, manufacturing, marketing and sales, and others. The strategic management approach recognizes that all managers are human resources executives who selects, hires, trains and develops, compensates and rewards, and separates people from the organization. Case studies and hands-on information technology HRM applications will supplement instructional delivery.