SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 24.0101

SEMESTER: Departmental Syllabus

COURSE TITLE: Introduction to Human Service

COURSE NUMBER: SOSC-0215

CREDIT HOURS: 3

INSTRUCTOR: Departmental Syllabus

OFFICE LOCATION: Departmental Syllabus

OFFICE HOURS: Departmental Syllabus

TELEPHONE: Departmental Syllabus

EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE: None.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course examines the history of Human Service, the structure of Human Service Agencies, and the problems of welfare in an industrialized society.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Introduction and requirements of the course
II. An introduction to the Human Service System in the United States.
III. Social Change
IV. Poverty, Human Needs, and Social Welfare
V. Social Welfare Resources
VI. Discrimination and Racism
VII. The Emergence of the Human Service Profession within Social Welfare
VIII. Income Maintenance as a Response to Human Needs
IX. Child Welfare Services
X. Health Care and Social Welfare
XI. Social Welfare and Mental Health
XII. Social Work and Corrections
XIII. Gerontological Social Work
XIV. Organizing Fields of Practice by System Type: Groups, Communities, and Families
XV. Old-New Fields of Practice: Industrial and Rural
XVI. The Contemporary System
XVII. Review for the final examination

EXPECTED LEARNER OUTCOMES:
The student will be required to read enough of the vast literature in the field of Human Services to acquire a balanced perspective into the complex problems of welfare in an industrialized society. An extensive bibliography is attached. The student will be expected to read certain segments as well as segments of their own choosing. From this material the student will develop a written project to be presented in class pertinent to a social institution, or program. The format references for research papers are The American Psychological Association, Manual of Approved Style. The American Psychological Association Publication Manual or The Wichita State University Guide To Thesis and Dissertation Manual.

A. The student will be able to describe the development of Human Service as an institution.
B. The student will be able to analyze and evaluate social services and programs attacking poverty, insecurity, and inequality.
C. The student will be able to assess the influence of societal values upon social welfare.
D. The student will be able to explain the process of social change.
E. The student will be able to differentiate the systems of resources.
F. The student will be able to recognize programs that discriminate.
G. The student will be able to explain the difference between human services, social work, social welfare, sociology, and social system.
H. The student will be able to explain the difference between professions and occupations with a focus on the Greenwood definitions.
I. The student will be able to describe income maintenance as a safety net.
J. The student will be able to describe child welfare program resources.
K. The student will be able to describe the components of health care resources.
L. The student will be able to describe the components of mental health resources.
M. The student will be able to describe the components of the corrections systems.
N. The student will be able to explain the changes that occur as people age.
O. The student will be able to understand the emerging fields of practice including groups, communities, families, industrial, and rural.
COURSE COMPETENCIES:

The student will be able to discuss the difference between social policy, social program, service delivery, and agency mission
1. The student will be able to describe the role of the professional Human Service Workers.
2. The student will be able to describe various areas of practice and make decisions about which areas are of career interest to the student.

The student will be able to define the agency and the role of the Human Service Worker within the context of the agency
3. The student will be able to summarize their participation (under appropriate supervision) in the practice of Human Service Worker at a level compatible with the students’ education, maturity, and emotional level.
4. The student will be able to journal with specific insight into one’s self with a focus to becoming objective and non-judgmental.
5. The student will be able to discuss issues that impact culture, gender, age, and socioeconomic status.

The student will be able to discuss the agency in terms of the historical events that gave rise to the social problem the agency was designed to ameliorate with specificity on:
6. The student will be able to understand the difference between the mission, the goals, the objective, and the outcome measures of an agency.
7. The student will be able to compare mission to goal, goal to objective, and mission to outcome.

The student will be able to develop a conclusion or opinion that reflects their field experience and document same.
8. The student will be able to understand the personnel evaluation process.
9. The student will be able to summarize the role of the Human Service Worker by job description and observation.
10. The student will be able to summarize the function of the agency by comparing mission statement with observation.

The student will be able to discuss the difference between social policy, social program, service delivery, and agency mission.
11. The student will be able to describe the social problem that gave rise to the development of the agency.
12. The student will be able to describe the social policy that was developed to remediate the social problem which then gave rise to the agency.
13. The student will be able to explain how the agency delivers services.
14. The student will be able to match the mission statement’s goals to actual agency performance.
15. The student will be able to describe various areas of practice and make decisions about which areas are of career interest to the student.
The student will be able to define the agency and the role of the social worker within the context of the agency.

16. The student will be able to summarize their participation (under appropriate supervision) in the practice of Social Work at a level compatible with the students’ education, maturity, and emotional level.

17. The student will be able to journal with specific insight into one’s self with a focus to becoming objective and non-judgmental.

18. The student will be able to identify issues that impact culture and relate them to the agency.

19. The student will be able to identify issues that impact gender and relate them to the agency.

20. The student will be able to identify issues that impact age and relate them to the agency.

21. The student will be able to identify issues that impact socioeconomic status and relate them to the agency.

The student will be able to discuss the agency in terms of the historical events that gave rise to the need that the agency was designed to ameliorate with specificity on:

22. The student will be able to define and explain the difference between the mission, the goals, the objectives, and the outcome measures of an agency.

23. The student will be able to compare mission to goal, goal to objective, and mission to outcome.

The student will be able to explain the funding system for an agency.

24. The student will be able to track the funding stream for the agency and differentiate:
   a. Grant based
   b. Federal/State/County/City match
   c. Fee for service
   d. Sliding scale
   e. Dedicated tax
      1. Property
      2. Sales
      3. Special use

25. The student will be able to describe the clients or consumers that make use of the agencies’ services.

26. The student will demonstrate an understanding of the catchment area served by the agency.

27. The student will recognize the levels of employment and the degrees, certificates, or licensure levels for each.

28. The student will be able to describe in detail the organization and the roles of each employment category.

The student will be able to develop a conclusion or opinion that reflects their field experience and document same.

29. The student will be able to understand the personnel evaluation process.

30. The student will be able to summarize the role of the Social Worker by job description and observation.

31. The student will be able to summarize the function of the agency by comparing mission statement with observation.
ASSESSMENT OF LEARNER OUTCOMES:
The student will evidence competency in the field on oral discussions, written work, class presentations, and tests. The evaluation process is subject to revision as indicated by class need. Generally the scale for grading will be as follows:

Study questions will be provided for each Section. Study questions will account for 25% of the course grade.

The student will complete Paper/class presentation. The paper/presentation will account for 25% of the course grade.

Final examination will be composed of questions derived from the study questions. The final examination will account for 50% of the course grade.

Assignments turned in more than one class period late will be reduced in value by 50%. If an assignment is to come in late, turn in to the secretary at the Social Science office or directly to me. Giving assignments to other students to turn in may result in the assignment being lost. Lost assignments are not the responsibility of faculty.

Final grades will be determined as a percentage of the total points available:

100 to 91% = A
81 to 90% = B
71 to 80% = C
61 to 70% = D
Below 60% = F

Attendance
Any student who is absent for five hours of class time will be administratively withdrawn from the class.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.
Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

**Learning Outcomes**

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

**General Education Learning Outcomes**

**Communication Learning Outcomes**

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

**Computation Learning Outcomes**

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

**Critical Reasoning Learning Outcomes**

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

**Technology and Information Management Learning Outcomes**

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

**Community and Civil Responsibility Learning Outcomes**

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

**Personal and interpersonal Skills Learning Outcomes**

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.