

This is a sample syllabus only.

(Do not purchase the textbook until you confirm with the instructor.) 1

**Borough of Manhattan Community College
City University of New York**

Field Experience in Human Services
Hum 401
(212) 220-1227

Fall 2004
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Description

This course is designed as a continuation of the field experience begun in Hum 301. Drawing upon the experiences of the previous semester, students develop a broader understanding of social services agencies within the context of the systems approach. This course examines the multi-faceted roles of human service workers and focus will be placed upon increasing skills and further developing self-awareness.

Prerequisites

Hum 101, 201, and 301

Objectives

- To expand students understanding of agency history, auspices, goals and objectives.
- To continue to familiarize students with the daily functioning of a social service agency.
- To provide and experience which increases students understanding of clients and the problems they face.
- To continue to provide opportunities to work directly with people in a helping role.
- To increase student understanding of the interplay of human service knowledge, values and skills necessary for becoming an effective human services worker.
- To prepare students for transfer to baccalaureate human services programs and/or the world of Human Services work.

Required Text

Brill, Naomi (2000). Working With People: The Helping Process. (7th edition). New York: Longman

Additional Readings will be assigned throughout the semester.

Course Requirements

Students are required to attend all classes and to be on time. More than four absences will result in failure. **For students in HUM 401-981, this means that you must participate in discussion board activities every week. If you do not log-in and participate as assigned each week, you will be "absent" that week.**

All students are required to complete 84 hours of field work in an approved agency with a satisfactory evaluation from the field instructor.

All students must have their field supervisor complete three forms: **The Agency Re-acceptance form, the Mid-Semester Progress Form, and the Final Evaluation form.** It is Human Services Program policy that students cannot receive a grade unless the instructor receives these forms.

Grades will be based on: Class Participation (for online students, this means "discussion board participation"): 20%, Field Evaluations: 20%, Written Assignments, 60% (quizzes -40% and practice paper-20%).

Please take note of my office hours and come to see me if you have questions or concerns. If my hours don't work for you, call me and we can set up an appointment. I have e-mail and voice mail...use them!

Explanation of Written Assignments

Take Home Quizzes

Instead of taking up valuable classroom time, you will be tested on your understanding of reading assignments through a series of take-home quizzes. These quizzes are meant to test your knowledge of assigned chapters and additional readings. They are also intended to help you to explore how you apply concepts, skills and techniques discussed in the chapters, to your experiences in the field (your placement agencies). Each quiz (all are in essay format) must be submitted on the date specified.

Sorry, no extensions, but you can e-mail them to me at any time on the due date.

Each quiz must be:

- Word-processed
- Double-spaced
- Proof-read and checked for grammar, spelling, and readability (in other words, does it make sense when you read it out loud)
- **Most importantly, each assignment must show clear evidence that you have read and understood the chapter. You do this by re-stating, in your own words, the pertinent points that the author has conveyed, then by incorporating what you have learned with examples of your own practice in your field placement. See 'exemplars' in course documents for examples.**

Quizzes are worth 40% of your grade (10% each).

Quiz#1- Due 9/22/04

Complete **both of the following**

Part A: Briefly describe how your agency helps clients and what your role in that process is. IN other words, what are you supposed to be doing each week at your agency. Make sure that you include the address and the phone number of the agency, as well as your supervisor's name and e-mail address if there is one available.

Part B: Describe, **in detail**, an actual day in your life at the agency. Take a real day and discuss exactly what you did on that day. Walk around with a note pad so that you can record exactly what you did with clarity. Be sure to include activities with clients in particular detail. This assignment is a good opportunity for me to "see" what you do, so be very specific.

Quiz #2- Due on 10/6/03

Required reading: Brill, Chapter 7

Using the Basic Problem Solving Process outlined in Chapter 7, describe how you worked with a client in your agency. If you do not have a client that you work with on your own, you can still do this assignment by using a client that is known to you, either through your supervisor, or through a co-worker. Also, you can use these skills when you work clients in groups in two ways: Either you can focus in on your work with one specific group member, or you can describe the processes in relationship to the group as a whols. **You Must Focus on these three areas of the Process: 'engagement', 'assessment', and 'definition of the problem' (explore all three areas of definition of the problem).** **Make sure that you describe and define the terms as Brill uses them as you go along. I need to see that you have understood the reading, so don't miss this step!**

Quiz#3- Due 11/3/04

Required reading: Chapter 9 in Brill

Write a verbatim (word for word) excerpt from a helping conversation that you've had with a client in your agency. By this time in the semester, these types if either formal or informal helping conversations should be going on regularly. Don't stage one, and especially don't directly ask a client "Hi, what kinds of problems are you having today." These helping conversations should naturally follow from the work that you are doing, whether it's tutoring a shelter resident for her GED, helping a child with his homework in an after school program, escorting a developmentally disabled group to the store, or gathering information from a drug treatment resident for a psycho-social assessment. **Demonstrate how you used four skills from Chapter 9. Don't forget to discuss and define these skills, as Brill uses them as you go along.** I'm not looking for the perfect curative therapy session here. I want to know that your understanding what you read and that you're attempting to apply theoretical knowledge to your work in the field.

Quiz #4- Due 12/8/04- Read the "Endings" Handout and reread Chapter 6 in Brill

Write about hoe you've experienced the "Termination" phase at your agency. Are you an "Uma", a "Jeanette", a "Reuben" or a "Doug"? Or are you some combination of the four? Explain why, through you identify with whomever you do through illustrative examples from your field work! Don't forget to refer to Brills ideas about the meaning of termination in your paper.

Field of Practice Issue Short Paper/Presentation

Paper-Due 11/17/04:

Each student will read an article in an professional journal that relates to your field work. Examples include *Social Work*, *Journal of Addictions and Offender Counseling*, *International Journal of Mental Health*, and *American Rehabilitation*. Each student will then write a short paper (2-3 pages, word-processed and double-spaced) using the format below. Topics will vary based on what population you work with in the field, and what exactly the agency's role is in helping its clients. For example, you may be working with a depressed patient, an older person in in-patient psychiatric facility. You may be curious about how the disease of depression presents in an older person? Are certain medications more effective than others? What are some tips about counseling such a patient? Or...you may read an article related to Attention Deficit Disorder (ADD) because you are working with a child with ADD in a therapeutic nursery. Or...you may be working with a homeless family in a shelter and the

adolescent son is showing signs of stress by exhibiting violent behavior. These types of 'practice issues and concerns' are often addressed in professional journals that Human Service workers read to learn about skills, techniques and theoretical perspectives that will help them help their clients.

For this assignment, you will research your topic in the library (we will discuss how to use the library databases that are available through the BMCC library website) and locate an article in a professional journal that is related to your agency's work. If you haven't tried accessing the BMCC Library full-text databases, try doing so by going to <http://www.bmcc/library.cuny.edu> and accessing one of the library databases, such as "Academic Search Premier" from home. The Library site offers help.

In your paper you will:

- Briefly review what your agency does to help its clients, what your role is in that helping process, and why you are curious or concerned about the topic you chose to write about. Describe the client or group and his/her/their situation that led to your concern/interest.
- Summarize the article that you read, focusing on what is pertinent to your client(s).
- Discuss how what you read relates to your client(s) and how it may impact on your relationship with, or your perception of, your client's issues or problems.

Presentation:

You will each have the opportunity to lead a group discussion where you can share what you've learned with some of your classmates. I will divide you into groups based on what your practice area is (children, domestic violence victims, senior citizens, disabled adults, etc). Students will read each other's papers and ask each author questions that relate to the subject. Students must respond to these questions. This group participation is included in your class participation grade. Online students: you will receive additional information on how these small groups will work. Students will be assigned dates for leading these discussions before the 2nd half of the semester. **You must be prepared to lead the discussion on your assigned day. Failure to do so will result in lowering your grade for this assignment by 20%!** In other words, even if your paper is well written and deserves an 'A', but you don't read your group members' papers and raise questions on your group's discussion board, your grade will be lowered.

The paper/presentation grade is worth 20% of your grade.

Dates and Readings to Remember

Week 1: 9/1- Overview and Introductions-**We will have our only face-to-face meeting on Thursday, September 3rd from 5-7pm (room to be arranged). This meeting is mandatory. Please contact me immediately if you have a conflict.**

Week 2: - 9/8- Using the 'Systems Theory'- Read Chapter 4

Week 3: 9/22- Read Handout about Arthur Bell.

Discussion: Observing a client in your agency: Really seeing him or her in a new way.

Quiz #1 is Due!!!

Week 4: 9/29 - Read Chapter 7

Discussion: What is the Basic Problem Solving Process

Week 5: 10/6- Discussion: What is "Professional Literature" and What do We Learn from Reading It?
Hands-on demonstration and/or PowerPoint Presentation!

Quiz #2 is due!

Week 6: 10/13- Read Chapter 8

Discussion: What is Generalist Practice and how does that Relate to What I do in the Field?

Due: Submit Article Title, Journal, Author, and Date of Publication that you will be using for your paper!

Week 7: 10/20

Discussion: Cementing Referrals: The significance of making the right referral and making it stick!

Mid-/semester Progress Report is Due!

Week 8: 10/27- Read Chapter 9

Discussion Skills and Techniques

Week 9: 11/3- Continuation of last week's discussion

Quiz #3 Due!

Week 10: 11/10 - Working with Groups in Human Services

Read Chapter 10 and rent the movie 'House Arrest' with Jamie Leigh Curtis. If you can't find that one at your video store, look for 'Lord of the Flies' or 'Twelve Angry Men'

Discussion: Working with groups in your agencies.

Week 11: 11/17 - Read the Article about the Sudanese Refugees

Discussion: Challenges and Rewards of working in a world brimming with diversity

Practice Paper Due!

Week 12: 11/24- Small Group Presentations and Discussions

Week 13: 12/1 - Small Group Presentations and Discussions

Week 14: 12/8 - Re-Read Chapter 6 and the Endings Vignette in Week 14 Course Document File

Discussion: Endings: What's the big deal? **Final Evaluation Due**

Week 15: 12/15 **Quiz #4 Due**