**COURSE TITLE** | HSP 2209-09 Introduction to Human Services  
---|---  
**DESCRIPTION** | This course covers aspects of Human Services and will give students an overview of the industry. Careers in specific fields in the industry will be discussed. The main focus will be on public service (fire and police), human resources, public health and the implications that Human Services has for business strategy, ethics and management.  
**PREREQUISITES** | While no specific course has been identified as a prerequisite course, it is mandatory that course participants be students admitted to the Intensive Degree Program.  
**SEMESTER** | Spring 2014, Term II  
**COURSE STARTS** | Tuesday, March 11, 2014  
**CLASS HOURS** | 6:00–10:15 pm  
**PUBLISHED TEXTBOOK INFORMATION** | In accordance with the Federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part of its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.  
**INSTRUCTOR** | Dr. Tish Davis-Wick  
**PHONE** | 650.347.0219  
**EMAIL** | tishdw@dwcinc.com; pdaviswick@ndnu.edu  
**OFFICE** | Tabard Inn  

**Consultation**  
Students are welcome to meet with me 30 minutes before class hours or to schedule an appointment. If you are having difficulties with either the assignment or other aspects of the course, it is important that we talk soon. I am here to help you achieve both the course goals and your individual academic goals and outcomes.  

**Human Services Program Learning Outcomes (PLO)**  
1. Students will develop the ability to understand and demonstrate adherence to ethical principles
2. Students will demonstrate analytical, problem solving, and **project management** skills.
3. Students will develop critical thinking abilities and a foundation of ethical understanding that will allow them to **serve people of diverse** ethnic, cultural, gender and other backgrounds.
4. Students will demonstrate a love of the pursuit of continuous learning and an ability to **inspire others** with that love.
5. Students will be able to **communicate effectively**, in writing and orally, and will be able to do so with clarity, correctness, and conviction.

**Learning Objectives**

1. To recognize and understand the variety of jobs linked to the helping professions (PLO #3), (PLO #5)
2. To determine the interconnectedness involving human services organizations (PLO #4)
3. To identify components of human services in employee settings (PLO #3)
4. To understand the role of human services in society (PLO #1)

**Instructor Information**

Tish Davis-Wick has worked and taught in academic institutions and in non-profit, public, and private sector organizations for over 30 years. Her areas of deepest interest lie in human relationships and interactions that significantly affect the lives and businesses of working adults. As such, she has worked with groups and individuals in a myriad of settings, teaching courses such as managing cultural and human diversity, human services, conflict management, leading organizational change, business strategy development, women in business, communication and stress management. She has worked and traveled throughout the world focusing primarily in the Pacific Rim—Korea, Japan, Okinawa, Indonesia and the Philippines. During that time, her focus was on helping U.S. Military employees understand and manage the cultural diversity facing them while stationed in a foreign country. She was also involved in and committed to the first "bussing" integration intervention in the Texas Public Schools, moving Caucasian, African American and Latino students into mixed "home schools", while she worked as a teacher and program administrator. Tish has owned her own business for the last 23 years, consulting in organizational and employee development, executive coaching and client services. She has a Bachelor’s in Classical Languages from Texas Technological University, a Master’s in Counseling Education from the University of Southern California and a Doctorate in Education and Business Administration, also from the University of Southern California.

**Academic Honesty**

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.
Privacy and Confidentiality
One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share any information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

Class Attendance
Your attendance is very important to your studies at the University. Nonattendance or lack of participation in the class will be considered during the grading process. Intensive classes require a stringent absence policy since even one absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student's responsibility to initiate the drop or withdrawal. There are no exceptions.

Workload
In addition to class attendance, every intensive class at NDNU includes assignments estimated to take approximately three (or more) hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 18 hours a week, generally in accordance with the following:

Distribution of Average Weekly Hours of Instruction/Study = Total of 18 per week
Class Contact Hours 4
Text Readings and Note Taking 4
Research and Writing Assignments 6
Term Projects Research 4

TOTAL NUMBER OF HOURS PER COURSE 126

Grading for Papers
All assignments will be evaluated using the following criteria:

• The student demonstrates a solid comprehension of the concepts described in the text and discussed in class, as well as integrating those concepts with her or his own ideas and experiences.

• The written documents should have the appropriate sources, which integrates source material smoothly into the paper, and maintains the writer’s critical voice, rather than being overpowered by source material.

• The paper has a central point that is sustained and developed throughout the paper.

• The paper has a logical, clear organization and transitions between sections which help the reader follow the writer’s logic.

• Grammar and spelling do count. Please proof read your papers carefully. Points will be deducted for poor grammar and misspellings.
Grading Criteria for Presentations:
PowerPoint presentations are designed to help you develop your analytical and presentation skills. Each student will be graded individually. The grading criteria for the presentation will include:

- Organization of material presented and use of time
- Logical thought process, in-depth analysis and persuasiveness
- Vocal variety—volume, inflection, enunciation and rhythm
- Eye contact—class involvement and interaction
- Use of gestures—body language, movement, posture, appropriate use of hands
- Use of audio-visual aids

Participation
This class will be highly interactive, and will depend on your participation as an active listener and speaker, which involves:

- Careful listening and building on others' questions and comments
- Comments or questions informed by careful reading of the text and associated materials
- Connections made among readings, prior discussions and activities
- Efforts to foster participation and learning of other class members
- Questions and comments that promote understanding of and respect for different perspectives

Syllabus Updates
Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified about any changes made to the syllabus during class or on-line and will be responsible for those changes once you are informed. In all circumstances University policies will be strictly adhered to.

Class Format
During the class period, a combination of teaching and learning techniques will be used. Textbook lessons and theory will be covered in a variety of methods. Group work case studies will occur throughout the class sessions. It is understood that, while the required reading is necessary, you will not receive a lecture on every chapter.

Format for Writing Papers
The School of Business and Management requires that all papers must follow the American Psychology Association (APA) publication guidelines as a standard of all papers. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper. Papers must be typed with a size 12-point font, double-spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course number and date.

Paragraphs are to be indented with a tab or by indenting 5 spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points will be deducted for not following these
instructions. If you need help with your writing or need more information about writing in the APA format style, please make an appointment at the NDNU Writing Center. You can also visit the APA style webpage at http://www.apastyle.org/previoustips.html.

Late Homework
Assignments are to be completed and submitted at the start of each class meeting. Assignments not turned in on time are considered late. Late assignments will be accepted for up to one week after the due date; after which time the assignment will not be accepted. No more than two assignments may be turned in late during the duration of the class. Late assignments scores will incur a reduction of 10% of point value.

Make-ups and Incompletes
No make-up assignments are given. Incompletes are very rare, and are only granted in special circumstances when you are unable to complete a course. If you feel that you have a very special circumstance, you may write a letter describing that to the Dean and me. If the Dean and I agree that it was for a valid reason, you will get an incomplete “I” grade.

Program for Academic Success and Services—PASS
The Program for Academic Success and Services (PASS) is dedicated to improving the educational development of students with documented disabilities and to enhancing understanding and support within the campus community. NDNU’s PASS, as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. For more information contact the PASS office at pass@ndnu.edu or call 650-508-3778. In class, students who have differences that might influence their performance are encouraged to talk with the instructor about your needs during the first class meeting. We will work out how best to accommodate your needs.

Grade/Point Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
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<tr>
<td>A</td>
<td>96-96</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
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<tr>
<td>F</td>
<td>59 or lower</td>
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Course Assignments & Grading Criteria
The course grade will be based on the following approximate distribution (totaling 100%)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>Journaling homework (4)</td>
<td>10%</td>
</tr>
<tr>
<td>What is This Business? paper</td>
<td>10%</td>
</tr>
<tr>
<td>Community Work paper</td>
<td>15%</td>
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<tr>
<td>Values to Action paper</td>
<td>10%</td>
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<tr>
<td>Final project paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final project presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Participation/ article presentation</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Journaling Homework**
Select a minimum of five of the "Suggestions for Creating Your Professional Journal" bullets on page 28 of the text, and implement them. EACH WEEK, submit one page describing the actions that you took to implement each of the five actions; this progress will also be discussed within groups.

**What is this Business? Paper**
http://www.wharton.upenn.edu/what_is_business/

Go to this link, which contains short interviews with 11 people engaged in various careers. Read each, select one and then write a one-page paper reflecting on the question: What is this business and how does it relate to human services?

**Values to Action Paper**
Two parts: FIRST, pick a case study (similar to those in Chapter 8) that interests you and write a two-page paper about it. A newspaper or magazine article can provide the basis for this paper, but it should represent an actual case where professionals dealt with the types of issues described in Chapter 8, legal and otherwise. Prepare to present your findings in class. IN ADDITION: Consider a personal value that could get in the way of your being objective in working with a client. Choose a value that you hold strongly and challenge it by going to a source that holds values opposite to your own. Examples of such values and challenging environments are found on page 241. Write a two-page paper about this experience. (Total of four pages submitted for this two-part assignment).

**Community Work Paper**
First, gather information about community organizations that interest you. Select one that especially interests you and research the organization thoroughly. Then, write a two- to three-page paper describing the organization, why it interests you, how it involves members of the community, who it serves, how it defines success and how it functions from
a business perspective (funding, structure, etc.). Prepare to present your findings informally in front of the class.

**Article Presentations**
Each week, various topical articles will be assigned (mostly from the Harvard Business Review [HBR]). They are required reading for all students, but in addition to reading them, each student will be responsible to make a presentation about one of the articles. This 10-15 minute presentation should include a synopsis of the article, the relationship of the article to the text and other research, and the student’s own reaction to the article (what did you learn and why does it matter?)

**Final Project—Paper and Presentation**
You will form a small group with three or four colleagues to research a human services field of interest that is shared by all of you. Working effectively on projects with others is an essential human services skill; therefore, this requirement is designed to provide experience in achieving common group goals. Your group will be responsible for a formal presentation to the class on the final date. In addition, you will be responsible for an individual paper based on your group project.

The presentations will be graded according to content, style and compliance with established criterion. The presentations should use media (PowerPoint, video, etc.) and be presented formally, taking 20 minutes each. As always, have a backup plan in case of technical failures (a "be prepared" reality of the working world). The subject requires advanced approval from the instructor and class time will be structured to allow time for coordination.

**The group project presentation should include:**
1. **Overview** of the information gathered from an interview/interviews with individuals in the selected field of interest. These can be done individually or with all members of the group, but the results should be blended for the presentation, showing what the group as a whole found to be relevant. Interviews should include (but are not limited to) inquiries on the following topics:
   a. The professional journey. "As you look back on your career, what have you learned that you would like to share with others considering this career?"
   b. Professional associates
   c. Multicultural issues on the job
   d. Value clashes
   e. Legal/ethical issues, including, if appropriate, issues of confidentiality
   f. Involvement in community/volunteer activities within or outside of employment
   g. Self-care; major stresses and coping mechanisms
2. **Book Review/Analysis**. Select a book written about the selected field of interest. In the final presentation, include key points each group member identified in his/her book that added value to the understanding of the group’s area of interest. (FOR CLASS THREE: Please submit a one-paragraph description of the book and the reasons why it appears relevant to your course interests and the group's interest.)
3. **Data** from additional research gathered for your presentation, such as online sources, books, articles, websites, professional journals, etc.
4. **Reflections** based on individual and group interaction: what the group learned from individual research and group discussions, relevant similarities and differences in research gathered, what elements of the profession concern/excite you as a result of research.

Each 20-minute group presentation should be structured (using the information from items 1 - 4) above) in the following way:

- **An introduction** that describes the project and its relevance, a conclusion that includes reflections and a summary about why the presentation topic is relevant
- **Research** done about the subject (what you learned from the internet, books or other such sources)
- **Learning implications** associated with research done by subject matter experts in the area of interest (interviews/conversations). Within this, include (but do not limit yourself to) the following topics; ways to enter the profession, professional organizations, relevant conferences.

**The Individual Five-Page Paper should discuss:**

1) Your personal learnings while doing your research
2) A detailed analysis of the book you read, and the relevance to the other books reviewed by group members
3) What you learned about yourself as you worked in your group and your observations about what worked and didn’t as the group worked together
4) The meaning this project has had to you as you move forward in your education and career.
# Tentative Schedule

*Details may change and will be announced in class*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Written Assignment Due</th>
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</table>
| Mar 11  | • Introduction and course overview—syllabus<br>• Motivations for becoming a helper<br>• Overview of helping professions<br>• Defining a "client"
• Class focus with regard to psychological counseling<br>• Introductory exercises<br>• Review *What Is This Business* paper due next week | None                                                  | None                   |
<p>| Mar 18  | • What is the relationship between business and the human services profession?&lt;br&gt;• Dealing with difficult clients and challenges&lt;br&gt;• Form project groups and decide on project topics | • Chap 1; pgs 2-28&lt;br&gt;• Chap 4; pgs 109-121&lt;br&gt;• HBR article—<em>Crime and Management: Negotiation without a Net</em> | • Journaling homework&lt;br&gt;• <em>What is this Business?</em> Paper&lt;br&gt;• <strong>DUE at the end of class:</strong> for each group, a one-paragraph description (handwritten is fine) of each group’s project proposal, based on group consensus. |
| Mar 25  | • The helping process&lt;br&gt;• Approaches in providing help&lt;br&gt;• Review community work paper assignment&lt;br&gt;• Group discusses research approaches for community paper&lt;br&gt;• Prepare for guest speaker | • Chap 6; pgs 150-181&lt;br&gt;• Chap 7; pgs 187-214&lt;br&gt;• Assigned articles | • Journaling homework&lt;br&gt;• One-paragraph description of the individual book each student has chosen and reasons that it is relevant to the group’s topic |
| Apr 1   | • Guest speaker&lt;br&gt;• Diversity’s impact on helping effectively | • Chap 7; pgs 187-214 | • Journaling homework |
| Apr 8   | • Legal and ethical issues&lt;br&gt;• Teaching/counseling | • Chap 8; pgs 229-241&lt;br&gt;• Chap 9; pgs 245-276 | • Community work paper&lt;br&gt;• Journaling homework |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Written Assignment Due</th>
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</table>
|      | • Presentations about community work research/papers  
       • Discuss books read and their implications for the final group project  
       • Discuss other research done and how it relates to the group project  
       • Review *Values to Action* paper and informal presentations due next week | • Assigned articles  
       • Informal Community Work Presentations | • Community Work Paper |
| Apr 15 | • Community work  
       • Medical professions  
       • Informal class presentations about *Values to Action* paper  
       • Finalize group project presentations. Wrap up remaining work from previous class work sessions and finalize logistics for presentations. | • Chap 11; pgs 307-327  
       • Assigned articles | • *Values to Action* paper  
       • Journaling homework |
| Apr 22 | • Self-care  
       • Formal Group Project Presentations  
       • Conclusion | • Chap 13; pgs 351-376  
       • Assigned articles | • Final paper  
       • Final presentations |