

Human Services: Theories & Skills Syllabus

Fall 2009

Class: SWK 2000A1 Theories & Skills

Time: MWF 1:00 – 1:50

Location: AS Office #9

Department Chair: Fred Nute

Professor: Fred Nute Ph.D.

Phone: 573-518-2234

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Office HRS: MWF 9-9:50a.m.

T/Th 10:45-11:45

COURSE DESCRIPTION:

Introduction to the methodology used in the helping profession with emphasis on effective interpersonal communication, interviewing, and development of basic helping skills. A process-oriented approach to solving individual, family, and community problems will be employed.

PREREQUISITES: Introduction to Social Work (SWK1000)

TEXTS: Becoming A Helper, Corey & Corey, 5th/ed 2007; Active Communication, Westra

COURSE COMPETENCIES:

1. Students will demonstrate knowledge of the basic concepts, theories, and methods of intervention in the helping professions.
2. Students will demonstrate an understanding of the roles, responsibilities, and ethical concerns of human services professionals.
3. Students will demonstrate effective interpersonal communication skills and professional writing conventions.
4. Students will demonstrate knowledge of cultural diversity in human services practice.
5. Students will develop critical thinking skills through journal writing and collaborative group work.

CLASS ASSIGNMENTS:

1. **Journal** – Each student will maintain an ongoing journal of 3 to 5 handwritten entries per week. The journal requirement is designed to promote students’ critical thinking through the process of self-examination. As you read the assigned text material, you should raise questions, comment on what you have learned, and relate the information to yourself and your future role as a helper. Your journal entries may also reflect class discussions, group work, and any other stimulus materials which may be appropriate. The best journals are ones that summarize content with enough specificity that the student would be able to utilize the information in the future. The student’s ability to apply this information to lie and professional growth is an indication of self-awareness and motivation. Journaling, like most other techniques, works only as well as it is applied. Journals are to be turned four (4) times during the semester for review and evaluation (see course schedule for dates). They will be returned to students with feedback comments and all information contained in the journals will be confidential. Grading will be based on the quality of entries rather than the mechanics of writing, although neatness is still important. (100 points—25 points each)

2. **Interviews & Reports** -- Students will be required to write four social history reports based on one in-class interview and 3 out-of-class interviews. Refer to the course schedule for due dates. The interview protocol and writing format for the reports will be provided to students in a separate handout. (200 points—50 points each).

3. **Take-Home Exams** – Four take-home tests will be given during the semester. They will cover text material, class notes, and videotapes. Each test will be worth 60 points (240 total) and will consist of multiple-choice and essay questions.

	<u>Maximum Points</u>	<u>Minimum Points Required</u>			
		A	B	C	D
Exams	240	216	192	168	144
Interviews & Reports	200	180	160	140	120
Attendance	100	90	90	70	60
Journals	100	90	90	70	60
		576	512	448	384

Grading Scale:

A = 90 % of total points

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

COURSE POLICY:

Attendance: Class attendance is essential for active involvement and learning. Class discussions and group work are an important component of this course and there is no way to make up missed classes that include these learning experiences. While attendance is a part of one's course grade, students will be dropped after missing a total of six absences.

Make-ups and Due Dates: Late work is not accepted. Exceptions will only be made for absences documented by doctor for medical reasons, court appearance, funerals, or school related events.

Academic Dishonesty: Cheating and plagiarism are not acceptable behavior and will result in an automatic F for this course. The academic dean will also be notified of all instances of cheating and the course of action taken by the instructor.

Special Needs: Mineral Area College complies with guidelines set forth by the Americans with Disabilities Act of 1990. If you need special assistance or support due special circumstances such as a physical and/or learning disability, please contact me as soon as possible to discuss appropriate and reasonable accommodations.

COURSE GUIDE

ASSIGNMENTS

Are the Helping Professions for You? (Corey & Corey) Chapter 1
Getting the Most from your Education & Training Chapter 2
Helper Know Thyself Chapter 3

The Pyramid of Active Communication (Westra) Chapter 1
Process of Communication Chapter 2

TEST 1

Common Concerns of Beginning Helpers (Corey & Corey) Chapter 4
Theory Applied to Practice Chapter 5
The Helping Process Chapter 6

Attitudes for Active Communication (Westra) Chapter 3
Skills of the Body Chapter 4

TEST 2

Understanding Diversity (Corey & Corey) Chapter 7
Knowing Your Values Chapter 8
Ethical and Legal Issues Facing Helpers Chapter 9
Managing Boundary Issues Chapter 10

Probes and Questions (Westra) Chapter 5
Skills of Reflection Chapter 6

TEST 3

Working in the Community (Corey & Corey) Chapter 11
Working with Groups Chapter 12
Stress, Burnout, and Self-Care Chapter 13

Speaking to be Heard (Westra) Chapter 7
Applications Chapter 8

TEST 4