

UNIVERSITY OF GUELPH
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION
INTRODUCTION TO HUMAN SERVICES
COURSE CODE: FRHD*2400
COURSE OUTLINE

Instructor: **Dr. Andrea Breen**
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Graduate Teaching Assistants:

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Course Description:

This course explores the roles, responsibilities and competencies of work in various roles in the human services, emphasizing the development of professional knowledge, skills and ethical values for working with individuals and families in a variety of settings. Major topics covered in this course will include working with diverse populations, developing professional communication skills, professional values and ethical practice, self-awareness, self-care, and career exploration.

Objectives:

By the end of the semester students will be able to:

1. Identity and describe various careers in the Human Services
2. Demonstrate oral and written skills to communicate effectively as professionals
3. Describe key components for the effective use of social media for networking and professional identity development
4. Describe and incorporate skills in self-reflection and effective use of self (i.e. understanding of the self in practice/professional contexts)
5. Identify and compare regulations/guidelines/practices for various human and social services
6. Describe the importance and key principles of Human Rights and Equity in the workplace and apply these principles in interactions in class/seminar and online
7. Describe key components of effective program planning and implementation
8. Describe and apply appropriate cultural competency skills in groups tasks and written assignments
9. Describe and apply practices relating to self-care and personal well-being
10. Assess your own learning as an emerging professional and identify additional opportunities for further growth

Readings:

There are two required books for this course.

(1) O'Hara, A., Weber, Z., & Levine, K. (2016). Skills for human services Practice: Working with individuals, groups, and communities. Toronto: Oxford University Press.

*This book is available at the University bookstore. It is also available for short-term loan (2 hours) at the Course Reserves desk at the library.

(2) Vowel, C. (2016). Indigenous Writes: A guide to First Nations, Métis & Inuit issues in Canada. Winnipeg, MB: Portage & Main Press.

*This is book is available as an E book through Portage & Main Press: <http://www.portageandmainpress.com/product/indigenous-writes/>. It is also available for short-term loan (2 hours) at the Course Reserves desk at the library.

Assignments and Grading:

Participation (Total 15%)

Seminar participation: 10%

Class participation: 5%

Mini-assignments: (Total 20%)

1. Careers (5%)

2. Social media activity (10%)

3. Professional Ethical Frameworks (5%)

Book Club Assignment (25%)

The assignment will provide students an opportunity to develop cultural competency skills, including self-awareness and understanding of the concepts of cultural safety and cultural humility. The development of cultural competency is an ongoing process that involves learning about one's own cultural positioning while also learning about other people's cultures and experiences. We will be reading Chelsea Vowel's (2016) book *Indigenous Writes: A Guide to First Nations, Métis and Inuit people*. The assignment will include the following elements:

- 1) A short self-reflection prior to reading (5%)
- 2) Submission of 3 Discussion questions (5%)
- 3) Participation in the in class "book club" (2%)
- 4) A post-activity reflection (13%)

Final Exam (30%)

Multiple choice and short answer testing key concepts covered in the class. ALL material from readings, lectures, seminar discussions and guest presentations are considered to be testable material. The exam will be held during Exam Period on April 19th.

Self-Directed Assignment (10%)

Students will select a learning activity that fits their own learning needs. The assignment must be completed by the last day of class. Please note, that proof of attendance will be required. Options for the self-directed assignment include the following:

1. Attend the FREE Movies for Mental Health Art with Impact event. This event will be held January 17th from 5:00 to 7:00 pm. [For more info click here](#) Following the event complete a (250-350) word summary of your experience that addresses the following questions:

- Which film did you like best and why?
- What did you learn from the panel discussion?
- What did you take away from the group discussion?
- What did you learn about mental illness?
- How might your experiences at this event be relevant to your future practicum placement and/or career?
- What is something you would like to learn more about?

*Summaries will be due 2 weeks after the event.

2. Complete a SafeTalk Suicide alertness training. SafeTalk is available on campus FREE to students and certificates of completion will be provided. Sign up early to ensure a spot! [For more info click here.](#)
 SafeTalk training January 24th: 1:00 pm (3 hours)
 SafeTalk training February 28th: 9:00 am
 SafeTalk training March 28th at 1:00 pm

Following this event please complete a 250 word summary of your experience that addresses the following questions:

- Which did you learn about suicide prevention in this workshop?
- How might your learning at this workshop be relevant to your future practicum placement and/or career?
- What is something you would like to learn more about?

*Summaries will be due 2 weeks after the event.

3. Attend a Stop Worrying workshop.
 Monday March 5th, 2018
 7-9 pm, Room 335 University Centre
 Cost: \$5.00. [Sign up here.](#)

Following this event please complete a 250 word summary of your experience that addresses the following questions:

- Which did you learn about worrying in this workshop?
- How might your learning at this workshop be relevant to your future practicum placement and/or career?
- What is something you would like to learn more about?

*Summaries will be due 2 weeks after the event.

4. Complete a more in-depth workshop on Relaxation and Self Care.
 Relaxation & Stress Management (12 weeks starting January 30th). [sign up here.](#)
 Cost \$40 for University of Guelph students
 Tuesdays 5:30 – 6:30 pm (UC room 335)

Or Tuesdays at noon 12:00 – 1:00 pm (proof of attendance required; no written reflection required for this option)

5. Visit Six Nations of the Grand River, a Haudenosaunee Reserve that welcomes visitors (near Brantford, Ontario). Visit the Woodland Cultural Centre and art galleries. Museum Admission is \$7. [For more information click here](#)

Following this visit please submit a 250 summary reflecting on your visit, including what you saw and what you learned.

*Summaries are due 2 weeks after the event.

6. Students may identify and attend other training sessions or experiences that meet their individual educational needs. Please note that in order to substitute a workshop or experience that is not on this list you will require advanced approval from the instructor.

Schedule of Topics and Assignments:

Please note that this schedule is subject to change.

Date	Topic	Activities & Assignments
Lecture: January 9 th	Introduction to Course	
<i>Seminars</i> <i>January</i> <i>15th and</i> <i>17th</i>	<i>Seminar: Introductions</i> <i>Students to discuss their findings in the</i> <i>CharityVillage assignment & begin to</i> <i>develop connections with each other.</i>	Assignment based on Charity Village Submitted to Dropbox by January 15th at 9:00 am
January 16th	Social Media, Networking and Identity Guest speaker: Melanie Parlette Stewart, Blended Learning Librarian.	

January 22 & 24	No Seminars	
January 23	Effective Communication Guest speaker: Victoria Fritz	Social Media assignment submitted to Dropbox by January 26th at 9:00 am. Reading: O'Hara, Weber & Levine (2016) Chapter 5
January 29 & 31st	Seminar: Effective Communication Practice	
January 30	Critical Reflection	Reading O'Hara et al., (2016) Chapter 1
February 5 and 7	Seminar: Applying Ethics and Professional Values in Practice	Ethics Assignment due in Dropbox February 5th at 9:00 am Reading: O'Hara et al. (2016), Chapter 2
February 6	Human Rights and Equity presentation Guest Speaker: Human Rights Office Stacey Alderwick, Learning Development & Training	
February 12th and 14th	Seminar: Self-Knowledge & Self-Awareness	Reading O'Hara et al. (2016), Chapter 3
February 13	Self-Knowledge and Self-Awareness	

February 27	Beyond the Books Training	
<i>February 26 & 28</i>	<i>No seminars</i>	
March 6	Cultural Diversity in Practice	Reading O'Hara et al. (2016), Chapters 9 & 10
<i>March 5 and 7</i>	<i>No Seminars</i>	
March 13	Cultural Diversity in Practice *In-Class Book Club	"Indigenous Writes" Pre-reflection assignment and Discussion questions due in Dropbox by 9 am March 13th Reading Vowel (2017). Please focus your reading especially on chapters 1, 2, 9, 20, 21 and at least 1 of the chapters in the "Myth Busting" section (your choice).
<i>March 12 & 14</i>	<i>Seminar: Wellness and Self-care</i>	
March 20	Stress and Well-being Kathy Somers	
<i>March 26 & 28</i>	<i>No seminars</i>	"Indigenous Writes" Post Activity Reflection due in Dropbox March 26th at 9 am.
March 27	Team Work & Understanding Conflict	Reading O'Hara et al., (2016) Chapters 13 & 14

April 2 & 4	Seminar: Topic TBD	Reading TBA
April 3	Introduction to Program Design	Reading TBA

Lecture Notes

Students are expected to attend all lectures and seminars and to take notes of the class. Lecture notes will be made available AFTER class.

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Late Assignments

If you are unable to submit an assignment on time and compassionate reasons or illness do not apply please note that there will be a 10% penalty per day for late assignments. This means that an assignment that is graded as 85% would earn a 75% for one day late and a 65% for 2 days late. All assignments are due by 9 am on the day indicated to the Dropbox. Assignments that are submitted after 9 am will be considered to be 1 day late.

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic

accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Writing help

Specially trained Peer Helpers and professional staff in Learning and Writing Services can help you achieve your academic goals. Get personalized assistance in appointments or walk-in sessions, or stop by the Learning Commons (1st Floor Library) for free handouts and workshop information. Visit online at www.learningcommons.uoguelph.ca or call ext. 53632