

HUMAN SERVICE 190

II. COURSE ASSIGNMENTS

* = to be submitted through Brightspace

- A. **Self-Monitoring Attendance Form**
- B. **Field Experience Assignments**
- C. **Clinical Placement Report***
- D. **Behavior Management**
- E. **Political Action**
- F. **Nonviolent Communication***
- G. **Case Management Assignment**

A. SELF-MONITORING ATTENDANCE FORM

STUDENT LEARNING OBJECTIVE: Demonstrate personal responsibility and initiative for carrying out work assignments

Students are responsible for keeping careful and exact records of their attendance, late arrivals, and absences each semester using the Attendance Monitoring Form. There is a form submitted for each Human Service Class; it is turned in to the instructor at mid-term and finals:

- **Annette's Form:** Green
- **Cherie's Form:** Red (attached)

The student's signature on the form is verification of their attendance just as a time sheet would be in the workforce. **If the documentation on the form is incorrect, this will be considered as an ethical violation and the student will need to meet with the instructor.**

The rationale for this form is to prepare the student for the workforce where documentation is taken very seriously and inaccuracies can be grounds for dismissal

SELF-MONITORING ATTENDANCE RECORD

Use this form for both mid-term and final submission.

Name: _____

Semester: _____

Human Service Course: _____

Instructor: _____

No. of absences: _____ Mid Terms
 _____ Finals

No. of late arrivals: _____ Mid Terms
 _____ Finals

Reminder:

- 1) You are required to notify the instructor when you have reached the maximum number of absences/late arrivals. However, **prior to reaching this point**, it is suggested that you contact your instructor to request a meeting where you can discuss the problems you are having so that you might avoid the consequences of excessive absences or lateness.
- 2) This form will be turned in to the instructor at mid-terms and finals of every course and will be placed in your Human Service file.

DATE	ABSENT	LATE <i>1-14 min; note time arrived</i>	PARTIAL CLASS <i>15 min. +; note time arrived</i>	REASON

I met the attendance requirements for the course. __ Mid Term __ Finals

I did not meet the attendance requirements for the course. __ Mid Term __ Finals

I certify that the above is complete, accurate, and true.

 Signature

 Date

This form is your responsibility and required to be kept up to date each week! Please keep it with your Human Service notebook and bring to class. After mid-term it will be returned to you to submit again at finals. Inaccurate or incomplete information can be grounds for being placed on probation or even dismissal.

Please see instructor: _____ Mid Term _____ Finals

Instructor's Comments:

**HUMAN SERVICE 190
CHERIE SNYDER, INSTRUCTOR**

B. FIELD EXPERIENCE ASSIGNMENTS

Student Learning Outcomes:

1. Demonstrate a receptive attitude toward learning which permits the utilization of resources, skills, and support from others
2. Identify specific actions and approaches that will enable you to make the most of fieldwork.

NOTE: For both Field Placement Assignments you are to type your paper and place it in your Field Placement Journal notebook.

ASSIGNMENT #1

15 POINTS

- Read the pages in Corey on "Profiting from your Supervision". (Depending on the edition you have, the pages may vary.)
- Review the Professionalism assessment you did at the end of last semester and identify specific areas you feel you need to improve in order to be a professional human service worker. You can also think about what you learned about yourself from Human Service 103 Lab. **Then answer the following questions:**
 1. List specific Professionalism goals you want your Supervisor to work with you on this semester. Describe any barriers that might get in the way of reaching your goals.
 2. Update your field contract if these goals are not included. Note on your paper if this was done.
 3. List what your supervisor can do to help you meet your goals. Describe how you learn best.
 4. Using the ideas presented in Corey (pp. 50-56 but check your text edition as pages vary!), list what you specifically plan to do to actively participate with your Supervisor in the learning process this semester.
- Schedule a time to meet with your supervisor to discuss the above. Prior to the meeting, give him/her a copy of your paper.

ASSIGNMENT #2

5 POINTS

After your conference with your Supervisor, write about the following:

- 1) How did you feel the conference went? Did it help to clarify your expectations? Your supervisor's?
- 2) What are your Supervisor's expectations? How did he/she respond to what you shared about your professionalism goals?
- 3) What did you do well in the conference? Did you have any regrets? What could you have done differently? **Note the date you had the conference on this paper.**

C. GUIDELINES - CLINICAL PLACEMENT REPORT

Practicum 190

50 points

****Submit through Brightspace****

Student Learning Outcomes:

1. Identify functions of the field placement agency including who it serves (eligibility) and what services are provided.
2. Identify staff functions and leadership at the field site.
3. Define the agency's role as it relates to other institutions, agencies, and services in the community.
4. Recognize and understand the field placement site's organizational structure including its procedures, internal functions, administrative structure, and "unwritten rules".

Benchmark: 35/50

A. Guidelines

1. Most parts of this **typed** report should be presented in OUTLINE FORM. There is no prescribed length but it should be long enough to give a clear picture of your agency. This report should include a cover page, the content, and bibliography; it becomes the property of your instructor. (The instructor will provide a sample for you to examine which may help you visualize how the report is to be done.)

TIPS TO GET THE MAX POINTS:

- Start collecting the information the 1st week of placement!
 - Check off every question as you acquire the information.
2. Your finalized report should include in the order listed below:
 - a. Cover Page entitled "Fieldwork Placement Report"
 1. "Practicum I, Human Service 190"
 2. Your name
 3. Date
 4. Instructor
 - b. The Clinical Placement Report. (Be sure to use section titles that describe the information you are providing.)
 - c. Bibliography

B. Internal Data: This is information about your specific site and must include the following:

1. The Agency or Program
 - a. Name
 - b. Address
 - c. Telephone number/website address
 - d. Summarize in your own words why you think the agency exists, based on the mission statement.
Attach the Mission Statement
 - e. Type of Agency (for profit, non-profit, state run, etc.)
 - f. Type of Board of Directors (Advisory, Policy-Making, etc.) and composition of Board. (who makes up the membership) NOTE: a Board of Directors is not made up of staff!
2. Your Field-Work Supervisor
 - a. His or her name
 - b. His or her title

3. List your immediate supervisor's job responsibilities.
 4. Give a general description of the client population served by this agency.
 - a. Age
 - b. Types of issues, etc.
 - c. Geographic area
 - d. Income
 5. Describe the hierarchy of authority (levels or steps in the chain of command) and the way in which messages are conveyed to you and other personnel. **Attach an organizational chart.**
 6. List the different professional, para-professional, and non-professional positions and their numbers at your site. (Example: 3 volunteers, 5 Health Associates, 2 Counselors, 3 Social Workers, 2 Psychologists, etc.)
 7. List and briefly explain the services offered by your agency.
 8. Describe:
 - the agency's intake procedure and referral system. Also include:
 - What happens to the client/patient when he/she first calls or comes to the center in order to be registered as a client?)
 - Who can and does make referrals to your agency?
 - What are the criteria for receiving services?
 9. Describe:
 - the method of maintaining charts, folders, case histories, or records
 - who can enter information into the chart, how much, and what kind of information goes into them.
 10. Does your agency have any written statement of a client's rights regarding treatment Briefly summarize its content and **attach a copy to your report.**
 11. Summarize the main points in your agency's confidentiality policy.
List the exceptions to confidentiality.
- C. **External Data:** This involves the relationships and ties your site has with the community, other agencies and institutions.
1. List the criteria for discharge and what happens to your clients after receiving services from you organization. Is there follow-up on their status after discharge?
 2. List the specific funding sources for your program/agency (i.e. Older American's Act, Medical Assistance, etc.)
 3. List the ways in which the general community is involved in your agency (volunteers, advisory boards, etc.)
 4. Briefly describe the strengths and weaknesses of the community in which the agency is located.
 5. Briefly describe two **specific** legislative issues currently affecting the agency, community, or clients.

6. Provide the full name of the accreditation group that accredits your agency (if applicable).
Note the date of last accreditation.
7. Discuss with your supervisor and summarize two service delivery trends or best practices in service delivery that impacts the agency. (For Example: trauma informed care or an increase on opioid overdoses)
8. Complete the attached Community Resource Summary for your program or agency.
9. Complete a second Community Resource Summary for another program at your agency or another agency your site often refers to.

D. Bibliography

Prepare a bibliography of at least current eight library sources of information directly related to your site. This might include current references (books, professional journals, etc.) about the client population with whom you are working, helping methods and techniques, etc. These references cannot be textbooks or encyclopedias. This bibliography is merely a list of resources that might be helpful to staff. You do not need to read or study this list. You must, however, list your references in the proper APA style.

COMMUNITY RESOURCE SUMMARY

Date: _____ **Person Completing:** _____

Supervisor/Staff Reviewer: _____

- 1. Name of Service/Program/Entitlement:**

- 2. Address/Phone Number:**

- 3. Description of Resource:**

- 4. List criteria for receiving this service (age, income, geographic location, etc,;)**

- 5. Intake process/how to initiate service:**

- 6. Other important information or notes:**

D. BEHAVIOR MANAGEMENT APPLICATION GUIDELINES

Human Service 190

Required Competency

100 Points

ASSIGNMENT SUMMARY:

Each student, after consultation with his/her supervisor, will identify a target behavior for a client/pupil with whom he/she is involved. Using behavior modification principles, an intervention strategy will be designed and implemented. The assignment is worth 100 points.

STUDENT LEARNING OUTCOME:

1. Demonstrate basic knowledge and skills in the application of behavior management principles and intervention strategies to client needs and goals.
2. Utilize information literacy skills to identify credible and current sources of information for a bibliography related to a client issue.

BENCHMARK: 80/10

I. GENERAL INSTRUCTIONS

- A. **Read these guidelines carefully!**
- B. Discuss the assignment with your practicum supervisor to obtain his/her approval.
- C. If your supervisor does not feel the site can accommodate the assignment, please inform your Field Liaison, and if approved, an alternative can be developed.
- D. You are to follow the five basic steps outlined in your text and in the class lecture notes on PowerPoint. Complete the Checklist at the end of this assignment to insure you have addressed all aspects of the assignment correctly.
 1. Select a target behavior.
 2. Collect and record baseline data.
 3. Identify reinforcers.
 4. Implement the intervention and collect and record intervention data.
 5. Evaluate the effect.
- E. AS YOU WORK ON THE ASSIGNMENT, VERY CAREFULLY REREAD THE CHAPTERS, HANDOUTS, POWERPOINTS AND LECTURE NOTES RELATING TO WHAT YOU ARE DOING.
- F. The more responsibility you take for the application, the more you will learn. However, because of treatment methods, procedures, and standards at your site, you may not be able to take total responsibility; you will instead be an active participant with others. Discuss your roles and responsibilities with your supervisor and specify what this is in the final report.
- G. Be sure to choose a target behavior that is relatively simple to observe and measure; it should be appropriate for a beginning level student.

H. Involve your client in the program's design--in most cases they should be informed that you will be working to change behavior. Depending on your client and your site, they should participate as much as possible in defining reinforcers, receiving feedback on progress, and working toward the behavioral goals. Discuss this aspect of the project with your supervisor!

I. What is important with this assignment is that you have the opportunity for "hands-on" experience with behavior management, not that you see enormous changes with your client.

J. **CONFIDENTIALITY**

Fictitious names or initials must be used and the usual attention to confidentiality observed. Your supervisor **must** initial the paper before it is turned in and graded. This signifies your report has met the agencies confidentiality standards.

K. Samples of Behavior Management Application assignments reports will be posted on Brightspace.

II. TIMELINE

Develop a series of "target dates" with your supervisor to insure that you can complete the assignment in the time available. (The behavior modification efforts, however, may be continued by other staff after you end your placement.)

To be successful, you should begin collecting baseline data for your behavior management program no later than the end of February and then initiate the implementation phase before Spring Break. The implementation phase should be at least 5 weeks.

A **SUGGESTED** timetable is:

<u>TASK</u>	<u>COMPLETION DATE</u>
1. Obtain approval from supervisor (or from instructor for alternative).	Jan. 30
2. Identify a client and target behavior. Submit to instructor for approval	Feb. 13-March 1
3. Identify reinforcers/complete collection of baseline data. Submit to instructor for approval.	March 8
4. Implement the methods of change.	March 8-May 1
5. Evaluate the effect.	May 2
6. Type report.	May 2
7. Turn in report.	May 3

III. REPORT FORMAT

The body of the final typewritten report (I.-VII.) is to be no more than 3-5 pages plus an appendix. Samples are available on Blackboard. The paper must follow the following format:

A. Cover sheet (attached).

- B. Section I: Introduction
A brief summary of information about your site, your client, and the role you and others played in this specific application. This "sets the stage" for the report and provides some background information for the reader.
- C. Section II: Target Behavior
- In one sentence, state the target behavior for your client. Be sure that it is stated in such a way as to be observable and measurable (refer to handout on target behaviors and state if the behavior is to be increased or decreased or maintained).
 - Explain why the behavior should be changed and how you know this.
- D. Section III: Baseline Data
- Briefly describe the methods you used to collect and record the baseline data (refer to your text or utilize methods recommended by your site).
 - Explain why these methods were used
 - Specifically summarize the results of the baseline data collected as a specific number or average and include the actual charts, logs, etc., should be placed in the appendix.)
 - Explain what the baseline data told you about how the behavior benefits the client or what seems to precipitate the behavior
- E. Section IV: Reinforcers (Rewards)
- Describe the reinforcers (tangible & intangible) used in the project
 - Explain how these reinforcers were identified and include in the appendix a copy of any survey instruments, questionnaires, etc., you used.
- F. Section V: Implementation of Methods and Implementation Data
- List and describe specifically which of the five methods taught in class were used to change (increase, decrease, maintain) the behavior (refer to PowerPoints). These methods were: positive reinforcement, modeling, shaping, token economy, and contingency contracting.
 - Describe the steps involved in the process, and explain why these methods were employed.
 - Summarize the specific intervention data collected in terms of numbers or averages; include any reports, logs, charts, etc., in the appendix. **(NOTE: THE IMPLEMENTATION PERIOD WILL VARY FROM SITE TO SITE; FOR MOST IT SHOULD BE AT LEAST FIVE WEEKS OR MORE.)**
- G. Section VI: Evaluation
- Restate your target behavior.
 - Compare the specific number or average from your baseline data with the specific number or average from your intervention data.
 - Describe the amount and direction of change in behavior (increase, decrease, or same).
 - Explain what factors contributed to the success of the intervention. Include such things as your relationship with the person, the effectiveness of the reinforcers, the environment, etc.
 - Indicate what you would do differently if you would continue to work with this person
 - State your recommendations for the staff who will continue to work with the client.
- Section VII: Appendix
- Include appropriate reports, charts, logs, etc. (Be sure to refer to them by number or letter in the body of your report).
 - Attach the Behavior Management Project Checklist with all required signatures.

IV. GRADING

The report is worth 100 points and grades will be based on:

- A. Compliance with format guidelines 10 pts
- B. Correct grammar, punctuation, spelling and neatness. 15 pts.
- C. Understanding and application of behavior modification techniques and theories. 75 pts

The success of the intervention will **NOT** be considered in the grading process!!!!

E. Political/Social Action Assignment

50 pts

Rationale for Assignment

According to the Ethical Standards for Human Service (found in your Program Handbook), human service professionals have the following responsibilities to the community and society

STANDARD 10 Human service professionals provide services without discrimination or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STANDARD 13 Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups and communities as part of their work.

STANDARD 14 Human service professionals are aware of social and political issues that differentially affect clients from diverse backgrounds.

STANDARD 15 Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.

STANDARD 17 Human service professionals accurately represent their qualifications to the public. This includes, but is not limited to, their abilities, training, education, credentials, academic endeavors, and areas of expertise. They avoid the appearance of misrepresentation or impropriety and take immediate steps to correct it if it occurs.

STANDARD 18 Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately, supported by data whenever possible.

Student Learning Outcome: Demonstrate political and social action skills of lobbying, advocacy, and public narrative

SECTION ONE DARK BEFORE THE DAWN

1. **"The Optimism of Uncertainty"** by Howard Zinn
 - Loeb writes, "History also shows that even seemingly miraculous advances are in fact the result of many people taking small steps together over a long period of time." Is this the view of history you've been taught? How many of the examples Zinn gave of unexpected turnings did you know about? What about accurate depictions of citizens making change? Think again of the Rosa Parks story. What is the value of value of emphasizing courageous and positive moments when ordinary citizens helped change the world?
 - If you think of Zinn as a fiery radical, were you surprised by his inviting the string quartet to play in his classroom? What does this say about the sources that sustain us?
2. **"The Dark Years"** by Nelson Mandela
 - Why would Mandela and his ANC colleagues go to such lengths to get news of the outside, like passing it from cell to cell on scraps of toilet paper? How does a sense of political isolation foster despair, while being connected with an engaged community encourages hope?
 - Most of us will not face the hardships of imprisonment like Nelson Mandela, but in what other ways can we be imprisoned? What qualities does Mandela suggest help human beings surmount even the greatest of challenges?

SECTION TWO: EVERYDAY GRACE

3. **"The Peace of Wild Things"** by Wendell Berry
 - How does the natural world liberate Berry from despair? Where do you go to renew your spirit? Describe that place or write a poem about it. Why is it important for people to have a place of renewal?
4. **"Mountain Music"** by Scott Russell Sanders
 - Do you relate more to the father's or the son's perspective in the essay? Explain.
 - At the conclusion of the essay, the father says he must "look harder for antidotes, for medicines, for sources of hope." What does he mean? How has he been challenged and changed by Jesse's words? In your life and surroundings, identify possible "antidotes" and "medicines" that give you a sense of hope."
5. **"Fragile and Hidden"** by Henri Nouwen
 - How did Nouwen learn about hope? Have you ever experienced hope at a time or place when you least expected it? Explain.

6. **"There Is a Season"** by Parker Palmer

- Discuss the metaphor for life as one of seasons compared to one of manufacturing. Which do you prefer? To what extent do you think the metaphors we choose for life influence our perceptions? Our actions?
- Through much of the essay, Palmer uses the metaphor of life as "a cycle of seasons." Summarize the gifts each season brings to his life. Can you extend the metaphor—that is, what other images or comparisons can you add for each season?
- What lessons does Palmer teach about keeping on for the long haul at working for change? What other lessons can we learn from the natural world?

SECTION THREE: TO BE PROVIDED AT A LATER DATE

F. NONVIOLENT COMMUNICATION SKILLS

15 points

****Submit through Brightspace****

Student Learning Outcomes:

- Develop teamwork skills with other professionals
 - Develop behaviors that reflect a positive regard for the worth and dignity of clients and a respect for diversity
1. Review the PowerPoint on Blackboard and your Soc. 104 notes on the textbook, We Can Work It Out.
 2. Based on the required text, submit a 1-2 page typed paper with an example from work or field placement of how you applied nonviolent communication skills to an interaction with a colleague or supervisor. The paper will include:
 - A summary of the situation and issues
 - The unmet needs identified
 - The specific NVC skills used (reference page numbers in text) or ones you should have used
 - What worked and what did not
 - What specific steps you need to take in the future to improve your skills in nonviolent communication
 3. Observe confidentiality by using only initials or a false name.

G. CASE MANAGEMENT ASSIGNMENT

TO BE DEVELOPED