

# HS 190 – PRACTICUM I COURSE PACKET



## I. Course Information

### HS 190 SYLLABUS

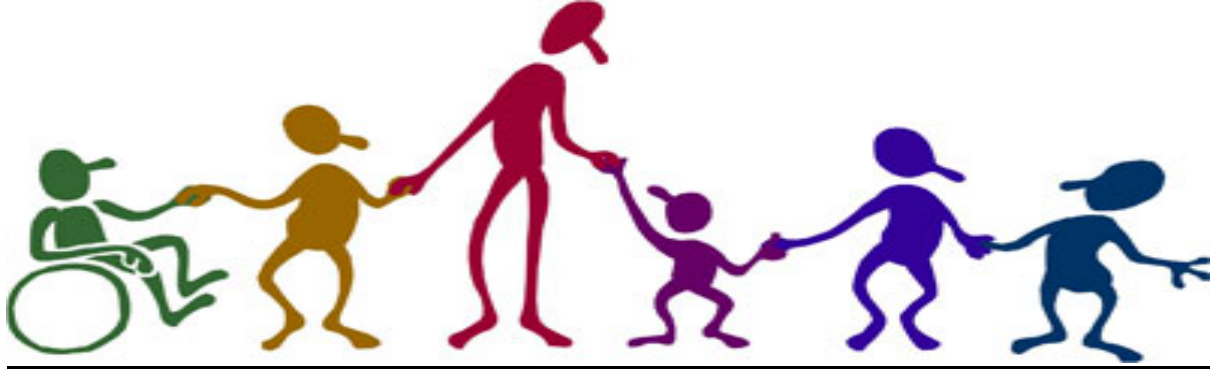
## II. Course Assignments

- A. SELF-MONITORING ATTENDANCE
- B. FIELD EXPERIENCE ASSIGNMENT
- C. CLINICAL PLACEMENT REPORT\*
- D. BEHAVIOR MANAGEMENT\*
- E. POLITICAL ACTION\*
- F. NONVIOLENT COMMUNICATION\*
- G. CASE MANAGEMENT

## REQUIRED PORTFOLIO DOCUMENTATION FOR HS 190

- 1) Learning Harbor Certificates/Printout
- 2) Time Sheet & Evaluation- Field Placement
- 3) Brochure – Field Placement
- 4) Revised/Approved Session Plan (Wellness Group)
- 5) Syllabus
- 6) Behavior Management Plan

***“Treat people as if they were what they ought to be,  
and you will help them become what they are capable of becoming.”***



## **I. COURSE SYLLABUS**

**Human Service 190 - Practicum I**

Spring 2021

### **Required texts:**

1. Walker, J. E. & Shea, T. (1984) Behavior Management, St. Louis: C.V. Mosby.; 10<sup>th</sup> edition
2. Borysenko, Joan (1986) Minding the Body, Mending the Mind, Mass: Addison-Wesley.
3. Jeffers, Susan (1987) Feel the Fear and Do It Anyway, New York: Ballantine Books.
4. Corey, Marianne S. and Gerald (1989) Becoming a Helper, California: Brooks/Cole Publishers.
5. Rosenberg, Marshall We Can Work It Out

<b>Instructor's name:</b>	Cherie Snyder
<b>Office location:</b>	AH 239
<b>Office hours:</b>	MW 1:00-2:00; F 11:00-12:00
<b>Office phone:</b>	301-784-5556, Home: 301-689-0195
<b>E-mail:</b>	csnyder@allegany.edu
<b>Day and Time of Class Meeting:</b>	Friday 9-10:50
<b>Secretary</b>	<a href="mailto:ehelmstetter@allegany.edu">ehelmstetter@allegany.edu</a> 301-784-5557

**The CIS!**

**(Course In Short)**

**WHAT'S AHEAD AND THE PAYOFFS!**

*Welcome to HS190! I am very excited about our topics and focus for this semester!*

*This class involves your very first field placement and hands-on experience working with clients – the best part of our Program! Our three primary areas of focus are professionalism, client observation skills and behavior management interventions. Together these are the foundation of how you will develop collaborative relationships and empower your clients to make changes in their lives.*

*In addition, you will practice leading education groups to teach clients simple mind/body approaches that will help with anxiety, stress, and physical tension. And, when you travel with your class to Annapolis representing ACM on Community College Lobby Day, you will get to practice lobbying, advocacy, and public narrative skills.*

*Sound interesting? It is! I cannot wait to get started!*

*Cherie*

# HUMAN SERVICE PRACTICUM I: HS 190

Please note that any course provision is subject to modification based on the learning needs of the course.

**Brightspace:** The syllabus & course packet will be available on Brightspace in case you lose your hard copy. I will also use Brightspace to send emails, reminders, or announcements so be sure *to check your student email daily!*

**Classroom Etiquette:** All cell phones must be turned off completely and off the desks so that we can focus on building our learning community and practicing the helping skills of active listening and attending. Also, unless there is a bathroom emergency, please use the bathroom before and/or after class and during the 10 minutes break.

## **I. PURPOSE**

### **A. Catalogue Description**

190 Human Service Practicum I                      4 semester hours

Offered second semester. Two hours lecture and minimum 10 hours field work per week.

Students complete a semester of fieldwork at one placement site supervised by the cooperating agency, institution, or school. Skills in objective observation, case recording, behavior management, mind/body health, and civic engagement are applied to client issues encountered at the assigned field placement. Professional practice in the workforce and effective use of supervision are introduced.

**Prerequisites: Human Service 123 and 103, or consent of instructor.**

### **B. General Education Goals**

Upon completion of this course you will also demonstrate the following General Education Goals. Competency related to these goals is evaluated as part of the professional conduct evaluation for the course.

#### **GEN. ED. GOAL**

Personal and Civic Responsibilities

#### **CLINICAL COMPETENCIES**

Demonstrate professionalism standards (work ethic, interpersonal, intrapersonal, etc.) as outlined in the Program Handbook, both in the classroom and the practicum site. Apply knowledge of government and legislative processes to personal and community problems. Utilize wellness and self-care approaches to insure health and workplace/classroom performance.

Written and Oral Communication

Recognize limitations of expertise and communicate with field supervisor and professor when problems arise. Maintain confidentiality and demonstrate respect for fellow students and professors during class and service learning experiences. Communicate ideas and feelings and apply nonviolent communication best practices in group and one on one settings.

Information Literacy

Apply knowledge gained from lecture, service learning, the textbook, and professional sources to problem solve and intervene with classmates, clients, and supervisors. Utilize the Internet and other library resources to acquire information about specific topics as they relate to the Human Services.

Critical Analysis and Reasoning

Apply critical thinking skills to class, lab, and clinical problems and support interventions with a clear rationale. Utilize ethical decision-making practices to address ethical dilemmas.

Technological Competency

Achieve competency in the use of computers, the Internet, social media and the Brightspace system to access course materials and other relevant professional information.

Arts and Humanities Inquiry

Explore and apply skills in cultural competence and ethics.

### **C. Program Goals and Program Learning Outcomes**

***Program Goals: As part of our learning community, you will be able to do the following upon receiving their Associate of Applied Science Degree in Human Service:***

1. Successfully work as an entry level, associate degree professional in the helping fields
2. Be proficient in the communication, interpersonal, ethical, and technical competencies (knowledge, skills, and attitudes) needed to work professionally as healers and agents of change within a diverse and global world.
3. Utilize self-awareness, self-care (wellness), and career decision-making skills to work effectively on the job and to participate in life-long learning activities.
4. Demonstrate leadership and active citizenship skills to advance social justice and to build healthy communities

***Program Learning Outcomes: At the conclusion of a four semester clinical Learning Community, you will demonstrate proficiency in the following skill areas:***

Communication/Collaboration Skills	Demonstrate effective communication and collaboration skills while working as a team member in a learning or clinical setting.
Professionalism/Work Ethic	Demonstrate ethical and professional behaviors in all areas associated with the practice of human Service, including learning environments.
Clinical Practice/Core Helping Skills	Utilize self-awareness, cultural competence, <a href="#">information literacy</a> , and the core helping skills associated with the Human Service profesión (i.e. listening, assessment, counseling/, interviewing, group work, etc.) to address the direct service needs of clients
Workforce Wellness	Demonstrate and use mind/body skills and other wellness approaches for self-care and renewal and model these behaviors for clients and co-workers
Social Action and Civic Engagement	Apply leadership skills to promote social justice, deepen a sense of community, and address political, social, and community problems.

## D. Learning Strategies

Our Graduate Follow-up surveys repeatedly tell us that the most powerful aspect of the Human Service Program are the “hands on” interactive learning strategies which help you master the skills, attitudes, and concepts you need to be an effective, skilled Human Service Worker. “Learning by doing” will involve group projects and experiential learning activities as the primary approaches, but lecture supported by class discussion is also used to provide foundational knowledge.

A great deal of personal reflection is required with our Program because “we are the tools for our trade” so we need to be sure we know ourselves, our values, and our “hot spots” in order to help our clients. And we write a lot in this course because that is what our employers tell us needed in the field: excellent communication skills. Finally, the most important teaching strategy is our learning community. By sharing who we are and what we think and feel with each other, we become each other’s teachers and we learn the importance of building a strong community and support system.

So, bottom line! The more actively engaged you are with the course material (both in and outside the classroom) the better prepared you will be for the workforce and for transfer to an advanced degree program – and the more you will uncover your gifts and strengths. As the banner at the front of our classroom says, “*You have come here to find what you already have!*” Confucius.

## E. Course Learning Outcomes

Learner Outcome	Assessment(s)	Benchmark	Gen Ed	Prog. Goal
1. <b>Develop skill in behavioral observation and documentation and communicate this information to others in written form.</b>	SOFT journals (10)	10/10 by the tenth sit. journal	2	2
2. <b>Engage in personal contact with clients/patients/students and their families/support system.</b>	Internship	35/50 on final field work evaluation	2	2
3. <b>Identify the kinds of problems clients encounter in their daily lives and within the context of their communities.</b>	Internship	35/50 on final field work evaluation	2, 6	2
4. <b>Develop teamwork skills with other professionals.</b>	Internship NVC assignment	35/50 on final field work evaluation 10/15 on assignment	2	2
5. <b>Assist in designing and providing services to clients/patients/students and their families.</b>	Internship	35/50 on final field work evaluation	2, 4	2
6. <b>Demonstrate basic knowledge and skill in the intervention strategies of Behavior Modification and consumer advocacy.</b>	Behavior Management Application Assignment Class Quizzes	80/100 on Behavior Management Application Completion of 5 quizzes	2	2
7. <b>Observe and practice a variety of helping professional roles.</b>	Internship	35/50 on final field work evaluation	2	2
8. <b>Demonstrate political and social action skills of lobbying, advocacy, and public narrative.</b>	Fieldtrip: Annapolis (Community College Advocacy Day) Letter to Political representative Loeb Assignment	Attendance at Lobby Day (25/25 pts)  25/25 on assignment  Completion	1, 2	4
9. <b>Demonstrate knowledge of mind/body medicine and connect this to clinical practice and workforce wellness</b>	Wellness/Healing education presentation Mind/body Wellness exam	20/25 35/50 on exam	1, 2	2, 3

10. Apply reflection and self-assessment to examining classroom and fieldwork professionalism attributes, assessing progress on goals, and establishing new goals for the third semester of clinical.	Professionalism Self-Assessment & Reflection	Completion	1, 2	2
11. Identify functions of the field placement agency including who it serves (eligibility) and what services are provided.	Clinical Placement Report	35/50	2	2
12. Identify staff functions and leadership at the field site.	Clinical Placement Report	35/50	2	2
13. Define the agency's role as it relates to other institutions, agencies, and services in the community.	Clinical Placement Report	35/50	2	2
14. Recognize and understand the field placement site's organizational structure including its procedures, internal functions, administrative structure, and "unwritten rules".	Clinical Placement Report	35/50	2	2
15. Develop behaviors that reflect a positive regard for the worth and dignity of clients and a respect for the uniqueness and diversity.	Professionalism Assmt. Fieldwork Evaluation NVC Assignment	Self-reflection 35/50 10/15 on assignment	2, 6	2
16. Demonstrate a receptive attitude toward learning which permits the utilization of resources, skills and support of others.	Field Exp. Assmt	Completion	1, 2	2
17. Demonstrate personal responsibility and initiative in carrying out work assignments at the field site and in seminar.	Professionalism Assessment Fieldwork Evaluation Attendance Monitoring Form	Completion/share with supervisor 35/50 Submission & accuracy	1, 2	2
18. Describe the ethical issues underlying the use of behavior management including least restrictive environment and client self-determination and apply NOHS standards to practice situations.	Behavior Management Application test	35/50	2, 4	2
19. Work in a team to provide an experiential classroom learning experience on mind/body wellness.	Wellness/healing education presentation	20/25	1, 2	2, 3
20. Utilize information literacy skills to identify credible and current sources of information for a bibliography related to a client issue.	Bibliography in Behavior Management Project	5/5 references meet standard	3	2

## II. COURSE POLICIES

In addition to the following policies, college policies in the ACM Student Handbook regarding academic standards and student conduct and Program Statements in the Human Service Program Handbook apply.

### A. Attendance (Seminar and Field Placement)

You are permitted one class absence per semester as a "personal day" (no points deducted) for personal business, illness, etc. After this personal day, you will be given one additional absence before you are placed on "Alert" status. Excused absences (no attendance penalty) are granted when there is a death in

the immediate family, extended illness (at the discretion of the instructor), or when the College is officially closed. A clergy or doctor's note respectively is required for the first two categories of excused absences.

**B. Attendance Requirements:**

Our class is scheduled for face to face instruction. However, in light of the Covid epidemic we have expanded our Medical Waiver option (in your Program Manual) to also include a positive Covid diagnosis. If you meet the Waiver requirements and have documentation of a positive Covid test, you can apply for permission to be zoomed into class which will allow you to meet the attendance requirements for the course for the duration of the illness or quarantine time as determined by ACM's Covid Team.

We appreciate your understanding of the importance of in class learning. The foundation of Human Service is learning as a community—with and from each other. Being physically and mentally present in the class room is the only sure way of getting the experience you need to become an effective human service worker.

1. You are expected to be on time for class and to follow the Program Attendance Requirements. (Refer to your Program Handbook.) The rationale for these requirements is preparation for the fieldwork and the workforce.
2. You are responsible for monitoring your compliance with the policy using a Self-Monitoring Attendance Form which is turned in at mid-term and finals.
3. If you choose not to attend classes or to arrive late on a regular basis, you will not meet the attendance requirements to successfully complete the course.
4. Total Attendance points:
  - 150 - Seminar
  - 25 - field trip
  - 150 – field placement
  - 325 Total possible attendance points
5. After 2 class absences (including the Personal day) you will be placed on Alert Status. After 3 absences you will be withdrawn from the class
6. Please be sure to use the restrooms before and/or after class and during break. Leaving the room during classroom is considered to be an absence as you cannot be present to share in the learning.

**Lecture Attendance Points**

- 10 pts. - Punctual attendance
- 7 pts. - Late attendance
- 1 pt. - Notify the instructor of absence prior to the end of class
- 0 pts - No attendance in class or failure to give notification

**C. Participation/Class Preparation**

The class format style includes small group discussions, interactive activities, presentations, and lectures. To be successful in this class, you will need to have studied the assigned material before class begins, be prepared to be tested on assigned material, and to discuss assigned materials, ideas, and other related topics raised during the seminar session.

D. **Grading and Performance Level System**

According to Maryland Higher Education Commission, for each hour of in class work there must be at least two hours of out-of-class student work per week over a 15 week semester. For HS 190 this means an average of at least 4 hours of work outside of class each week.

The following chart identifies the points and the estimated amount of time required to complete each assignment.

1. GRADING

	<u>Mid-term</u>	<u>Final</u>	<u>Totals</u>	<u>Est.Prep. Hours</u>
Readings			0	12
Seminar	80	70	150	-
Placement	70	80	150	-
Political Advocacy	25	25	50	4
B/M Quizzes	50	--	50	5
Mind/Body Exam	--	50	50	7
Fieldwork Journal	50	50	100	7
Clinical Placement Report	50	--	50	6
Supervisor Evaluations	50	50	100	2
Behavior Modification App.	--	100	100	8
Nonviolent Communication	--	15	15	1
Case Management	--	45	20	4
B/M App. Test	--	50	50	3
Field Exp.	20	--	20	1
	395	535	930	60 hours

	<u>Mid-Term</u>	<u>Final</u>
A	370-395	875-930
B	345-369	819-874
C	319-344	763-818
D	293-318	707-762
F	0-292	651-706

2. **Performance Level Requirements**

In order to move into the third semester of Human Service courses (Practicum II, H.S. 207 and Helping Techniques I, H.S. 201) you must complete, to the instructor's satisfaction all requirements listed for this semester's Practicum 190 and Helping Techniques I. These include:

- a. Completion of both Human Service courses with a "C" or better as well as:
  - Meeting basic attendance requirements for classroom and field work
  - Successful completion of all assignments.
  - Successful performance on tests and examinations.
  - Consistent adherence to the rules of confidentiality as explained in the Program Manual.
  - Receive a 35/50 or better on the fieldwork evaluation.
  
- b. Demonstration of personal and professional growth through interaction with fellow students and the instructor.



E. **Tutoring, Student Support, and Counseling Services**

As the instructor, I am available upon request or by appointment to work with you in any way that will support your growth as an independent learner and a skilled human service worker. Our College also prides itself on offering many services to help you succeed! Tutoring in Human Service courses as well as other subject areas is available online and through the Advising Center as well as the Student Success Center in the Humanities Building. The Reading, Writing, and Math Centers are also there to help you. Please see me if you need more information.

Since personal challenges can get in the way of your success in school, the College also offers personal counseling services. I strongly urge you to take advantage of all these services which can help you succeed in your studies. Please do not hesitate to see me if you need more information.

F. **Extra Credit**

Opportunities as announced in class and on BrightSpace.

H. **Format of Assignments** (Details on the assignments can be found in the Assignment Packet.)

*Note:\*\*\*\*Indicates this is a required competency.*

1. **ASSIGNED READINGS**. In addition to assigned chapters in the required texts, you will be responsible for additional material assigned by the instructor.
2. **EXAMS**. There are 5 objective quizzes (50 pts) and one practical application exam (50 pts) given on the Behavior Modification Unit; the total points for these exams are 100. There will also be an exam on Mind/Body Healing\*\*\*\* which is worth 50 points. **(Total points: 150)**
3. **JOURNAL ENTRIES**. You will submit a fieldwork journal at designated times throughout the semester. The purpose of the journal will be to practice professional observation and recording skills and to reflect on professional and personal development. Entries are worth up to 10 points for a **total of 80 points**. Journals are due at the beginning of seminar each week. A late penalty of 3 points will be assigned if turned in after this time. After one week 0 points will be given. (Due dates are listed in Section IV of the syllabus and in the course packet.)\*\*\*\*
4. **FIELD PLACEMENT ASSIGNMENTS**. There are 2 assignments related to fieldwork. These assignments are considered journal entries and are placed in the student's journal. **20 points**.
5. **CLINICAL PLACEMENT REPORT**. This assignment is a typewritten report of the various aspects of your field placement site. It will include a bibliography which is developed through library research. Specific directions for this report are included in the course packet. This report is worth **50 points**. **(Submit through Brightspace)**
6. **SUPERVISOR EVALUATIONS**. The placement supervisor will provide two written evaluations of your performance. (Mid-term and Final.) These evaluations will be worth 50 points each for a **total of 100 points**. Evaluation forms are given to the supervisor at the beginning of the semester, but **students are responsible for reminding their supervisor at least 2 weeks prior to the due date**. You are responsible for acquiring any addition forms needed by the supervisor and returning them to the instructor.\*\*\*\*

A self-evaluation is also required; this is designed to provide the student and the supervisor with an assessment of professional development. You will use the same evaluation form as your supervisor.

7. **POLITICAL ADVOCACY** Assignments will also be made with details to be provided. **50 points**
8. **NONVIOLENT COMMUNICATION**. See assignment guidelines in HS 190 Packet for details. **15 points (Submit through Brightspace)**
9. **BEHAVIOR MANAGEMENT APPLICATION**. You will, after consultation with your supervisor, identify a target behavior for a client/pupil with whom you are is involved. Using behavior modification principles, an intervention strategy will be designed and implemented. A typewritten report on this application will be worth **100 points**.\*\*\*\*
10. **CASE MANAGEMENT**: Students will be presented a case study and asked to apply the information from chapters 4, 5, 6. Students will be asked to answer the questions in paragraph form. Students will use in-text citations to support the responses given. This assignment is worth **50 points**. A grading rubric will be given with the assignment.

H. **Assigned Work Completion Dates**

To be successful in this course, you must submit your assignments on the due date. Late assignments will result in a loss of points and are not accepted after 1 week. This will enable you to receive timely feedback from me which can help you improve with every assignment.

You are to submit all assignments as hard copies; I do not accept submissions through email as they often end up in SPAM or disappear in the email abyss. However, to avoid late penalties when you are not able to come to class, you can email me the assignment electronically BEFORE class begins to document you have completed the assignment by the due date. Then you can bring a hard copy to the next class.

I. **What You Can Expect From Me**

1. Timely return of graded papers with feedback that will help you succeed
2. A classroom climate and supportive environment for your growth.
3. Fairness and respect for every individual.
4. On time for class and prepared and excited about learning with you
5. A willingness to learn from you and the class- and to admit my mistakes when I make them
6. A love of learning, of ACM, and of my field of social work
7. A willingness to share in your educational journey and be available as a guide and a mentor
8. Prompt response to emails during the week (usually within 12 hours or less)

J. **Plagiarism and Cheating**

See ACM Student Handbook regarding this policy.

K. **Make-Up Exams**

Tests are expected to be taken on the day scheduled unless the student's absence meets the program's official excuse policy. If an illness or other circumstances interferes with taking the exam at the scheduled time, the instructor may at his/her discretion offer a make-up test, but this will result in a grade reduction. All make-up tests must be taken within one week.

L. **College Policy Mandates**

Allegany College of Maryland is required to inform prospective and current students of important College policies, including Non-Discrimination, Title IX, Clery Act, Heroin & Opioid, Drug and Alcohol Use, Academic Disabilities, FERPA, Accreditation, and Gainful Employment Disclosure.

*Please click on this link for more information on these important College policies.*

<https://allegany.edu/x3744.xml>

**III. HS 190 COURSE OUTLINE SPRING 2021 (1/19/21)**

<b>DATE</b>	<b>TOPICS/ACTIVITY</b>	<b>TEXT/READING</b>	<b>OTHER</b>
*****			
<b>UNIT I: FIELD WORK ORIENTATION</b>			
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Orientation	1/20	1. Fieldwork Preparation 2. Recording Skills	Learning Harbor
Class #1	1/22	1. First Day Experiences  2. Recording Skills 3. Course Overview 4. Behavior Management Intro	Corey, pp. 283-303   Walker & Shea, Ch. 1
			Field Assmt. #1 DRAFT: SOFT
*****			
<b>UNIT II: BEHAVIOR MANAGEMENT SKILLS</b>			
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Class #2	1/29	1. Behavior Management: Models/Principles 2. Clinical Pl. Report - Review	Walker & Shea Ch. 2 & 3
			Sit. #1 BM Quiz #1&2 (Ch. 1, 2, 3)
Class #3	2/5	1. Behavior Management: Developing a Behavior Intervention Plan 2. B/M Project - Review	Walker & Shea Ch. 6
			Sit. #2 BM Quiz #3 Field. Assmt. #2
Class #4	2/12	Behavior Management: Methods of Increasing Behavior	Walker & Shea Ch. 7
			Sit. #3 Quiz #4
Class #5	2/19	Behavior Management: Methods of Decreasing Behavior	Walker & Shea Ch. 8
			Sit. #4 Quiz #5 T.B. Due
Class #6	2/26	1. Ethics in Behavior Management 2. Test Prep/Unit Wrap Up	Walker & Shea pp. 7-13
			Sit. #5 Clinical Placement
Class #7 8:30-10:50	3/5	Stand & Deliver Film/Discussion	
			Sit. #6 NVC Assignment
Class #8 8:30-10:50	3/12	BM Application Test Groups NVC Discussion	
			Self-Monitoring Attend. BM Application Test Eval & Time Sheet Stand & Deliver Video Guide
Class #9	3/19	FTN Conference (no class)	
			Dev. #1 Sit. #7

<u>DATE</u>	<u>TOPICS/ACTIVITY</u>	<u>TEXT/READING</u>	<u>OTHER</u>
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**UNIT III CASE MANAGEMENT /ADVOCACY SKILLS**

Class #10	3/26	Advocacy/Political	TBA	Political Assmt
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**EASTER BREAK – APRIL 1 & 2**

Class #11	4/9	Case Management	Woodside and McClam, Ch. 4&5	Sit. #8
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Class #12	4/16	Case Management	Woodside and McClam, Ch. 6	
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**UNIT IV: INTEGRATIVE HEALTH & MIND/BODY WELLNESS:  
Conditioning the Mind for Health and Healing**

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Class #13	4/23	1. Mind Body Wellness <ul style="list-style-type: none"> <li>• Integrative Health</li> <li>• Mind/Body Healing &amp; Stress</li> </ul> 2. Termination Issues & Field Placement	Borysenko, 1-29	Study Guide Case Management Assmt
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Class #14	4/30	Mind/Body Healing	Borysenko, 29-88	Study Guide Behavior Management Project
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Class #15	5/7	Mind Body Healing Class Wrap-Up	Borysenko, 89-109	Mind/Body Wellness Test FP Evals/Self Evals/ Timesheets Attendance Form Dev. #2
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