McLennan
COMMUNITY
COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Orientation to Social Services

SCWK 1321.F1

Catie Capp-Hays, LCSW

NOTE: This is a 8-week, Online course.

AN EQUAL OPPORTUNITY INSTITUTION   Spring 2021

Course Description:

SCWK 1321 – Orientation to Social Services:

Introduction to the basic concepts, information, and practices within the field of social services. Topics include the historical development of social services; populations served by social service workers; and review of current treatment and/or services.

Prerequisites and/or Corequisites:

None

Course Notes and Instructor Recommendations:

SCWK 1321 is an introductory course to the Mental Health/Social Work programs. It is recommended that this course be taken concurrently with PMHS 1291, or prior to taking PMHS 1291. Please contact the instructor for further information.

This is a face to face/blended/hybrid course. To do well in this class, you must come to class, read the entire chapter, review the power points, study, and complete assignments and exams timely. If you need to participate in this course via ZOOM, that is totally fine- just let me know before class starts. The ZOOM class sessions will occur at the same time as the regular class. It is really important to communicate with me. If you need help, please reach out to me earlier- not later!

Instructor Information:

Instructor Name:	Catie Capp-Hays, LCSW
MCC Email:	ccapp-hays@mclennan.edu
Office Phone Number:	254-299-8772
Office Location:	CSC E 129 E
Office/Teacher Conference Hours:	See schedule on office door or Brightspace
ZOOM Mtg ID:	356 478 0936

Required Text & Materials:

Title: An Overview of the Human Services
Author: Kanel, Kristi; Horn Mallers, Melanie
Edition: 2nd
Publisher: Cengage
ISBN: 978-1-285-46510-4

MCC Bookstore Website: http://www.mclennan.edu/bookstore/

Methods of Teaching and Learning:
This is a face to face/blended/hybrid course. To do well in this class, you must come to class, read the entire chapter, review the power points, study, and complete assignments and exams timely. If you need to participate in this course via ZOOM, that is totally fine- just let me know before class starts. The ZOOM class sessions will occur at the same time as the regular class. It is really important to communicate with me. If you need help, please reach out to me earlier- not later!

All Exams and Assignments will be completed in Brightspace outside of class. Please see the course schedule for the dates and times the Exams and Assignments are open and closed. Since the Exams are open for a total of 4 days, I will not reopen the Exams unless there is a legitimate reason. I determine what a legitimate reason is.

Course Objectives and/or Competencies:
By the end of the semester, the student should demonstrate the ability to describe the historical development of social services; discuss terminology used by social service providers; assess client needs to determine eligibility for social service programs; compare and contrast the populations served including treatments and resources; and utilize ethical principles.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performances economy characterized by high-skill, high-wages employment. The learning objective of this course has been linked to the SCANS Competencies and Foundational Skills. To view this report, go to the end of the syllabus.

Course Outline and Schedule:
Course schedule is subject to change based on student needs. Students will be notified by the professor of changes via Brightspace. It is important that you read the assigned chapter PRIOR to class.

Please note… All Exams and WrittenAssignments will be completed in Brightspace

Week/s	Topic	Assignments (Readings prior to class meetings)
Week 1	1. Ice Breaker 2. Introduction to the course and syllabus review 3. Chapter 1: Human Services: Foundational Concepts and Historical Background	Read Chapter 1 prior to 8/27 class
Week 2	Finish Chapter 1	Read Chapter 2 prior to 9/1 class
Week 3	Chapter 2: Modern Day Human Services: Policies and Programs, Interventions, and Demographic Considerations	Read Chapter 3 prior to 9/15 class
Week 4	Chapter 3: Ethical and Multicultural Issues in Human Services	Read Chapter 4 prior to 9/22 class
Week 5	Chapter 4: Human Services Workers Guest Speaker on 9/24?	Read Chapter 5 prior to 9/29 class **EXAM 1 opens on 9/25 @ 8 am and closes on 9/28 at 8:00 pm. Exam 1 covers chapters 1-4**
Week 6	Chapter 5: Basic Counseling Skills, Personal Characteristics of Human Services Workers, and Theoretical Approaches in Counseling.	Get Ready for Role Play Week!
Week 7	**Role Play Week**	Read Chapter 6 prior to 10/13 class
Week 8	Chapter 6: Crisis Intervention, Suicide Intervention, PTSD, Community Diseasters and Trauma Response, and Military Response	Role play summary DUE on or before 10/13 by 8 pm via Brightspace
Week 9	**Crisis Intervention/Suicide Risk Assessment- in class activity**	Read Chapter 7 prior to 10/27 class
Week 10	Chapter 7: Human Services Populations	Read Chapter 8 prior to 11/3 class **Crisis Intervention/Suicide Risk**

		Assessment written assignment DUE on or before 10/27 by 8 pm via Brightspace
Week 11	Chapter 8: Mental Illness, Poverty, Disabilities, Crime/Violence, and Substance Abuse	Read Chapter 9 prior to 11/10 class **EXAM 2: opens on 11/6 @ 8 am and closes on 11/9 @ 8 pm. Exam 2 covers chapters 5-8.**
Week 12	Chapter 9: Interpersonal Partner Abuse, Sexual Assault, HIV/AIDS, and LGBT Issues	Read Chapter 10 prior to 11/17 class
Week 13	Chapter 10: Stress Management Make fidgits in class	Read Chapter 11 prior to class on 11/24 **Chapter 9 Reflection Paper DUE on or before 11/17 by 8 pm via Brightspace**
Week 14	Chapter 11: Case Management	Read Chapter 12 prior to 12/1 class
Week 15	Chapter 12: Macro-Level Practice	
Week 16 FINAL EXAM	**The final exam will open on 12/4 at 8 am and will close on 12/9 at 8p. If you are graduating, you must complete the final exam by 12/8 at the latest**.	Final exam covers chapters 9-12

Course Assignments:

Exams
There are a total of 3 exams in this course. Each exam will cover 4 chapters. The final exam is NOT comulative/comprehensive- it will cover the last 4 chapters in the course. All Exams will be taken via Brightspace (not during class time). The exam dates and when they will be opened in Brightspace are notated in the course outline and schedule above. Each exam will be 50 questions (multiple choice and true/false). Bonus questions will be included as well. All Exams will be timed (80 minutes). Professor will provide a study guide prior to each test. The study guide will be posted in Brightspace.

Pre/Post Tests
As a part of our Student Learning Outcomes (SLO), we are asking students to take a test at the start of the course (pre-test) and another test at the end of the course (post-test). These are all generalized questions from the overall content of the course. All questions are Multiple Choice.

Your scores on these 2 tests do not factor into your final grade for the course. They will be used for statistical purposes only.

Role Play

The purpose of the role play for students in this course is to demonstrate that they can implement basic counseling skills during an interaction with a client. In addition to the Role Play, each student will submit a one page paper detailing personal feelings, areas of strength, and weakness. Directions for this assignment can be located at the end of the syllabus. The role play will occur in class.

Crisis Intervention and Suicide Risk Assessment

Using the ABC Model of Crisis Intervention and the Suicide Assessment Stages, each student will assess a person (the professor), in class, who is in crisis to determine the person's suicide risk level. After the suicide risk level is determined, the student will then determine "next steps" for the client. The student will write up a summary of the interaction with the client. Directions for this assignment are located at the end of the syllabus.

Course Grading Information:

Assessment	Total Percentage
Exams (3 @ 15% each)	45%
Role Play 15% Written Summary 5%	20%
Crisis Intervention and Suicide Risk Assessment Exercise 15% Written Summary 10%	25%
Reflection Paper 10%	10%

Course grades are firm and will not be "curved" or "bumped." **Grades are based on actual performance, not amount of effort exerted, potential, hardships encountered during the semester, etc.** There is <u>no</u> extra credit in this course. In order to earn a C or above, students must stay current with readings and assignments and exhibit strong class performance.

A minimum final grade of C is required in all Mental Health/Social Work classes for graduation.

W WITHDREW - this grade is given for an instructor- or student-initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work).

I INCOMPLETE - is given when a course is incomplete because of a student's absence caused by reasons acceptable to the instructor. To be eligible, the student must have essentially completed the course. If work is not made up within the following long semester, the "I" will be changed to and "F" and the course must be repeated if credit is to be given.

Late Work, Attendance, and Make Up Work Policies:
Regular attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. For on-line classes, the instructor will evaluate attendance by participation in the weekly assignments. This means if a student completes the discussion board and quiz for the week, the student will be counted present for the class for the week.

Students who are absent from 25% of scheduled class meetings (8 classes) may be withdrawn with a grade of W unless the professor has reason to believe the student will complete the course. However, if a student reaches the 25% point after the official drop date, the student will receive an F.

As stated in the Highlander Guide , "students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official college functions, (2) personal illness, (3) an illness or a death in the immediate family, or (4) the observance of a religious holy day." All other reasons for late work will be considered at my discretion and will likely require documentation. It is your responsibility to inform me of any absences and their reasons in a timely manner. For this course, that means **you will be dropped on the 8th absence.**

Assignment/Exam submission folders close as noted on Brightspace and/or in the syllabus and will not be reopened for any reason. Make sure you set aside enough time to complete your submissions on a timely basis while they're open if the professor asks that you submit an assignment in Brightspace.

Student Behavioral Expectations or Conduct Policy:
Students are expected to maintain decorum that includes respect for other students and the professor, prompt and regular participation, and an attitude that seeks to take full advantage of the educational opportunity.

Students who willfully disrupt the learning environment or whose presence constitutes a substantial and material threat to the orderly operation of the premises may be involuntarily

withdrawn. Students whose behavior is overtly disruptive to the learning environment will be asked to leave class at the professor's discretion and counted absent for the day. This may include, but is not limited to, eating in class, talking out of turn to classmates, and cell phone use during class. See the Highlander Guide for more information on this policy. For on-line classes, students who willfully disrupt the learning environment may be withdrawn from class.

* Click Here for the MCC Academic Integrity Statement
(**www.mclennan.edu/academic-integrity**)
The link above will provide you with information about academic integrity, dishonesty, and cheating.

* Click Here for the MCC Attendance/Absences Policy
(https://www.mclennan.edu/highlander-guide/policies.html)
Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

* You will need to access each link separately through your Web browser (for example: Mozilla Firefox, Chrome, Microsoft Edge or Safari) to print each link's information.

Course Number: SCWK 1321 Course Name: Introduction to Mental Health and Retardation	Relevant Competencies (Identify by Competency Number)
SCANS COMPETENCIES. 1. Managing Resources: a. Manage time b. Manage money c. Manage materials d. Manage space e. Manage staff	a. 1,2,3,5 b. 6 c. 1,2,3,4,5,6,8 d. 1,2,3,5 e. 1,2,3,5,6
2. Exhibiting Interpersonal Skills: a. Work on teams b. Teach others	a. 2,4,6 b. 2,6 c. 1,2,3,4,5,6 d. 2 e. 2 f. 1,2,3,4,5,6,7,8

c. Serve customers d. Lead work teams e. Negotiate with others f. Work with different cultures	
3. Working with Information: a. Acquire/evaluate data b. Organize/maintain information c. Interpret/communicate data d. Process information with computers	a. 1,2,3,4,5,6,8,9 b. 1,2,3,4,5,6,8,9 c. 1,2,3,4,5,6,8,9 d. 9
4. Applying systems Knowledge: a. Work within social systems b. Work within technological systems c. Work within organizational systems d. Monitor/correct system performance e. Design/improve systems	a. 1,2,3,4,5,6,8 b. 9 c. 9 d. 2 e. 2
5. Using Technology: a. Select equipment and tools b. Apply technology to specific tasks c. Maintain/troubleshoot technologies	a. 2, 9 b. 2, 9 c. 2
SCANS FOUNDATIONS. 6. Demonstrating Basic Skills: a. Reading b. Writing c. Arithmetic/Mathematics d. Speaking e. Listening	a. 1,2,3,4,5,6,8 b. 2,6,8 c. 2 d. 1,2,3,4,5,6 e. 1,2,3,4,5,6
7. Demonstrating Thinking Skills: a. Creative thinking b. Decision making c. Problem solving d. Thinking logically e. Seeing with the mind's eye	a. 1,2,3,4,5,6,8 b. 1,2,3,4,5,6,8 c. 1,2,3,4,5,6,8 d. 1,2,3,4,5,6,8 e. 1,2,3,4,5,6,8
8. Exhibiting Personal Qualities: a. Individual responsibility b. Self-esteem c. Sociability d. Self-management e. Integrity	a. 1,2,3,4,5,6,8 b. 1,2,3,4,5,6,8 c. 1,2,3,4,5,6,8 d. 1,2,3,4,5,6,8 e. 1,2,3,4,5,6,8

2019-2020
Statement of Work Place and Foundation Competencies

McLennan Community College is determined to prepare you with the knowledge and skills you need to succeed in today'' dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for:

Manager Resources: Exhibit Interpersonal Skills:

Work with Information: Apply Systems Knowledge:

Use Technology: FOUNDATION SKILLS Demonstrate Basic Skills:

Mental Health Programs
COMMON WORKPLACE COMPETENCIES

Time / Money / Materials / Space /Staff

Work on teams / Teach others / Serve customers / Lead work teams / Negotiate with others

Acquire & evaluate data / Interpret & communicate data

Work within social systems / Work within technological systems / work within organizational systems / Monitor & correct system performance / Design & improve systems

Select equipment and tools

Arithmetic & Mathematics / Speaking / Listening

Role Play Instructions

The purpose of the role play for students in this course is to demonstrate that they can implement basic counseling skills during an interaction with a client. For the purpose of this assignment, each student will be given a case study. The professor will act as the client. The student will interview the client and use the following counseling skills:

1. Active listening
2. Caring professionalism
3. Compassionate communication
4. Empathy
5. Open-ended questions
6. Openness
7. Paraphrasing
8. Reflection
9. Unconditional positive regard and acceptance

The interview will occur in class. Be prepared to interview the client for 15 minutes (no more than 20 minutes). Your classmates will provide feedback at the end of the interview.

Each student will submit a one-page paper that will address the following:
1. How the student felt "on the inside" while interviewing the client.
2. What you felt that you did well during the interview.
3. What you could improve on in the future.

The paper must be at least one page (no more than 2 pages), typed, 12 pt, and Times New Roman font, and double spaced.

Crisis Intervention/Suicide Risk Assessment

Using the ABC Model of Crisis Intervention and the Suicide Assessment Stages, each student will assess a person (the professor) who is in crisis to determine the person's suicide risk level. After the suicide risk level is determined, the student will then determine "next steps" for the client.

The professor will give each student a client scenario and the professor will act as the client. Please familiarize yourself with the client scenario prior to your interaction with "the client."

During class, each student will interview "the client" who is in crisis and respond accordingly.

It is expected that the student will do the following during the interview:

1. Utilize the ABC Model of Crisis Intervention (page 145 in textbook)

2. Utilize the 5-step suicide risk assessment to determine the suicide risk level (pages146-150 in textbook)

3. Present "next steps" to the client.

4. Be prepared to interview the client for 15 minutes (no more than 20 minutes).

The student will write up a summary of the interaction with the client. The student must include the following in the written summary:

1. How the client presented (agitated, frustrated, scared, disheveled, shaking, poor hygiene, would/would not maintain eye contact, etc).

2. How the student utilized the ABC Model.

3. How the student implemented the 5-step suicide risk assessment.

4. What "next steps" the student used to help the client.

5. In this summary, the student needs to include how she/he felt "on the inside" when interviewing the client and what the student could improve upon in future interviews of this nature.

The summary must be at least 2-3 pages long (no longer than 4). It must be typed, 12 pt., Times New Roman, font, and double spaced. Submit the summary via Brightspace.

Reflection Paper

Please respond to the following prompt. All reflection papers must be at least one page (no more than 3 pages), typed, double spaced, Times New Roman, 12 pt. It is very important that you respond to every question in the prompt. No research necessary.

Chapter 9 Reflection Paper
What are some challenges facing the LGBTQ community? As a future clinician, describe what interventions you could use to assist individuals in the LGBTQ community?

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C O M M U N I T Y
C O L L E G E

ACADEMIC RESOURCES/POLICIES

Student Support/Resources:
MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at http://www.mclennan.edu/campus-resource-guide/

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:
Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

Minimum Technical Skills:
Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:
In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace
(https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)
Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Email Policy:
McLennan Community College would like to remind you of the policy (http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:
Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:
The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:
You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

Accommodations/ADA Statement
Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:
> disabilities@mclennan.edu
> 254-299-8122
> Room 319, Student Services Center

* Click Here for more information about Title IX
(www.mclennan.edu/titleix)
We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at

titleix@mclennan.edu or by calling Dr. Drew Canham (Chief of Staff for Equity & Inclusion/Title IX) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: http://www.lighthouse-services.com/mclennan/.

McLennan's Title IX webpage (http://www.mclennan.edu/titleix/) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

*   *You will need to access each link separately through your web browser (for example Mozilla Firefox, Chrome, Microsoft Edge, or Safari) to print each link's information.*