



22 August 2017

Between The Bars

This is just a brief note to help explain my previous post. You see, sometimes my belly gets the best of me — and when I see an SPCA commercial on T.V. soliciting donations to help feed and care for abused and abandoned animals, I think to myself: What about me? And then I wonder: How many people who know me actually donate to SPCA "63¢ a day = 19¢ a month".

I've posted the prison menu here before so I won't bother making a case about malnutrition, except to point out that my distended belly-girth is not evidence of ... I don't know what its evidence of really! To me, it's beginning to appear like those starving kids in Africa — who I also see on commercials soliciting donations for HELP.

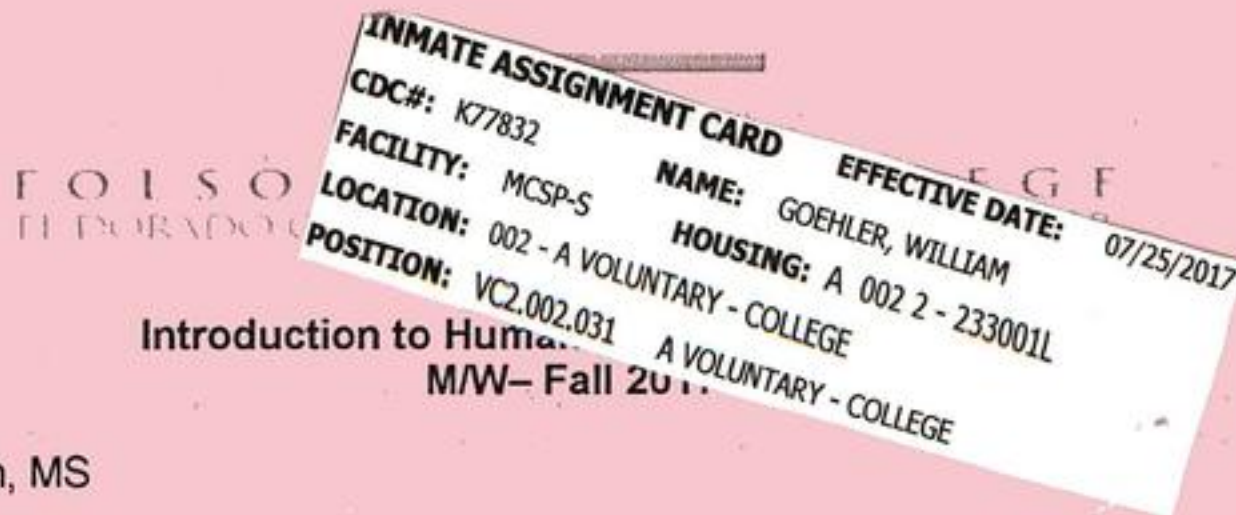
So that's what I'm thinking whenever I post solicitations for donations into a Care Package account. I am permitted to receive one 30lb. Care Package of vittles every three months — generally amounting to between 150¢ or 200¢. That's roughly 2¢ a day / 60¢ a month. If I had a Sara McLaughlin sound track to play some sad song here — I couldn't afford to pay her the royalties, so I wouldn't dare.

Over the years I've been blessed by a friend or two from time to time who have ordered Care Packages of vittles for me. "A way to a man's heart", it's said. But after 20 years now, packages are far and few less frequent — Hence, the PREPAID CUSTOMER ACCOUNT solicitations reminding readers of my blogs that I'm Hungry. A closed mouth doesn't get fed, right?

And now that a light of "early release" (LOL) appears as a beacon of hope when I turn 60 years old in 2023, I'm thinking that it's due time that I concern myself with maintaining my own health and well-being for a change. I've spent a lifetime concerned with battling status quo on some quixotic crusade or another... and the last few years promoting others self-improvement opportunities here have been a wee stressful, believe you me! I didn't have this gray beard when I started this most recent Effort-counter effort game anyway! It may just be a coincidence; but I'm just saying: A pioneer can lead the way, but then getting other people out of their comfort zone is a whole other matter!

I've done my best, with the baggage I've carried along, and now I'm a College Student studying Human Services — of all things!!! It appears there is a pattern developing in this puzzle of a life I've been piecing together after all.

Be blessed in your blessings and fare thee well.
For the Love of Truth, W.



Instructor Information

Instructor: Teresa Duran, MS

General Class Information

Class Meetings: Mule Creek State Prison on Mondays and Wednesdays 3:00pm-4:20pm

Office Hours: After each class period

Prerequisites: None

Credit information: This class provides 3.00 units of credit and can be taken once for credit. It is one of two prerequisite courses for completion of the human service program.

Catalog Course Description

This course provides a comprehensive overview of the field of Human Services in private and public agencies. The course topics include learning of agency functions and worker activities. Topics will be explored through reading, class discussion, and guest speakers from community human service agencies. Emphasis is on the roles and skills of associate para-professionals such as health workers, activity directors for the elderly, and adolescent and child welfare assistants. A field trip may be required.

Learning Outcomes

Upon completion of this course, the student will be able to:

1. Compare the historical and current characteristics of human services delivery systems.
2. Develop the identity of a skilled, ethical, and culturally responsive human services professional.
3. Analyze the organizational structure and delivery system of a local social service agency.
4. Create a personal career plan or internship program proposal that integrates knowledge of the field of social work and human services.

Required Course Materials

Woodside, M. R. & McClam, T. (2015). *An introduction to Human Services* (8th ed.). Boston, MA: Cengage Learning. [ISBN: 978-1285749907]

Professional and Ethical Behavior

A. General

Students are expected to conduct themselves in an ethical and professional manner as defined by the Ethical Standards for Human Service Professionals, with Folsom Lake College's Student Catalog, and in compliance with all rules and policies of Mule Creek State Prison.

B. Class Preparation

In order to facilitate the development of students' knowledge of the human service professions as well as their career plans, this class will utilize discussions and activities that emphasize application of course material. Students are expected to come to class prepared by finishing readings and completing pre-class assignments. This preparation allows students to engage actively in class activities.

C. Interactions with the Professor and Other Students

Both in and out of the classroom, students are expected to maintain respectful relationships with the professor and fellow students. This requires that students refrain from activities that may disrupt learning. Disruptive behaviors include, but are not limited to, frequently arriving late to class, talking while another student or Mrs. Duran is talking, verbally or physically acting out, verbally or physically harassing the instructor or other students, and failing to actively participate in learning activities.

On the rare occasion that a student disrupts learning, Mrs. Duran will follow the processes and actions of Mule Creek State Prison, as well as those described on page 64 of the Folsom Lake College Student Catalog. Consequences may include a warning, removal from a class meeting, dismissal from the course, or other disciplinary action.

Confidentiality: In this course, students will participate in communication activities to bridge the gap between theory and practice and to provide an opportunity for students to explore new skills. Each student will be expected to share of himself/herself to the extent that he/she is comfortable. In order to create an environment of trust and openness, confidentiality is expected for all students in this class.

D. Attendance and Dropping

In order to increase learning and application of course content, attendance and participation is vital. Arriving on time and remaining the entire class period is not only important to maximize learning, timeliness also aligns with professionalism. An absence is defined as not being present in class for 15 minutes or more anytime within a class period. *More than two absences* may result in a deduction of one letter grade to the final course grade. Missing *more than three class periods* may result in being dropped from the course. Excessive tardiness may result in loss of participation points. If a student is absent, tardy, or must leave class early, a written notification must be given to Mrs. Duran within 1 week of the absent or tardy.

If unusual circumstances, such as prolonged illness, interfere with students' attendance, students may be allowed to complete alternative assignments. Ultimately, any decisions regarding alternative assignments are subject to instructor discretion.

It is my desire to see all students successfully complete this course. However, if a student believes that successful completion is not possible, it is her/his responsibility to notify the Mule Creek educational staff and Mrs. Duran of his plan to drop the course. November 13, 2017 is the last day students can officially drop a class and receive a withdraw. Because this date occurs during spring break, students who wish to obtain a "W" (withdraw) for the class, should submit paperwork by April 5, 2017.

E. Timely Submission of Assignments

Assignments are due and quizzes/tests must be completed on the dates indicated in the syllabus. In general, late work or missed tests will receive no credit; however, if unusual circumstances arise, penalties for late assignments as well as alternative due dates may be determined. Ultimately, any decisions regarding late assignments or alternative due dates are subject to instructor discretion.

F. Academic Integrity

Students are expected to avoid all forms of academic dishonesty including plagiarism and cheating. Plagiarism or cheating will result in one of the following: a written warning; re-doing an assignment; or a grade of 0 on an assignment or a quiz/test. It is the student's responsibility to understand what constitutes academic dishonesty. For more information, students are encouraged to refer to pages 62 and 63 of Folsom Lake College's Student Catalog.

Student Support

A. General

I strive to facilitate the academic success of all students enrolled in this course. To this end, I engage actively in the learning process for all students. However, students often benefit from working with other professionals at Folsom Lake College. Additionally, some students have unique learning needs. Many students will find the following information useful.

B. Respect for Diversity Statement

This course is taught in a manner that strives to provide a safe, welcoming, and inclusive environment for students of all races, ethnicities, countries, gender identities and variances, sexual orientations, economic classes, linguistic abilities, ages, ability statuses, and religions. By teaching in a culturally responsive manner, I strive to model the Human Services professional concepts of self-awareness, social justice, and culturally relevant services.

C. Accommodations for Students who are Differently Abled

It is my desire to provide accommodations for all students with documented disabilities. If you wish to discuss academic accommodations, please let me know in writing early in the semester. Students' can

It is my desire to provide accommodations for all students with documented disabilities. If you wish to discuss academic accommodations, please let me know in writing early in the semester. Students' can learn more about the process for obtaining accommodations from the counselor from Folsom Lake College

Grading

A. Grading of Class Assignments

In this class, students will complete class preparation and participation assignments, 3 papers, 3 exams, and a group presentation. Mrs. Duran will grade each assignment based on the points possible for the assignment and record the grade. Each student's semester grade will be determined by adding up the total number of points earned, dividing by 500, and converting to a percent. Points, percentages, and corresponding grades are represented below:

Final Grade Distribution:

Grade	Percentage*	Point Range
A	100% - 90%	500 – 447.5
B	89% - 80%	447 – 397.5
C	79% - 70%	397 – 347.5
D	69% - 60%	347- 297.5
F	59%- 0%	297- 0

*Percentages are rounded up at 0.5

B. Description of Class Assignments

1. Class preparation and participation (25% = 125 pts)

In this class, students will obtain knowledge of the historical and current characteristics of human services delivery systems and develop the identity of a ethical and culturally responsive human services professional. To develop this knowledge and skill base, in-class participation is vital. Students are expected to actively engage in all class activities. Before each class period, students are responsible for completing the pre-class reading/assignments. These completed assignments should be brought to class and may be collected. They will be used for quizzes, discussions, and class activities.

2. Three reflection papers (30% = 150 pts)

Throughout the semester, students will develop knowledge and skills related to the identity of a skilled, ethical, and culturally responsive human services professional. Both in class and out of class, students will complete reflection exercises. Students will review all reflection assignments and synthesize their learning into 3 reflection papers. An in-depth description of the paper assignments, including the grading rubric will be provided.

3. Three tests (35% = 175 pts)

Each of the three tests may contain both objective and subjective questions. The first test will be worth 45 pts. The second will be worth 60 pts, and the final exam will be worth 70 pts. Each test will assess course content that students obtain from readings and content covered during class time.

4. Presentation (10% = 50 pts)

5. To provide evidence that students have learned objectives of the course, each student will create a personal career plan or internship program proposal that integrates knowledge of the field of social work and human services and present it to the class. An in-depth description of the assignment, including the grading rubric will be provided to students.

Class Schedule Outline

Class	Date	Topic	Assignment for next class
1	8/21	Class introduction, review of the syllabus	Section I Ch 1 p3-11
2	8/23	Defining Human Services Discuss reading assignment – Review Reading Guide	Ch 1 p12-30 turn in self-assessment answers
3	8/28	Defining Human Services Discuss reading and work in groups on case studies	Ch 2 p30-44
4	8/30	The History of Helping Discuss reading – reflection writing 1 in class	Ch 2 p45-63 reflection writing 2 assigned questions-self-assessment questions turn in
5	9/4	NO CLASS LABOR DAY	
6	9/6	The History of Helping Discuss chapter	Ch3 p64-80
7	9/11	Human Services Today Discuss reading in groups-conduct compare/contrast	Ch3 p81-99 Turn in self-assessment, ref. writing 3
8	9/13	<i>Integration of chapters 1-3 question and answer Reflection paper Rubric Review</i>	Study for the exam.
9	9/18	Exam - Models of Service Delivery-class group reading present (p100-113)	Ch 4 p114-129 work on reflection paper assigned
10	9/20	Models of Service Delivery discussion. Classroom review of self-assessment questions. Reflection writing in class.	Section II Ch5 p130-146 Turn in draft reflection paper 1-optional
11	9/25	The Client-discuss reading-in class reflective writing Return draft reviews with comments (time for clarifications)	Ch5 p147-167, turn in self-assessment answers
12	9/27	The Client – group work compare/contrast	Ch6 p168-184, Due ref. paper 1
13	10/2	The Human Professional – discuss reading	Ch6 p185-198-refl writing 4
14	10/4	<i>Integration of chapters 1-3 question and answer</i> Reflective writing 5 assignment in class	Study for the exam
15	10/9	Exam 2 – The Practice of Human Services -Class reading Section III Ch7 p199-210 – section assigned in class	Section III Ch7 p211-235 ref. writing 6 questions assigned
16	10/11	The Practice of Human Services- discuss self-assessment questions-Rubric for reflection paper 2	Ch8 p236-244 Using available resources – work on reflection paper 2
17	10/16	Working Within A System – Discuss reading. Group work	Ch8 p244-268 Reflection paper 2 draft for review-optional
18	10/18	Working Within A System – in class reflective writing 7	Answer self-assessment questions and turn them in
19	10/23	Return reflection paper 2 draft reviews (time for clarification questions)	Work on reflection papers, read sup material Ref. Paper 2 Due
20	10/25	Working within a system-review supplemental article	Ch9 p269-279
21	10/30	Human Services Ethical Practices – in class reflective writing 8	Ch9 p280-296
22	11/1	Human Services Ethical Practices-group work – review Reflection paper 3 Rubric	Work on Ref. paper 3
23	11/6	Discuss Rubric for presentations – review samples	Read sup. Info. Provided Turn in ref paper draft-optional
24	11/8	Return Reflection papers –Discuss sup info	Read Sup material
25	11/13	*** LAST DAY TO DROP***	Ref. Paper 3 due
26	11/15	Discuss Supplemental info in preparation for presentations	Work on presentations
27	11/20	In class time for presentations	work on presentations
28	11/22	Presentations	Draft questions for review
29	11/27	Presentations	Draft questions for review
30	11/29	<i>Presentations</i>	
31	12/5	<i>Integration of chapters 1-9 question and answer</i>	Study for the final
32	12/7	In class study groups for final	Study for the final
33	12/12	Final Comprehensive Exam Chapters 1-9	Reflection of the class writing
34	12/14	Final Class Close out	

Changes in the Syllabus: The instructor reserves the right to make appropriate changes in the course syllabus. If changes should be made, they will be communicated to students and a revised syllabus will be posted on D2L.