

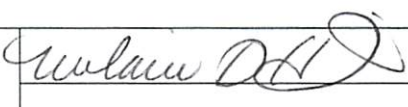
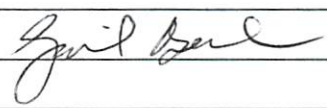
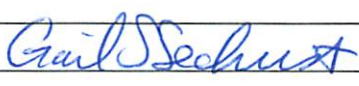
11-10m

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-5/m.	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Hildebrandt, Melanie	Email Address melanieh@iup.edu
Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number &/or Title Change ☐ Catalog Description Change		
SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE SOC 391 Foundations of Sociological Practice		
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)		Date 10/18/10
Department Chair(s)		11-8-10
College Curriculum Committee Chair		11/17/10
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		3/1/11

* where applicable

Received

SEP 21 2011

Liberal Studies

Received

DEC 9 2010

Liberal Studies

Syllabus of Record
SOC 391 – Foundations of Sociological Practice

I. Catalog Description

Prerequisite: SOC 151

3c- 01-3cr

Develops an understanding of how to use micro and macro sociological theory to analyze, assess, and diagnose human problems. Employing case studies, prepares students to do casework and to help solve interpersonal, group, and organizational problems. Also seeks to acquaint students with the broader professional activity of human services. Recommended prerequisite/corequisite SOC 320. (Offered as SOC 301 prior to 2008-09)

II. Course Outcomes

In this course, students will:

- a) Examine the structure of the human services profession, its historical emergence, and the key issues and challenges the profession experiences today.
- b) Assess the attitudes and personal characteristics of the effective human service professional and evaluate the degree to which each of us embodies these attributes.
- c) Explore the basic organizational structure and funding sources of human service agencies.
- d) Review the role of ethics in human service interventions.
- e) Appraise the multiple issues facing consumers of human services across diverse settings.
- f) Analyze the key challenges involved in human service work, including personal, organizational, supervisory, and peer relationships.

III. Course Outline [Below are example topics and content for this course.]

Week 1:	Introduction to the Human Services Field What are the human services? Who are human services workers? The importance of values Self-awareness
Week 2:	Agency Systems and Policies Bureaucracies Characteristics and functions of human service organizations Formal organizations Informal agency structure
Week 3:	Making the Most of Your Fieldwork Experience The value of fieldwork Effective communication Multicultural and gender issues in communication The value of assertiveness Effective time management
Week 4:	Supervision Supervisory roles and responsibilities Functions of supervisors

**Effective involvement in supervision
Challenges in supervisory relationships**

Week 5: **The Helping Process**
Dimensions of helping
Essential helping characteristics
Establishing helping relationships
Effective helping approaches

Week 6: **Diversity of Human Services**
Ethnocentrism
Cultural tunnel vision
Cultural competence
Elements of diversity
Oppression
Discrimination

Week 7: **Ethical and Legal Issues**
Informed consent
Confidentiality
Special ethical issues
Dual relationships

Week 8: **Ethical and Legal Issues (continued)**
Ethical decision making model
Ethical dilemma case studies

Week 9: **Midterm Evaluation**
Complete Discussion of Material to Date
Midterm Exam

[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day. Spring or Thanksgiving break, and reflect them in the syllabus.]

Week 10: **Challenges of Working in Human Services**
Personal challenges
Transference and countertransference
Organizational challenges
Environmental challenges
Coping Strategies

Week 11: **Interpersonal and Professional Relationships**
Conflict resolution and effective communication
Personal relationships
Relationships with colleagues
Relationships with administrators
Relationships with agency staff
Professional relationships within the community

Week 12: **Keeping Alive in Agency Settings**
Advantages of working in agencies
Major sources of stress

Burnout

Week 13: Discovering Internship Options
Develop relationships with human service agencies of interest
Clarify role and purpose of participation in an internship experience
Choosing the “right” internship site
Internship goals and expectations
Exploring your internship site

Week 14: Professionalism and Personal Development
Integrity
Self-understanding and self-control
Being resourceful and creative
The value of a good attitude

Week 15: Exam Week
Culminating Activity: Examination and/or Presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%

Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, Supplemental Books, and Readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

- Alle-Corliss, Lupe, and Randy Alle-Corliss. 2006. *Human Service Agencies: An Orientation to Fieldwork* (Second Edition). Belmont CA: Thomson (Brooks/Cole) Higher Education.
- Kenyon, Patricia. 1999. *What Would You Do? An Ethical Case Workbook for Human Service Professionals*. Belmont CA: Thomson (Brooks/Cole) Higher Education.
- Parent, Marc. 1998. *Turning Stones: My Days and Nights with Children at Risk*. New York: The Random House Publishing Group.

VIII. Special Resource Requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.

- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

- Burger, William R. 2011. *Human Services in Contemporary America*. Belmont CA: Brooks/Cole Cengage Learning.
- Corey, Gerald, Marianne Schneider Corey, and Patrick Callanan. 2011. *Issues and Ethics in the Helping Professions*. Belmont CA: Brooks/Cole Cengage Learning.
- Corey, Marianne Schneider, and Gerald Corey. 2011. *Becoming a Helper*. Belmont CA: Brooks/Cole Cengage Learning.
- Homan, Mark S. 2011. *Promoting Community Change: Making it Happen in the Real World*. Belmont CA: Brooks/Cole Cengage Learning.
- Kirst-Ashman, Karen K. 2011. *Human Behavior in the Macro Social Environment: An Empowerment Approach to Understanding Communities, Organizations, and Groups*. Belmont CA: Brooks/Cole Cengage Learning.
- Kottler, Jeffrey A. 2000. *Doing Good: Passion and Commitment for Helping Others*. Philadelphia: Brunner-Routledge.
- Marin, Michelle E. 2001. *Introduction to Human Services: Through the Eyes of Practice Settings*. Boston: Pearson/Allyn & Bacon.
- Mehr, Joseph J., and Ronald Kanwisher. 2008. *Human Services: Concepts and Intervention Strategies*. Boston: Pearson/Allyn & Bacon.
- Neukrug, Ed. 2008. *Theory, Practice, and Trends in Human Services: An Introduction*. Belmont CA: Thomson: Brooks/Cole.
- Secombe, Karen. 2007. *"So You Think I Drive a Cadillac?" Welfare Recipients' Perspectives on the System and its Reform*. Boston: Pearson/Allyn & Bacon.
- Sweitzer, H. Frederick, and Mary A. King. 2009. *The Successful Internship: Personal, Professional, and Civic Development*. Belmont CA: Brooks/Cole Cengage Learning.

[See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1. Culture and Cultural Diversity 5. Individuals, Groups and Institutions	(e) (a) – (f)	Midterm Evaluation Final Evaluation