**Mikel Hogan Ph. D.**

**Office: EC 478; M-W 1-3:00 PM**

**Phone: 657 278-3309**

**Email: mhogan@fullerton.edu**

**HUSR 411: Human Services Delivery to Diverse Communities**

**COURSE DESCRIPTION**

In the last thirty years the shift from an industrial to an information and service economy tied to the global economy of globalization has been complete. The nature of the new economy is one of increased complexity and change. In addition to vast economic and social structural change, our society has changed in composition. Added to the traditional culturally diverse groups that comprise U.S. society, there is an influx of new immigrants from Latin America and Asia combined with the "graying" of America. Thus, our communities (neighborhoods, schools, workforce, for example) are becoming even more culturally diverse. Cultural awareness, understanding and interpersonal skills rooted in respect for self and others are a vital competency required for effective functioning in our dynamic and diverse society and for the effective delivery of human services. This course is designed to provide a first step toward developing that competence.

In addition to cultural awareness, understanding and skills, preparation for human services delivery to communities requires a solid grounding in both theory and practice of community change models, characteristics of healthy communities, and elements of successful action plans. This course broadens the knowledge base of current and future human services professionals and provides them with theoretical tools and critical-thinking skills useful for effective delivery of human services to members of culturally diverse and changing communities.

**TEXTS**

Understanding Human Differences*.* By Kent Koppelman with R. Lee Goodhart, Pearson, 5th, Edition, 2017.

The Four Skills of Cultural Diversity Competence. by Mikel Hogan, Wadsworth/Brooks/Cole, 4th Edition, 2013.

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**CSHSE ACCREDITATION:**

This course partially fulfills the requirements set forth by the Council for Standards in Human Services Education (CSHSE). As such, this course also helps fulfill the requirements for the Human Services-Board Certified Practitioner credential. The specific standards being met are listed below each of the following objectives, as well as the learning activities that help fulfill those standards and learning objectives.

**COURSE OBJECTIVES:**

The objectives of this course, along with the CSHSE Standards include:

**COURSE OBJECTIVES**:

After completing this course students will be able to describe:

1. United States national culture, organization culture, racial/ethnic

 sub-cultures, and personal culture.

 CSHSE Standard 11.1 a. the historical roots of human services.

 CSHSE Standard 11.1.b. The creation of the human services profession.

 CSHSE Standard 17. a. Clarifying expectations.

 CSHSE Standard 19. e. Belief that individuals, services systems, and society

 can change.

CSHSE Standard 19.g. Appropriate professional boundaries.

CSHSE Standard 20.a. Conscious use of self.

CSHSE Standard 20.b. Clarification of personal and professional values.

CSHSE Standard 20.e. Reflection of professional self.

**This objective and the CSHSE Standards are achieved through student readings, discussions, case analysis worksheets that include self-reflective debriefs, and midterm exams**.

1. The history of racial, ethnic, class, gender, and other diversity experiences in the United States.

CSHSE Standard 11.1.e. The differences between systems of governance and economies.

CSHSE Standard 11.1.f. Exposure to a spectrum of political ideologies.

CSHSE Standard 12.f. Emphasis on context and the role of diversity (including but not limited to ethnicity, culture, gender, sexual orientation, learning style, ability, and socio-economic status) in determining and meeting human needs.

CSHSE Standard 20.c. Awareness of diversity.

**This objective and the CSHSE Standards are achieved through student readings, weekly discussions, case analysis worksheets that include self-reflective debriefs, and midterm exams.**

1. Theories of diversity.

CSHSE Standard 11.1.e. The differences between systems of governance and economies.

CSHSE Standard 11.1.f. Exposure to a spectrum of political ideologies.

CSHSE Standard 12.f. Emphasis on context and the role of diversity (including but not limited to ethnicity, culture, gender, sexual orientation, learning style, ability, and socio-economic status) in determining and meeting human needs.

**This objective and the CSHSE Standards are achieved through student readings, discussions, midterm and final exams.**

1. Diverse social group interaction patterns (intra-group & inter-group) and how they are impacted by the present political, economic and social context of the United States.

CSHSE Standard 12.c. Changing family structures and roles.

CSHSE Standard 12.f. Emphasis on context and the role of diversity (including but not limited to ethnicity, culture, gender, sexual orientation, learning style, ability, and socio-economic status) in determining and meeting human needs.

CSHSE Standard 12.g. Processes to affect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.

CSHSE Standard 13.d. Economic and social class systems including causes of poverty.

CSHSE Standard 13. e. Political and ideological aspects of human services.

CSHSE Standard 13.f. International and global influences on service delivery.

CSHSE Standard 13.g. Skills to effect and influence social policy.

CSHSE Standard 16.a.Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.

CSHSE Standard 16.b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.

CSHSE Standard 16. c. (6) Use of consultation.

CSHSE Standard 19.d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, ability, sexual orientation, and other expressions of diversity.

**This objective and the CSHSE Standards are achieved through student readings, weekly discussions, case analysis worksheets that include self-reflective debriefs, midterm and final exams.**

1. The integration of theoretical knowledge and experientially based service models designed for use in culturally diverse communities

CSHSE Standard 12.b. (3) Group facilitation skills.

CSHSE Standard 12.d. An introduction to the organizational structures of communities.

CSHSE Standard 12.e. An understanding of the capacities, limitations, and resiliency of communities.

CSHSE Standard 12.f. Emphasis on context and the role of diversity (including but not limited to ethnicity, culture, gender, sexual orientation, learning style, ability, and socio-economic status in determining and meeting human needs.

CSHSE Standard 12.g. Processes to affect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.

CSHSE Standard 12.h. Processes to analyze, interpret, and affect policies and laws at the local, state, and national levels that influence services delivery systems.

CSHSE Standard 13.a.The range and characteristics of human services delivery systems and organizations.

CSHSE Standard 13.b.The range of populations served and needs addressed by human services professionals.

CSHSE Standard 13.c.The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation and healthy functioning.

CSHSE Standard 14.c. Compiling, synthesizing, and categorizing information.

CSHSE Standard 14.f. Using technology for word processing, sending email, and locating and evaluating information.

CSHSE Standard 15.a. Analysis and assessment of the needs of clients or client groups.

CSHSE Standard 15. b. Development of goals, design, and implementation of a plan of action.

CSHSE Standard 15. c. Evaluation of the outcomes of the plan and the impact on the client or client group

 CSHSE Standard 17. b. Dealing effectively with conflict.

 CSHSE Standard 17.c. Establishing rapport with clients.

 CSHSE Standard 17. d. Maintaining behaviors that are or are not congruent

 with the ethics of the profession.

CSHSE Standard 18.a. Managing organizations through leadership amd strategic planning.

CSHSE Standard 18.i. Constituency building and other advocacy techniques such as lobbying, grassroots movement, and community development and organizing.

CSHSE Standard 19.a. The least intrusive environment in the least restrictive environment.

CSHSE Standard 19.b. Client self-determination.

CSHSE Standard 19.c. Confidentiality of information.

CSHSE Standard 19. f. Interdisciplinary team approach.

**This objective and the CSHSE Standards are achieved through student readings, weekly discussions, case analysis worksheets that include self-reflective debriefs, midterm exam, and a case analysis action plan term. paper. The action plan includes organization intervention objectives, time frame, assessment measures, and intervention strategies.**

**TEACHING METHOD**

The learning tasks (text readings, discussions, worksheets, exams, written paper) required for the grade in this class are designed to promote both cognitive and affective learning, which has been called transformative learning practices. Students will gain much new knowledge and a personal grounding of the intellectual mastery of the subject matter. They will also explore their own beliefs, values, feelings, and life experience in relation to the race, ethnic, gender, socio-economic concepts and other forms of diversity to which they are exposed during the semester.

The learning activities, moreover, will promote student’s development of critical thinking. Critical thinking is important for solving problems, working toward goals, understanding information and people. Course learning activities will also emphasize the four skills of cultural competence worksheets in the Hogan text. The worksheets are designed to engage students in hands-on practice of the four cultural competence skills, a learning process that requires critical thinking, self-reflection, and forms the personal foundation for effective human services delivery.

**GRADING POLICY**

**There are 485 points for the class as follows:**

1. **Readings and On-Line Participation** Students are expected to read the texts and integrate materials from the text and on-line lectures called “lessons”.

Students are required to participate in a **total of 3 discussions** of “On-line Learning Activities” (found at the **end of each weekly lesson** in the Hogan and Koppelman on-line lessons). **Students choose 3** on-line learning activities to discuss in the Discussion Forum over the whole semester. Each Discussion Forum activity is worth 5 points for a total of **15 points**.

1. **Exams.** There will be two midterms and a final exam (each on-line exam will include 80 multiple choice/ true & false questions, for 1 point each, and one essay question, for 20 points.

A study guide for each exam will be posted on-line. The exams are based on the study guide information. **300 points**

1. **Required Home Work & Action Plan Term paper**: **(170 points)**

1. **Home Work Worksheets**: Each student is required to write the answers to worksheets contained in the Hogan text. The required worksheets are posted in Titanium. Answer the debrief questions at the end of each worksheet activity. Answers to the debrief questions are required for this class.

 The worksheets provide an opportunity to personally deepen your

 understanding of the dynamic complexity of the cultural processes we live with

 every day. The worksheets also provide an awareness, understanding and skill

 of cultural diversity competence. The debrief questions promote self-reflection

 and critical thinking in relation to common diversity issues.

 **Instructions:** type your response to each required worksheet which are posted

 in Titanium and submit to me either on-line in Titanium or hard copy.

 Required Worksheets are: 1,2,6,7,9,10,11, 13,14, 18, 19, 22 (5 points each) and

 Worksheet 24 is worth 10 points for a total of **70 points**)

 See the Weekly Schedule for the worksheet submission deadlines**.**

 Students who do not earn full credit on the worksheets may resubmit the

 worksheets until they do earn full credit. Writing the worksheets and

 responding to Dr. Hogan’s feedback is a central locus of learning about the four

 skills of cultural competence covered in this course. If you resubmit the

 worksheets, write “re-do” at the top of the first page.

 Worksheets are worth a total of 70 points

**B. Action Plan Term Paper**

The action plan term paper provides an experience with delivering human services to a community or group in a culturally competent manner. The Case Example and Action Plan Worksheets 22 & 24 in the Hogan text provides an initial experience with action planning inclusive of objectives, actions, and strategies. There is a bibliography of culturally competent community/group intervention models attached to the syllabus that serve as a useful guide to human services delivery that work well.

Choose a current community/group issue or problem. Suggested topics will be discussed in the Discussion Forum during the third week of the semester. Organize your paper into three sections (typed, double-spaced, 10 to 12 pgs.).

 **Section One: Community/Group Issue or Problem**. Choose an issue or problem that lends itself to an intervention plan. Using 3-4 references, describe and document the community/group issue/problem using secondary sources (books, journal articles, etc.) and/or primary sources (interviews, newspaper articles, demographic information using government documents).

As you describe the issue or problem, include its incidence and the characteristics of those most affected. Such identifying information mightinclude:

* geographic location of the community
* race, ethnicity, gender or other "diversity markers" of those involved
* income, occupation, education
* language(s)
* family size and structure (if relevant)

Section One is worth 30 points

 **Section Two:** **Intervention or "Action Plan."** The action plan section of the term paper needs to consist of **five subsections**:

 1. Define the objective of the plan (the change your plan aims to accomplish- 5 pts.);

 2. Describe the action steps (the specific activities/strategies that will result in the

 change.

 Discuss at least three Organization Strategies (from chapter 5 of the Hogan text) that

 could be used in the intervention and three Personal Competencies of those persons

 involved in implementing the change (from chapter 4 in the Hogan text - 20 pts);

 Specify the time frame (approximately when each activity will be accomplished- **5**

pts**.**);

 4. Describe the evaluation (the way progress toward the objective(s) will be

 Measured—10 pts.);

1. Specify the cultural awareness, understanding, and skills of the organizer that correlate with successful implementation of the plan, and again at least three of the personal competency behaviors need to be mentioned (from chapter 4 in the Hogan text- 10 pts.).

Section Two is worth 50 points

**Section Three**: Conclusion. Briefly summarize the main points of the paper and discuss your personal reaction to writing this paper. Describe what you learned about a culturally competent intervention in a diverse community and how you can use what you learned in a practical way.

Section Three is worth 20 points

Total points for paper: 100 points

**Guidelines for Term paper writing process**

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| --- | --- | --- |
| Week | Task |  |
| 1-4 | Identify & choose a topic for term paper |  |
| 5-8 |  Survey and gather research about the topic (need 3-4 references) |  |
| 9-10 | Begin writing section one based on the references gathered |  |
| 12-14 | Write the other two sections of the term paper |  |
| 15-16 | Refine and turn in term paper |  |

**Course grade** is based on the following percentages in relation to the total 485 points for the course. If warranted the course grade may be based on a curve.

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| A 90-100% B 80-89% C 70-79% D 60-69%F 59% and below  |

**GENERAL INFORMATION**

Remember to keep copies of all reports so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the course schedule for the deadlines and requirements for dropping or withdrawing from courses.

**ALL DUE DATES ARE LISTED IN THE WEEKLY COURSE SCHEDULE BELOW**

**WEEKLY SCHEDULE**

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| --- | --- | --- |
|  **Weeks** |  **Topic** | **Assignment** |
|   1 & 2 8/22 to 9/4 2016 | Introduction: Context and Need for Cultural Diversity Competence. | Read Hogan (H), Ch.1& 2Worksheets 1& 2; Read Koppelman, Preface & Ch. 1Worksheets due by 9/4 2016 |
|  3 & 4 9/5 to 9/18 2016 | Practicing Skills 1& 2, Understanding Culture as Multilevel and the Barriers to Effective Relationships.9/5/2016 is Labor Day Holiday | Read H, Ch. 3 & 4;Worksheets 6,7, 9,10,11 Read Koppleman, ch 2 Worksheets due by 9/18 2016 |
|   5 & 6 9/19-10/2 2016 | Understanding the Barriers to Effective Relationships, contd. and Practicing Skill 3: Culturally-Centered Communication.  **Midterm exam 1**(Approx. 7th week, covers Hogan 1-4 & Koppelman, 1-3) | Read H: Ch. 5; Worksheets 13,14,18, 19 Read Kopplelman, ch. 3 & 4Worksheets due by 10/02  2016Specific dates of Midterm 1 will be announced |
|   7 & 8 10/3 to 10/16 2016 | Practicing Skill 4, Action-planning for Organization/Community change | H-’sWorksheets 22 & 24: Case Example and Action Plan. Read Koppelman, ch. 5 & 6Worksheets due by 10/16, 2016Worksheets 22 & 24 are the **l**ast required worksheets*.* |
|  9 &10 10/17 to 10/30 2016 | Cultural Foundations of Oppression in the United States & Contemporary Dilemmas for Intergroup Relations: Classism | Read Koppleman, ch. 7-9 |
|  11 & 12 10/31 to 11/13 2016 | Contemporary Dilemmas for Intergroup Relations--Barriers in Social Group InteractionPatterns: Sexism, Heterosexism **2nd MIDTERM** (Approx. 12th week , covers Hogan chapter 5; Koppleman, chapters 4-8) | Read Koppleman, ch. 10-11Specific dates of Midterm 2 will be announced. |
|  13 - 15 11/14 to 12/4 2016 | Contemporary Dilemmas for Intergroup Relations--Barriers in Social Group Interaction Patterns: Ableism;The Challenge of Diversity To American InstitutionsFall Holiday 11/21 to 12/4 | Read Koppleman, ch. 12-14 |
|  16 &17 12/5 to 12/16, 2016   | Final Exam  &  Term Paper  | Final Exam & Term Paper Due; Final exam covers Koppelman chapters 9-14Specific dates will beannounced.  |

**ACADEMIC DISHONESTY**

All work for this class is to be your own work. You are responsible for familiarizing yourself with the Academic Dishonesty section of the University Catalog You can access this information online in the Student Handbook, under Student Discipline, Academic Dishonesty Procedures, Policy at [**http://www.fullerton.edu/handbook/policy**](http://www.fullerton.edu/handbook/policy)**.** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty.

* Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means.
* Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source.

Students found guilty of academic dishonesty will be assigned an appropriate academic penalty and reported to the Judicial Officer on campus.

**Basic Rules for Postings and Discussions**

* BE polite
* BE sure to identify yourself
* BE sure to identify quoted material
* BE sure to send messages to the most appropriate list
* NO long posts - 50 line limit
* NO obscene language
* NO religious or sexual solicitation
* NO personal attacks on list members
* NO long ASCII graphics
* NO long quotations
* NO cross-postings

For further rules on Netiquette go to [**http://albion.com/netiquette/corerules.html**](http://albion.com/netiquette/corerules.html)

**Special Needs Policy:**

The mission of our Office of Disability Support Services is “to make all of the university’s educational, cultural, social, and physical facilities and programs accessible to students with orthopedic, functional, perceptual and/or learning disabilities.” Please inform me during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or exams; I will be most happy to make appropriate accommodations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disability Support Services Office. The office is located in UH 101; the phone number is (657) 278-3117. See www.fullerton.edu/DD