

COURSE NAME: Human Services 101

FACULTY NAME: Alexandria "Lexy" Conrad

DATE SUBMITTED: 7.2.24

| COURSE COMPONENT | PREVIOUS VERSION DESCRIPTION | CULTURALLY REPOSITIVE CHANGES DESCRIPTION(S) | CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS |
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| Syllabus | <p>Class Housekeeping: lists class expectations and discusses safe environment for important/sensitive dialogue.</p> <p>Housekeeping:</p> <ul style="list-style-type: none">▶ Be responsible, realistic, and optimistic▶ Be respectful, supportive, and courteous of your fellow peers, instructor, and boundaries.▶ Stay organized and exercise good time-management▶ Communicate often▶ Give this course your best effort (including assignments and class participation)▶ Check work and recheck.▶ Be open and receptive to challenges and feedback▶ Do not have side conversations in the middle of lecture or discussion, save them for later▶ Please refrain from eating in the classroom, bags/chewing/rustling can be distracting▶ Be mindful of your time and mine | <p>Add more specific wording surrounding respecting different cultures, groups, and diverse opinions and perspectives.</p> <ul style="list-style-type: none">▶ Be responsible, realistic, and optimistic▶ Be respectful, supportive, and courteous of your fellow peers, instructor, and boundaries.▶ Honor different opinions and experiences that are different from your own.▶ Agree to disagree▶ Discussions will maintain healthy dialogue and will be freely expressed, in a manner that is not hurtful/harmful to others, and without fear of discrimination or retaliation.▶ Stay organized and exercise good time-management▶ Communicate often▶ Give this course your best effort (including assignments and class participation)▶ Check work and recheck.▶ Be open and receptive to | <p>Inclusion of having everyone's voice heard and respected, without fear of isolation or retaliation.</p> |

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| | | <p>challenges and feedback</p> <ul style="list-style-type: none"> ▶ Do not have side conversations in the middle of lecture or discussion, save them for later ▶ Please refrain from eating in the classroom, bags/chewing/rustling can be distracting ▶ Be mindful of your time and mine | |
| RESOURCES USED and where to find more information: https://guides.library.pdx.edu/c.php?g=527355&p=3605354 | | | |
| Course Units | N/A | | |
| RESOURCES USED and where to find more information: | | | |
| Reading Assigned/Textbook | Becoming a Helper | <p>Becoming a Helper</p> <p>Added readings and videos for class discussions (Media articles and scholarly journals) See below "instructional methods" for attached reading and video links</p> | <p>Chinese</p> <p>African American</p> <p>Indigenous</p> <p>Minorities/underserved groups</p> <p>Disabled individuals</p> <p>Late Adulthood age groups</p> <p>LGBTQ+</p> |
| RESOURCES USED and where to find more information: | | | |
| Instructional Methods | | | |
| RESOURCES USED and where to find more information: | | | |
| Assignments | Weekly Discussion Board Posts on Chapters 1-15. Student reflects on something they found interesting about the chapter that was covered that week. | <p>Discussion boards will include more specific topics that are culturally responsive and include readings for students to refer to.</p> <p>Topics will include looking at topics from a more expansive perspective that may challenge preexisting belief systems and</p> | <p>Mental illness</p> <p>Minority cultures</p> <p>LGBTQ+</p> <p>Indigenous communities</p> |

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| | 1 Syllabus Quiz and 5 Chapter Quizzes | encourage growth and open-minded discussion. | Collectivistic/Individualistic cultures |
| RESOURCES USED and where to find more information: | | | |
| Activities | <p>Complete textbook surveys</p> <p>Lecture Discussion Questions</p> <p>Group work: Discussing why they chose human services, stating personal values,</p> | <p>Lecture discussion question</p> <ul style="list-style-type: none"> • The Cultural Quilt: Weaving Together our Stories • Johari Window Activity • Bridging the Gap: Understanding Cultural Influences on Client Interaction • Identifying stereotypes • Bias Awareness and Sensitivity Training for Working with Stigmatized Minority Groups • Compare/Contrast Articles • Collectivistic/individualistic Cultures • Immersive Experience with Underserved Populations • Create Minority Support Group • Build our community: Create Sustainable Organization • Self-care culture | Inclusion of all students |
| RESOURCES USED and where to find more information: | | | |
| Activity: Johari Window activity | | | |
| Instructional Methods | <p>Lecture and Power Point- All text no photos</p> <p>Video</p> <p>Lecture</p> <p>Discussions</p> <p>Class Activities</p> | <p>Lecture and</p> <p>Power Point: Adding in pictures that represent different cultures, groups, minorities, professions.</p> <p>Video: Challenges and Rewards of a culturally-informed approach to mental health</p> <p>What is the most important influence on child development</p> <p>Working with Difficult Clients</p> <p>Group Counseling with Adolescents</p> <p>Discussions:</p> | <p>Aims to reach all cultures and groups, from race, age and disability to minority children and gender minorities.</p> <p>This also is intended to make material more interactive and reach more students to help them personally relate to information.</p> |

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| | | <ul style="list-style-type: none"> • Discuss individual experiences, values and interplay of differing cultures. • Look up different cultural values • Identify populations that face discrimination and consequences of such. • Types of clients who may pose a threat to you • Pick a theory and culture and discuss results • Ethical implications of refusing services to homosexual individuals • Boundary setting for different cultures • Confidentiality with Couples • Resources missing within our community • Self-care culture <p>Class Activities:</p> <ul style="list-style-type: none"> • The Cultural Quilt: Weaving Together our Stories • Johari Window Activity • Bridging the Gap: Understanding Cultural Influences on Client Interaction • Identifying stereotypes • Bias Awareness and Sensitivity Training for Working with Stigmatized Minority Groups • Compare/Contrast Articles • Collectivistic/individualistic Cultures • Immersive Experience with Underserved Populations • Create Minority Support Group • Build our community: Create Sustainable Organization • Self-care culture | |
| <p>RESOURCES USED and where to find more information:</p> <p>Activity: Johari Window activity</p> <p>Videos: What is the most important influence on child development Tom Weisner TEDxUCLA</p> <p>Challenges and Rewards of a culturally-informed approach to mental health Jessica Dere TEDxUTSC</p> <p>Working with DIFFICULT CLIENTS in Therapy Clinical Social Work.</p> <p>Group Counseling with Adolescents: A Multicultural Approach Video</p> <p>Articles: self-care within different cultures.</p> | | | |

[“A Critical Look at Self-care Culture and the Importance of Knowing It’s Limits”](#)

[“A Critical Look at Self-care Culture and the Importance of Knowing It’s Limits”](#)

[The Sensitivity of Boundary Setting in Collectivist Cultures](#)

[Ethical Implications of a Critical Legal Case for the Counseling Profession: Ward v. Wilbanks.](#)

[From Gang Member to Mental Health Advocate](#)

[Discrimination and Racism in the History of Mental Health Care](#)

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| Classroom Environment | Maintain a safe comfortable classroom environment that encourages healthy dialogue and learning. Remain open and approachable and encourage students to reach out for support. | Maintain a safe comfortable classroom environment that encourages healthy dialogue and learning. Remain open and approachable and encourage students to reach out for support. <i>Specify a safe, non-judgmental open-door policy for students regarding all issues that may arise in class, including feeling uncomfortable with discussion or topics that are covered. This is stated in syllabus as well.</i> <i>Student contract that states firmer boundaries to hold students accountable, while still offering flexibility for justifiable situations.</i> <i>Welcome survey that gauges students’ learning styles and their preferred methods of assessment.</i> | Reach all students from diverse backgrounds and learning levels. Set expectations for students, providing flexibility and accountability. |
| RESOURCES USED and where to find more information: | | | |
| Grading Policies | For discussion board posts, late work is accepted up to three days with penalty each day. | For discussion board posts, late work is accepted up to three two days with penalty each day. <i>This change will hold students accountable, if more time is needed, it is up to students to facilitate communication and responsibility to request more time.</i> | Accommodate individuals with outside commitments, but with incentive to get things turned in on time and with enough time. |



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| | Exams are open a week prior to the due date to give adequate time. Exams are timed | Students are given 1 free 'excused' pass during the semester for homework. | |
| | | Exams are open a week prior to the due date to give adequate time. Exams are timed | |
| | | Exams will no longer be timed. | |
| RESOURCES USED and where to find more information: | | | |
| Learning Goals | | | |
| RESOURCES USED and where to find more information: | | | |

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| ***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing: |
| <ul style="list-style-type: none">• Seek-out, recognize, and address bias within the curriculum components.• Highlight representations from the cultures that reflect the students we serve.• Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.• Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.• Highlight power dynamics, privilege, and historical oppression.• Utilize multiple perspectives from different cultural groups.• Seek to reach multiple learning styles / intelligences. |