

George Mason University
College of Education and Human Development
College of Humanities and Social Sciences
Human Development and Family Science

HDFS 300.DL1 - Individual and Family Services Delivery
3 Credits, Spring 2021
Online, Asynchronous and
Synchronous – (See Class Schedule)
Wednesdays 10:30am-1:10 pm

Faculty

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Prerequisites/Corequisites

HDFS 200

University Catalog Course Description

Overview of human services delivery with a focus on families. Explores the historical and social contexts as well as the theoretical orientations of systems that shape delivery of services to families. Examines: 1) economic and cultural barriers that prevent families from gaining access to services; 2) social policy surrounding services for families; 3) ethical and legal issues in family services.

Course Overview

Not applicable.

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Be knowledgeable about theories and methods of helping individuals and groups in various service settings
2. Be able to use ethical guidelines to make appropriate decisions
3. Understand and be able to apply knowledge about laws protecting clients' rights
4. Have the skills required to identify, find, apply for, and successfully carry out a human services internship
5. Be able to write a brief program/project/grant proposal with budget in spreadsheet format.

Professional Standards (National Council on Family Relations)

Upon completion of this course, students will have met the following professional standards:

Families and Individuals in Societal Contexts - An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

Professional Ethics and Practice - An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.

Required Texts

Martin, M.E. (2018). *Introduction to human services: Through the eyes of practice settings, 4th ed.* New York: Pearson.

Book Selection: (Students will have one of the following books assigned by January 18th)

Desmond, M. (2016). *Evicted: Poverty and profit in the American city.* New York: Random House.

LeBlanc, A. N. (2004). *Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx.* New York: Scribner.

You can purchase the book(s) online through the bookstore (e.g., Amazon or another book seller). In addition to the textbook, supplementary readings are uploaded as PDF files on our Blackboard site. [*Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.*]

This course uses Blackboard provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Assignments	Due Dates	Percentage of Grade
Attendance & In-Class Participation	Ongoing	20
Quizzes (3 @ 10 points each)	See Schedule	30
Book Group Presentation and Proposal	See Schedule	20
Career Mapping Assignment	See Schedule	30
TOTAL		100

- **Assignments and/or Examinations**

I. Attendance and Participation (20%)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class as well as online activities will be evaluated based on the following criteria:

1. Students attend class, arrive on time, and stay for the entire class period.
2. Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
3. Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions and in-class exercises, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
4. Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

II. Quizzes (15 points each = 30% total)

There will be two take-home quizzes that will cover class lectures, notes, discussions, videos, and readings. The quizzes will not be cumulative.

III. Book Group and Class Presentation/Proposal (20%)

For this assignment, students will choose one of two books to read and form Book Club groups. The purpose of the assignment is for students to think about the lived experiences of the individuals and families described in their chosen book and analyze the role human service workers and institutions played in the narrative. The purpose is also for students to learn more about family life in under-resourced and marginalized communities and to

examine and consider the ways in which you would intervene based on the best practices delineated throughout the course.

For this assignment, students will form two groups and each group will thoroughly examine the section of the book assigned to understand the ecologies surrounding the individuals and families. Students will be invited to react to the book, to the characters and families described, and to the ways in which the individuals and families are impacted by the policies and practices in place to respond to their needs. Groups will be invited to share their thoughts and analyses during class presentations. Groups will also be asked to propose an intervention. We will discuss this assignment in great depth in class.

Presentations should include:

- 1) **Book Overview**: A brief description of the book, the main characters, and the human service systems/institutions that were prevalent in the book. What are your reactions to this book overall? What parts of the narrative stood out for you the most and why?
- 2) **The Role of Human Service Systems/Institutions**: Identify and describe three human service systems/institutions that were prevalent in the lives of family members. Explain the roles played and whether you thought the system/practitioner was culturally competent, attuned and responsive to individual and familial needs.
- 3) **Planning Effective Service Delivery** Next, discuss at least one intervention strategy that you would employ to support the well-being and health of an individual and/or a family and/or institution described in the book. This intervention should be based on evidence and best practices discussed throughout the course and in the research literature. How would you implement this strategy? What would it take to implement (cost, personnel, community partners)? How would you know if you were making a difference? Outcomes? Impacts?
- 4) **Reflections**: Utilizing concepts from class lectures, discussions, and/or readings (i.e., theory and intervention, self-aware professionals, case management and counseling, etc...), analyze and reflect upon your assumptions and beliefs about families in under-resourced neighborhoods and how your perspective has changed (or not) as a result of reading this book.

IV. Career Mapping in Family Services (30%)

This assignment is designed to help students explore their career goals through self-reflection and discussions with experts in the field, as well as prepare for related internship(s) and their career beyond undergraduate studies. Students will not only consider their desired careers but they will spend time interviewing individuals in related positions. Moreover, students will begin to search for their internship as well as prepare their cover letters and resumes.

Instructions: Complete each of the 10 sections as instructed (see attached). Do not forget to include: the informational interviews, your resume, cover letter, and the advertisements for your internships.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

When writing, students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Policies

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule
Wednesdays 10:30 am – 1:10 pm

Session	Session Starts	Topic	Readings and Assignments DUE
	Introduction to Individual and Family Service Delivery		
1	Jan 27 Synchronous	Introduction to the Course and Syllabus Review <ul style="list-style-type: none"> • Please read over syllabus carefully and ask questions for clarity as needed Introduction to Individual and Family Services Delivery <ul style="list-style-type: none"> • Ecosystemic Theoretical frameworks and approaches • Careers in HDFS Discuss Career Mapping Assignment	READ: Syllabus READ: MM: Chapter 1 Moffat (2011) Careers in HDFS
2	March 3 Asynchronous	The History and Evolution of Social Welfare Policy and Services <ul style="list-style-type: none"> • Roots of social welfare, emerging issues • International Human Rights and Human Services 	READ: MM: Chapters 2, 15
3	Feb 10 Synchronous	Ethics Values in Human Services <ul style="list-style-type: none"> • Ecosystemic Resilience • Trauma-Informed Care • Professional ethics • Career Mapping Checkpoint 	READ: MM: Chapters 3 Waller (2010). Ecosystemic Resilience (on BB) Bath (2008).
4	Feb 17 Asynchronous	Skills and Intervention Strategies <ul style="list-style-type: none"> • Generalist Practice • Cultural Humility and Cultural Competence • Culturally Responsive Trauma-Informed Services 	READ: MM: Chapter 4 Tervalon & Murray-Garcia (1998): Cultural Humility; Melendez et al. (2020): Culturally Responsive (on BB) QUIZ 1: DUE Feb 24
	Human Services across Populations and Societal Institutions		

5	Feb 24 Synchronous	Child Welfare Services Adolescent Services Human Services in Public Schools Career Mapping Checkpoint – Checklist #1	READ: MM: Chapters 5-6, 11 Burton. (2007): Childhood Adulthood (on BB) CM-Checklist #1
6	March 3 Asynchronous	Mental Health Services Housing and Homelessness Shelter from the Storm: Trauma-Informed Care in Homelessness Service Settings	READ: MM: Chapters 8-9 Hopper et al. (2010): Shelter from the Storm

7	March 10 Synchronous	Human Services with Older Adults Medical, Health Care and Hospice *Book Club reading starts	READ: MM: Chapters 7, 10
8	March 17 Asynchronous	Violence, Victim Advocacy and Corrections Human Services Wrap-Up; Review for Quiz 2	READ: MM: Chapters 13 QUIZ 2: DUE March 24
Family-Based Intervention: Program Planning, Implementation, & Evaluation			
9	March 24 Synchronous	Program Planning, Implementation, Evaluation: Logic Model Conducting a Needs Assessment Asset Mapping Example: OSU HEAL MAPPS Project Clearinghouse for Military Family Readiness	VIDEO: A Guided Tour- Program Logic Models Book Club: Group work
10	March 31 Asynchronous	Immigrant Family Resilience in Context- Vesely et al, 2017) Community-Based Participatory Research (Video and PPT Case Study) Career Mapping Checkpoint	READ: Book Club & Group Work
Family Resource Management			
11	April 7 Synchronous	Discovering Family Needs and Understanding Resources The Individual and Family Decision Making Process	READ: Book Club Articles on BB CM Checklist #2

		Career Mapping Checkpoint - Checklist #2	
12	April 14 Asynchronous	Implementing and Evaluating Decisions Basic Financial Management Tools and Principles	READ: Book Club Articles on BB QUIZ 3: DUE April 21
13	April 21 Synchronous	Guest Lecture TBD Work week	
14	April 28 Asynchronous	Book Group Presentation	DUE: Online Presentation
15	MAY 5 Synchronous	Career Mapping Wrap-Up Watch the video presentation of the other group Course Evaluation End of Semester	DUE: Career Mapping Discussion board: Takeaways from Book Club presentations

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- Questions or concerns regarding use of Blackboard, see <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking

As a faculty member, I am designated as a “Responsible Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>. For the College of Humanities and Social Sciences, please visit the website <https://chss.gmu.edu/>.

INSTRUCTIONS for Career Mapping in Family Services (30%)

This assignment is designed to help students explore their career goals through self-reflection and discussions with experts in the field, as well as prepare for related internship(s) and their career beyond undergraduate studies. Students will not only consider their desired careers but they will spend time interviewing individuals in related positions. Moreover, students will begin to search for their internship as well as prepare their cover letters and resumes.

Instructions: Complete each of the 8 sections as instructed. Do not forget to attach: the informational interviews, your resume, cover letter, and the advertisements for your internships.

Section 1: My Dream Jobs

What are your top three dream jobs (today)? Aim high but stay in reality. Don't write down rock star unless you can sing. If you need ideas, The Bureau of Labor and Statistics is a great place to research occupations, salaries, etc... Take a look at the jobs they have listed: http://www.bls.gov/oes/current/oes_stru.htm and pick one. You can also use your textbook to get more information on various career options. Be as specific or as broad as you need to be. If you know that you want to be a therapist, but you are not sure what type, then do some research and list the three types that interest you the most. Finally, go as high up the career ladder as you can, and do not list stepping-stone positions. For example, do not list childcare provider if you want to run your own daycare center someday—list childcare director. However, if your dream job is to be a Supreme Court justice, you may also want to list being a Supreme Court clerk, so that you can interview one. For this section of career mapping, create a small table that indicates the job titles and a three-four sentence description of the job.

Section 2: Completed Informational Interviews

Schedule and conduct informational interviews with three individuals that have your actual dream jobs. Use Zoom or WebEx and record you interview. For example, if you want to teach in New York state, you should interview at least one teacher from that school system, but you should also interview a teacher from Fairfax County so that you are able to learn the differences between the two systems. Do not interview the principal if you want to be a teacher, and vice versa. And do not interview recruiters of any kind unless you want to be a recruiter.

They must all have your dream jobs, starting with number one, and each dream job should be represented. You should explain why you want to interview the individual in the space allotted, particularly if the individual does not have one of your listed dream jobs, or if you have interviewed two people with the same title. Some rules: no relatives, no one on campus (unless you get me to make an exception for a really good reason).

You may ask your interviewees anything that you would like, but you must include the 5 questions listed below. Write up each interview (minimum 1 page each) and identify the answers to the required questions.

1. On a typical day, what do you do?
2. What part of this job do you find most satisfying? Most challenging?
3. From your perspective, what are the problems you see working in this field, and what new programs or ideas are most promising?
4. What training or education is optimal for this work?
5. Based on the experience I've had so far, what type of an internship or further work experience do you think would be most useful for me to enter this field? In other words, what is the path to your position?

Section 3: Reflections

Finally, write 3 paragraphs (one for each interview) on how the interview helped you to determine your career path. What did you learn? What had you not realized about this job or thought about before? Also, what have you learned from other research you have been doing about your career goals? Have you changed your mind so far or been able to narrow down your ideas?

Section 4: Getting Specific about My Career Goal

Hopefully, after all those informational interviews & additional research, you have a pretty good idea of your current career goal/s. Please write about it here. If you haven't gotten all the details yet, here are a few good websites: Career Planner website, <http://www.careerplanner.com/DOTindex.cfm>, has over 12,000 job titles with position description, and of course, the Bureau of Labor Statistics is an excellent resource for job information, www.bls.gov. In a table, include the following information for each job: Name of position; type of organization in which you would work; work conditions and characteristics of interpersonal relationships in this position; job description; salary range.

Section 5: Additional Education/ Training/ Work Experience (paid or unpaid) Required for my Career Goal

You may have learned about additional training and education requirements from your informational interviews or other sources. Information about graduate schools can be found at Petersons Planner: <http://www.petersons.com>. Training can include language acquisition, specific skills as professional writing, specific computer programs, etc... It can also include certificate programs. Idealist.org, Action Without Borders at <http://www.idealist.org> lists numerous volunteer and internship opportunities in the nonprofit sector, as well as nonprofit paid work opportunities. What kind of work experience do you need before you can achieve your career goal? How, where, and when will you obtain this training (be specific)?

Section 6: Search for an idea for an Internship related to HDFS

Define how an internship would help someone pursuing a career in individual and family service delivery. Write a few sentences that indicate what one would hope to get out of this internship.

Things to know: internships can be paid, they do not have to be advertised as an internship, and they can be advertised as a part time job. However, your current job will not count as an internship unless you make arrangements for special new responsibilities as a part of your internship.

Internships should involve direct service with clients, and minimal administrative duties.

THEN

- Utilize newspaper help wanted ads, websites listed on the internship handout, and/or Internet search engines, such as Idealist.org., Craig's list, etc... to locate **3 human service internship positions** that sound interesting as possible placements for individual and family development.
- Print out the description and necessary qualifications for each internship position to pass in with this assignment.
- **Attach to each print- up a typed paragraph or two addressing the following points:**

- Write: (a) the title of the position; (b) the organization offering the position; (c) the location of the organization; and (d) how you located the position.
- Why did you choose this position description for this assignment? Why is it interesting to you? How do you think you might benefit from working in this position? What types of skills and experiences will you likely acquire? How might this help you for your future?

Section 7: Cover Letter

Please write a cover letter and attach a current resume. Follow the listed guidelines – if you have questions about any of the following, I would be happy to answer them...

- Your cover letter should be addressed to the contact person at one of the aforementioned internships sites. That person must have a name, so if it is not listed in the advertisement, call the agency, and get it.
- It should be professionally formatted. If you are unsure about this, use a Word template, or look up sample letters on the internet.
- It should also have no grammar or spelling errors (for example, no single sentence paragraphs). Double check any word that you have capitalized in a proper dictionary, not on the internet, and make sure that your letter is APA style.
- Style and content should be professional and restrained. You want the tone of your letter to be informative, and not obsequious, but you also don't want to sound overconfident.
- Common mistakes: writing that you are an excellent writer or communicator in one sentence, and then having a grammar mistake in the next. It is probably best NOT to say that you are an excellent writer unless you are a journalism or an English major, or have a GPA over 3.75. Most of us are merely good writers, which should be demonstrated and not stated in a cover letter.
- Other common mistakes: overwriting. Try not to use phrases such as: I am looking for a fast-paced environment; I am passionate about _____; I am an exceptional _____, and I am uniquely qualified. Think of your cover letter as a first date: courteous, enjoyable, not too much, and not too little.
- You don't have to spell out all of your qualifications in your letter, just reference your resume, "As you can see from my resume, I have extensive experience working in customer service." Something like that.
- Your cover letter should be 2 or 3 paragraphs and no longer than 1 page.

Section 8: Resume

- Your resume should have no grammar or spelling errors (for example, no periods at the end of incomplete sentences).
- It should be no longer than 1 page, so choose listed items wisely, and should be professional.
- Education should be at the top of your resume. Do not include high school – this is assumed. Only include GPA if it is above a 3.0. A section on relevant coursework will probably be more informative than excessive or repetitive detail on minor job responsibilities.
- If you are a Family Science major, you anticipate receiving a Bachelor of Arts – please make sure this is correct on your resume and list the anticipated general date, for example Spring 2019.
- If you are a double major, please make sure that this is correct on your resume. A common mistake is for students to list this as a double degree, which is inaccurate.

It is very trendy right now to include general skills and summary sections on resumes, but these are generally only recommended for individuals with extensive work history in the same area, and are recognized by potential employers as fillers when this is not the case.