Introduction to Human Services 9th edition Schram Test Bank

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Pearson

Instructor's Manual and Test Bank

An Introduction to Human Services Policy and Practice

9th Edition

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Sample Syllabus

Enclosed you will find a sample syllabus. This is a great starting point if you are new to using this text. We encourage you to modify this syllabus to include your college or university policies and regulations regarding attendance, plagiarism, etc.

The following sample syllabus is just that, a sample. Please do not feel obliged to use this syllabus when teaching this text as we understand every professor has his or her own methodology when it comes to their students and classroom.

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[Insert University Name Here]
[Insert Course Name Here]
[Insert Course Number Here]

Professor:	Phone:
Office Number/Location:	Email:
Office Hours:	Course Meeting Times:

COURSE DESCRIPTION

This course will serve as an introduction to the field of human services. Students will gain knowledge of the history of the social welfare system in the United States and around the world, and be able to apply this knowledge to current day events. This course will introduce students to the different areas covered in human services, and teach students the skills required of workers in this field. The course will also introduce students to the issues related to working within human services systems, and give students the opportunity to examine their own beliefs and values related to human service work.

STUDENT LEARNING OBJECTIVES/OUTCOMES

By the end of the course students will be able to:

- Understand the historical development of human services in the United States which includes the ethics, knowledge base, and methods of the profession
- Develop a perspective regarding current trends, research, policies, and issues in the field of human services
- Demonstrate skills for effective human service interviewing and case management
- Describe the attributes of an effective human service agency
- Discuss their own goals in terms of a human services career
- Gain a clearer understanding of the diverse needs of people and the resulting personal rewards and challenges
- Accurately describe the laws and ethics related to competent human service delivery

REQUIRED TEXT

Schram, B., Mandell, B.R., Dann, P., and Peterson, L. 2020. An Introduction to Human Services: Policy and Practice plus MyLab Helping Professions with Pearson eText -- Access Card Package. 9th Ed. Hoboken, NJ: Pearson. 0134773985.

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ASSIGNMENTS

Feeding a Family on a Budget

1. For this assignment, you will create a menu for a family of four for one week, including breakfast, lunch and dinner. Make this menu reflect your own styles and preferences, with an eye on nutrition. Compile a shopping list for this menu, and compute the cost. Then, subtract $20 from your previous total. What would you eliminate or change to adjust your total? How would this affect your meal planning? Now subtract $50 more. What new changes would you make? Do these changes affect the nutrition value of the menu? Would convenience, variety or other factors be affected? Discuss. You will be turning in your original and revised menus and shopping lists, as well as a 2-3 page response to the exercise.

Understanding Group Dynamics

2. Attend a meeting of a self-help or support group in the community. Write a brief summary of the meeting, making sure to protect confidentiality as defined by this group. Answer the following questions, referring to Chapter 10 as needed:
   - Why is this particular group needed? What is its central purpose? What are its secondary purposes?
   - Who are the intended members of this group? Is there a limit on who can participate, or how many members there are in the group?
   - What kind of structure does this group utilize? Is it strictly self-help, or is there a designated leader? If there is no leader, how is the business of the group conducted? If there is a leader, what role does this leader play, and what functions does s/he perform?
   - Is there any method (that you are aware of) to evaluate the effectiveness of this group? If not, what methods would you suggest that might assist with group evaluation?

Practicing Interviewing Skills

3. Record a mock helping interview. You, as the interviewer, will be conducting a 10-15 minute intake interview with your volunteer "client". Create a scenario outlining the background of your client, the nature of the problem, and the type of agency you are representing (this should be no longer than 1 page typed). You may ask the instructor for assistance if you need help creating an appropriate scenario. Assume you are meeting this client for the first time. You will be turning in:
   - The typed scenario
   - The video (DVD or a link to an online video site such as “YouTube”)
   - A 2-3 page summary of the interview. Were you able to observe the "stages" of an interview in this interview? What skills did you use in the interview process? What areas of the interview do you think went well, and which ones would you change?

Weekly Test Questions

4. Each week students will turn in a set of test questions based on the reading for that week. Each set should include 2 multiple choice questions and 1 short essay question. Please also mark the correct answer for the multiple choice questions, and provide a short essay answer for that question.

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Agency Proposal Outline

1. This assignment involves creating a human services agency or program outline, and presenting it to the class. The agency proposal should include all of the elements of a proposal listed below.
   A. Executive Summary: What is your program's mission? Who do you want to help? What change do you hope to create?
   B. Statement of Need: Why is this program/service needed?
   C. Project description: What services will be provided? Who is eligible and how is eligibility determined? Will services be time-limited or ongoing? How will you measure outcomes?
   D. Budget: How much will it cost to provide these services (regardless of who pays)? What sources of funding would you seek (both public and private)? Would clients have out of pocket expenses?
   E. Organization Information: What is the size of staff and average caseload? What qualifications will be required of staff?

   A good resource for this assignment is the Foundation Center website: www.foundationcenter.org. Browse the resources listed under "Proposal Writing".

GRADING

Below is a chart of the possible points or percentages that can be achieved for each assignment.

Assignment	Possible Points
Feeding a Family On A Budget	150
Understanding Group Dynamics	150
Practicing Interviewing Skills	150
Weekly Test Questions	150
Agency Proposal Outline	200
Attendance and Participation	200
Total Possible Points	**1000**

Letter Equivalents

A+ =975-1000	B+ =875-899	C+ =775-799	D =600-699
A = 925-974	B =825-874	C =725-774	F =below 600
A- = 900-924	B- =800-824	C- =700-724	I = Incomplete

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COURSE OUTLINE

Week	Assignments	Due
Week One	Chapter 1 – What are Human Services? What Do Human Service Workers Do?	Weekly Test Questions for Chapter 1 Due
Week Two	Chapter 2 – The Changing Nature of the Helping Process	Weekly Test Questions for Chapter 2 Due
Week Three	Chapter 3- Strategies, Activities, and Tasks of Human Service Work	Weekly Test Questions for Chapter 3 Due Feeding a Family on a Budget Assignment Due
Week Four	Chapter 4 – Attitudes/Values, Skills, and Knowledge of the Human Service Worker	Weekly Test Questions for Chapter 4 Due
Week Five	Chapter 5 – Values and Ethical Dilemmas	Weekly Test Questions for Chapter 5 Due
Week Six	Chapter 6 – Social Welfare Programs and Policies	Weekly Test Questions for Chapter 6 Due
Week Seven	Chapter 7 – Working with Diversity	Weekly Test Questions for Chapter 7 Due
Week Eight	Chapter 8 – Interviewing	Weekly Test Questions for Chapter 8 Due
Week Nine	Chapter 9 – Direct Strategies: Working with People One-on-One	Weekly Test Questions for Chapter 9 Mock Interview Video Due
Week Ten	Chapter 10 – Working with Groups	Weekly Test Questions for Chapter 10 Due Understanding Group Dynamics Assignment Due
Week Eleven	Chapter 11 – Planning a Human Service Program	Weekly Test Questions for Chapter 11 Dynamics Assignment Due
Week Twelve	Chapter 12 – Indirect Strategies: Organizing for Change	Weekly Test Questions for Chapter 12 Due

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Week Thirteen	Chapter 13 – Understanding Legal Issues	Weekly Test Questions for Chapter 13 Due
Week Fourteen	Chapter 14 – Avoiding Burnout	Weekly Test Questions for Chapter 14 Due Agency Proposal Outline Due
Week Fifteen	Review for Finals	Class Presentations of Agency Proposals
Finals Week	Wrapping Up	Complete Class Presentations of Agency Proposals

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Chapter 1

What Are Human Services? *What Do Human Service Workers Do?*

SUMMARY

In this chapter we begin to sketch a picture of the surprisingly large variety of human service agencies and workers, many of whom have different titles and varying responsibilities. The student is introduced to Kathy Holbrook and her family via a term paper she wrote for a human services class. She was asked to describe an episode in her life when she needed help. Her paper is followed by two alternate scenarios that are equally as plausible but would have led her to different social service agencies. This device is used to illustrate several concepts that will be repeated in the chapters that follow:

1. The problems of one member of a family inevitably affect all of the others, often in very dramatic and life threatening ways. This is an expression of systems theory, which undergirds the book.
2. Human service problems are served by networks of interconnecting services, often complementary, sometimes contradictory. Some deal with the individual directly, while others provide a superstructure in which services can be delivered.
3. The pathway people who seek help follow depends on the particular nature and severity of their problem(s), the resources in their immediate environment, their attitudes towards receiving help, and often luck and chance.
4. There are many different professional roles in the human services and many different helping acts are performed by a diverse array of people, both lay and trained.

By telling Kathy's story in three different ways, the student is able to visualize the diverse aspects of the problem of addiction and the many possible agencies and people that can provide help.

Although the Holbrooks and their neighbors turn to human service agencies when their problems are too heavy to carry alone, many barriers stand in their way of getting the services they need. We describe some of the barriers that are generated by their internal emotions, fears, attitudes, resistances, as well as the external barriers of lack of funds, lack of information, long waiting lists, etc.

We suggest that lack of information and myths about the human services often keep people from seeking out services and often prevent the public from fully supporting our work.

Finally we briefly discuss the positive aspects of the diversity of the field, suggesting that new workers can find a niche that fits their unique attributes, life style, and personal ideology.

The interview with a drug and alcohol educator on a college campus is intended to exemplify the complexity, highs and lows of a human service job with which students might be familiar.

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LEARNING OUTCOMES

- Students will be able to frame an overall statement of what human service workers do.
- By reading the three accounts of one student's struggles with her parent's alcohol use disorder, readers will be able to identify 25 different human service roles that she encountered.
- Through learning about the daily work of a person who oversees a substance abuse disorder program, students will be able to identify the various human service roles she fills.
- Students will be able to describe both the internal and external barriers that keep people who have problems from finding the help they need.

PUTTING THEORY INTO PRACTICE SUPPLEMENTARY ASSIGNMENTS

a. **The Intertwining Network of Human Services (*a brief written assignment followed by class discussion*)**
Ask students to briefly write about the last time they gave help to someone else. (This could be helping someone access services, giving a friend advice, or even giving directions to a lost student). Then, have students describe the last time they received help from someone else. This helps students understand that people are frequently involved in both the providing and receiving of human services, and helps decrease the idea that providers and clients of help are somehow different from each other.

b. **The Helpee Paper (*a written assignment followed by small group discussion*)**
This is the same assignment that Kathy did in the chapter. The students are asked to describe a problem that they encountered at some point in their lives. They describe the people who tried to help them and the techniques they used to solve it. If any human service agencies were involved they should describe the services they offered and how they felt about them. What kind of acts facilitated the problem resolution? What kinds of acts were useless or negative as they tried to regain their balance or make a decision?

In small groups, students are asked to share their papers after the instructor has read and commented on them. They are asked to take notes about the positive and negative feelings the reader had as they worked to resolve their problems. If they feel they did not receive any outside help, they are to speculate on what kind of help might have been useful and what they would like to be able to do for others with a similar problem or dilemma. This will enable students to become sensitized to the feelings a client is likely to have. More importantly, it will help them to see that we are all, at some point, the helpee and that everyone faces problems as they go through life. They might not be as dramatic as Kathy's, but they were painful at the time.

Of course if a student does not feel free in sharing the paper, even after the rules of confidentiality have been reviewed, they should have the right to pass.

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c. **Human Service Scavenger Hunt (*a research assignment*)**

The Task: To discover which social services are available in the student's town.

Step 1: Each student chooses a human service problem area. They could select one the following or one of their own choosing:

- Elderly services
- Teenage mothers
- Children with Learning Disabilities
- Runaway Teenagers
- People recently released from mental hospitals (or psychiatric wards)
- Families in crisis
- Adults who are addicted to alcohol or drugs.
- People with HIV or AIDS

Step 2: They should draw a chart with five columns headed:

- Educational and Recreational Services
- Income Maintenance and In-kind Benefits
- Health and Social Service Resources
- Social Action or Legal Services
- Residential Resources

Under each of the programs they should list the actual agencies they found that help fulfill these functions. They will need to hunt through the local newspaper, the telephone book, on the internet, at the local school department or hospital, etc.

Step 3: After they identify as many programs as they can they should choose one agency to visit, interviewing any staff or clients who are willing, collecting the agency brochures, annual reports, etc.

Step 4: The students share their reports with the class.

d. **The Want Ad Search (*a small research and reaction project*)**

Each student is asked to print job ads from internet job sites. Then, students should write their thoughts about each of these jobs. Assuming they had the proper credentials and experience, to what extent does each fit their interests, life style, attributes and personal ideology?

These reports can be shared with the class and become the basis of a discussion about the professional roles found in the community.

e. **Becoming Acquainted With the Campus as a Human Service Agency**

Speakers can be invited to speak to the class about their own human service roles on the campus. Many campuses have at least one or more of the following:

a. Campus chaplains who do pastoral counseling
b. Counselors, social workers, or vocational testing professionals
c. A mental health professional related to the campus health service
d. An office that works with disabled and access services
e. A success or tutoring center

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TEST ITEMS

Open-ended Questions

1. What are some of the factors that might lead people like the father described in Kathy's paper into problem drinking? List and comment on at least four reasons why people might drink alcohol to excess.
    - They were born with a genetic or biological predisposition to becoming an alcoholic. Sometimes alcohol abuse runs in families. But it is hard to know what is biological versus what is a reaction to stress or role-modeling in the person's family.
    - They are in a high-stress occupation; alcohol temporarily relieves the stress.
    - They begin drinking with a mate or a significant other who is addicted.
    - They need to drink as part of their job. Perhaps they are expected to take clients out to lunch and offer them a drink, or socializing is a part of the technique of gaining potential customers or is used to influence VIPs.
    - They need to bolster their self-confidence in social, educational or occupational situations where they feel overwhelmed or inhibited.

2. Many people assert that alcohol, like narcotic drugs, should be made illegal. Give three arguments that support this position. Give three arguments that oppose it.

    Support:
    - It would be much harder to buy alcoholic beverages, especially for young people.
    - It wouldn't be routinely served at social functions and family events. It would not seem so acceptable.
    - Alcohol leads to more accidents than even drugs, especially when combined with driving.
    - Alcohol abuse is often related to other kinds of crime, such as assault or domestic violence.

    Oppose:
    - We tried it during prohibition and it caused more problems than it solved.
    - People have the right to ruin their lives if they choose to.
    - If it was made illegal it would become even more attractive.
    - The government could not guarantee the quality of what we were drinking because it wouldn't be inspected.

3. Mention four strategies used by your community to deal with alcohol abuse. Mention any that were used in your high school. How effective did they seem to be? What are some of the activities that the Program Coordinator of the Drug and Alcohol program in this chapter organized for the campus-wide DRUGAHOL week? Does your college or university use similar strategies? How effective do they seem to be?

    Examples:
    1. SADD (Students Against Drunk Driving)
    2. No-alcohol prom parties
    3. Peer Education Programs
    4. Lectures in health education classes
    5. Monitoring school dances

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Some of the activities the Program Coordinator of the Drug and Alcohol program, whose interview appeared in this chapter, organized for the campus-wide DRUGAHOL week.

- Faculty was asked to invite speakers on the topic to their classes.
- She set up an information table on campus with literature, a drug board and a chart to measure permissible alcohol intake.
- She displayed a totally wrecked car on the campus.
- She showed a video about a crash caused by a drunk driver.

4. Name 10 of the 25 human service workers that Kathy encountered in her search for help through the three scenarios that you read. Describe the work of any human service workers you personally know. What kind of agency and what kind of population does she or he work for? Ask five members of your family or network of friends what they think about the choice of human services as a career. Briefly record what they say. To what extent do you agree or disagree with some of their opinions?

5. Why do you think members of the public and politicians often have such a hard time understanding the variety and importance of work in the human services?
    - They rarely see us at work until they personally have a problem.
    - In a competitive society, it is often viewed as a personal failing to ask for help (especially for men). There is often stigma or shame attached to seeking help.
    - They rarely see a human service worker depicted in television, the movies or even books. When they are, they are often objects of ridicule.

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Closed-ended Questions

1. When people are in emotional distress, they are most likely to act on a referral to a human service agency when it comes from:
   a. Radio or TV advertisements.
   b. A flyer on a bulletin board.
   c. Their hairdresser, bartender or neighbor.
   d. The phone book.

2. The terms "social worker" or "human service worker" means that the person who holds the title has a uniform set of skills and experience.
   a. True
   b. False

3. Human Service workers can be found in:
   a. Hospital social service departments.
   b. Public schools.
   c. Community residences.
   d. Citizen political action groups.
   e. All of the above.

4. Although we cannot accumulate reliable statistics to prove it, many experts in the mental health field assert that the largest source of human services are:
   a. Self-help groups such as Alcoholics Anonymous.
   b. Mental health clinics.
   c. Private practitioners.
   d. School guidance counselors.
   e. Family doctors.

5. Human service workers generally follow a theoretical model based on:
   a. The theories of Sigmund Freud.
   b. The twelve step approach of AA.
   c. The work of Erik Erikson.
   d. The counseling model of Carl Rogers.
   e. An eclectic mix of many approaches.

6. The hours and pay scale of all human service workers are basically the same.
   a. True
   b. False

7. The mass media gives a full and accurate picture of human service work.
   a. True
   b. False

8. The tendency to deny the gravity of a problem is an:
   a. External Barrier
   b. Internal Barrier

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9. The high cost of services is an:
   a. External Barrier
   b. Internal Barrier

10. A human service worker who is trained to work in a variety of settings and use several strategies is called a:
   a. Specialist.
   b. Caseworker.
   c. Psychologist.
   d. Generalist.
   e. Clinical social worker.

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TEST BANK ANSWER KEY

Closed-ended Questions Answers

Chapter 1

1. C
2. B
3. E
4. A
5. E
6. B
7. B
8. B
9. A
10. D

Chapter 2

1. B
2. B
3. B
4. B
5. C
6. D
7. A
8. A
9. A
10. A
11. A
12. B
13. B
14. A
15. A
16. C
17. A
18. A
19. A
20. C
21. B
22. B
23. A
24. B
25. A
26. B
27. A
28. B
29. B
30. B

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