

2009/2010 Human Services Report

Step 1, 2 & 3 are indicated and static in information concerning Mission Statement, Goals and Outcomes and number of units required for the Concentration.

Step 4:

- (A) Students forward weekly field notes (10 weeks/2hours per week) addressing myriad topics including: the client population, services rendered public, private or philanthropic policy. Copies of field notes are attached to the opinion paper forwarded to the instructor at semester end when completing a class presentation the work.
- (B) Students forwarded and a class discussion ensued on various topics throughout the semester (8) in spring 2010. The topics were germane to the text chapters or brought forward from supplemental readings or invited presenters. In spring 2010, the topics included: domestic violence, alcoholism, ethnic/cultural conflict, internet access to information on county, local, state and federal agencies. Invited presentations addressed federal and state subsidized housing(MISHTA), free medical clinic services(Fountain Clinic, Marshall), community mental health services(Summit Pointe), parole and probation services(Jackson Parole and Probation), law enforcement(MDOC Absconders Unit and Street Gang Expert), leadership, mentoring and philanthropic groups(Grand rapids Rotary), juvenile residential placement services (Starr Commonwealth) and Albion service per Mayor Joe Domingo and Harry Bonner (Kids at Hope).
- (C) The following information and analysis was extracted from the students Personal Reflection Papers from Spring 2010:

(X) Did your site placement enhance your understanding of primary or secondary career goals?

Seventeen Students reported:

Excellent	Good	Fair	Poor
14	3	0	0

(Y) Did your site placements identify other goals/interests which you might consider in the future?

Yes	No
5	12

(Z) Did your site placements satisfy and met the criteria of the agency's mission statement?

Yes	No
14	3

Personal Reflection Paper analysis of statements X, Y & Z found:

(X) Of the Human Services students, 14 of 17 responded an “excellent” and the 3 “good” about their experiences relevant to the placement staff enhancing the students understanding of primary and secondary goals.

(Y) However, on general discussions of related human services fields, only 5 of 17 identify a discussion with placement supervisors of other goals and interests during their time with the agencies.

(Z) 14 of 17 students responded “Yes” to their satisfaction of the services rendered meeting the mission statement of the agency.

Analysis of the above information offers the following suggestions for Human Services in Spring Semester, 2011:

1. Brief meetings with the students in particular field placements, outside of class time. In the past, discussion has been within class time so students in other field placements may learn and profit from their peers’ learning. This out-of-class meeting will be discussed with students who experience a less than beneficial placement. After the first week of field placement, a quick analysis of the student’s choice can be assessed with changes in placement completed, if necessary.
2. Having a student option to choose two field placements of 5 weeks each, rather than the current 10 week single filed placement.
3. At the beginning of the semester have the students complete a values clarification exercise. This will follow with a discussion about personal values and integrating personal and professional goals. Students are entering the human services professions for myriad reasons, but primarily out of a desire to serve and make a difference in the lives of others. The effect of human services, as a demanding career, upon the personal and family life should be investigated as well. This can be scheduled as a general processing session and in small group discussions.
4. After reviewing and talking with the 2010 Spring Human Services students, an emphasis on alternative or parallel career planning will be implemented. The goal would be to identify and address the multiple pathways for entering human service and the success of personal life goals.
5. These issues will be addressed at the beginning of the semester, and at the fifth and tenth week of the semester.
6. As has been the policy in the past three semesters, after class registration is complete, the students who register for Human Services will be asked to attend a brief 30 minute meeting to introduce them to the requirements of the course, so they can determine whether they can complete all the course objectives. This has been a useful time to ask students to reflect upon their goals for school and their investment in their training about their career. It has been a tool to “cultivate a habit of mindfulness “on the action of the career and not just the theory of being in a “helping profession.”

Step 5 & 6

Changes to be considered in field placements:

Not all sites offer the same activities or services each day of the week. Students who are on site Monday may not have opportunity for those services activities as students who are on site Thursday. The time and day of the site placement direct the exact service. Senior Citizen Center, educational and after school programs presented with minimal variance in services, whereas probation/parole, and mental health provided the widest range of services.

Additional site placements to consider include greater exposure to grant writing, hospitals, and medical organizations, such as Urgent Care Clinics.

An economic condition limiting site placements are agencies which have downturned their staff, therefore the remaining staff are stretched to perform multiple duties and cannot provide the necessary supervision to students.

Contact with supervising staff at the agencies remains a necessary component of student's field placements. Establishing a student evaluation form to be completed by the supervising agent should be considered for future course evaluation by the instructor.

Emphasize the importance of the agencies and their generosity and appreciation of offerings to the student's field placements. Students were requested to forward Thank You cards to the supervising agent. This past semester the following agencies assisted the Human Services students: Kids at Hope, Forks Senior Citizens Center, Harrington Elementary School, University of Michigan, Branch County Juvenile Probation/Day Treatment Services, C.S. Mott Children's Hospital, Johnson Day Care Center, Calhoun County Probation and Parole (Albion Office). Past agencies available have been: Play Care Center, Marshall, Fountain Clinic, Marshall, Montessori Kinderhaus Preschool School, Marshall, Domestic Violence Center, BC, and Michigan Department of Corrections (Jackson).

Monies for transportation to other cities should be considered given the expense taken upon by the students for travel. Students indicated they would have chosen other sites, but the expense was extravagant for their budget.

In the future, students will be asked to include in their class presentation of their field placement the difference between studying material to learn vs. providing the services once in the position.

Sincerely,

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