

Course Outline

Course Title:	Foundations in Human Services	Approval Date:	2025/8/27
Course Number:	COUN117	Academic Year:	2025
Course Hours:	45 hours		
Academic School:	Health and Community Services		

Program Co-ordinator or Equivalent:	Alexis Rischke-Peddle - Alexis.Rischke-Peddle@flemingcollege.ca
	Jenny Andrus - Jenny.Andrus@flemingcollege.ca
Dean (or Chair):	Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Course Description

This course introduces students to the scope and practice of social service work, Developmental services work and the field of addiction and mental health. Students will examine models of understanding people's experiences using an anti-oppressive framework. Students will learn different models, theories and interventions and understand the relationship between autonomy, self-determination, resilience and recovery. Emphasis will be placed on the standards of practice and competencies required to work in the fields of social service work, developmental services (disability support) and mental health and addiction.

Prerequisites: None.

Corequisites: None.

Course Delivery Type

Hybrid Synchronous.

Some course hours are delivered online synchronously with specified meeting times and some hours will be delivered in person. Delivery locations and times are specified on the academic timetable.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify professional, legal and ethical standards aligned to the field of social service work, developmental services (disability support) and mental health and addiction.

2. Distinguish between the scope and standards of practice for Social Service workers, Developmental Services Workers and Mental Health and Addiction Workers established by their professions and affiliations.
3. Apply different models, theories and interventions in the field of human services with individuals, families, groups and communities.
4. Evaluate the conflicts between professional values, personal values and practice requirements using case study analysis.
5. Identify services and supports for individuals, families, groups and communities.

This course has been aligned to meet standards in the programs of study for Mental Health and Addiction Workers, Social Service Workers and Developmental Services Workers as outlined below.

This course has been aligned to the Guidelines for Recovery-Oriented Practice (MHCC), specifically the following guidelines will be covered:

Recovery-oriented practice acknowledges the range of influences that affect a person's mental health and well-being and provides a range of services, treatment, rehabilitation, psycho-social and recovery support.

Values and Attitudes

- Believe in the ability and right of a person to make their own life decisions.
- View people in the context of their whole selves and lives.
- Appreciate the complexity of needs and aspirations across cultural, spiritual, social, economic, emotional and physical realms.
- Accept that identity and personhood are not limited or defined by a person's mental health status Knowledge
- Understand the individual and personal nature of recovery and recovery approaches, and respect, learn from and understand those developed by people with lived experience.
- Incorporate bio-psycho-social theoretical perspectives on health, mental health and well-being. • Recognize the interplay between physical health, mental health and coexisting conditions.

- Understand the physical health challenges faced by people living with mental illness and the importance of monitoring health and well-being and treating chronic illness.

- Know the range of treatments and therapies that can contribute to recovery, including biological and pharmacological treatments, psychological and psychotherapeutic approaches, psychosocial rehabilitation and support, peer support, physical health care, alcohol and drug treatment and counseling, nutrition, exercise and recreation interventions, traditional healing in different cultures and alternative and complementary treatments, such as yoga, acupuncture, Ayurveda etc.

Recovery-oriented practice affirms a person's right to exercise self-determination, to exercise personal control, to make decisions and to learn and grow through experience.

Values and Attitudes

- Afford primacy to the wishes and views of the person accessing the service. • Respect each person's choices and their right to self-determination
- Recognize the importance of balancing the rights and interests of individuals against the need to ensure the safety of the individual, family members and others in the broader community
- Seek alternatives to coercion and involuntary interventions and work to make them unnecessary.

Knowledge

- Understand the relationship between autonomy, self-determination, resilience and recovery.
- Understand the role of local advocacy, peer support and rights advisor groups in supporting decision-making.

This course has been aligned to the Social Service Worker Program Standard (MTCU), specifically the following program standards will be covered:

VLO # 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work

Elements of Performance:

- Establish and maintain clear and appropriate boundaries between personal and professional relationships, in accordance with professional, legal, and ethical standards of practice for the well-being of self, co-workers, other professionals and with individuals and communities as service users.
- Promote individual and community strengths and the right to self-determination when engaging in processes of collaboration, consultation, and advocacy
- Recognize boundaries and scope of practice in the role of the social service worker

- Use the Ontario College of Social Workers and Social Service Workers Code of Ethics and Professional Practice Standards to guide practice

VLO# 3: Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.

Elements of Performance:

- Work collaboratively with individuals, families, groups, and communities to set achievable goals, utilizing a holistic, culturally safe, strengths-based approach
- Assist individuals in accessing community resources such as counselling, group work, community service providers; and community work as culturally appropriate to their needs and goals

VLO #6: Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.

Elements of Performance:

- Use major helping systems such as familial and informal support, community service providers, mental health, social assistance, community information, and justice systems to support individuals, groups, families and communities in the achievement of their goals
- Assist individuals and communities to identify their own needs and to self-advocate for resources to meet these needs

VLO # 9 Work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.

Elements of Performance:

- Advocate approaches that address systemic issues and societal change, and promote inclusion, equity, justice, and participatory democracy and community involvement
 - Engage in community education efforts that promote social justice and address barriers to the full participation of all members
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This course has been aligned with the Developmental Services Worker Program Standards (MTCU), by meeting the following Vocational Learning Outcomes:

The graduate has reliably demonstrated the ability to:

VLO #1: Conduct oneself in an ethical, competent and accountable manner in all professional relationships.

Elements of performance:

- Adhere to the professional values and ethics of the Developmental Services Professional Code of ethics and standards of practice.
- Work within the scope of practice of Developmental Services Workers in a variety of practice settings.
- Determine the impact of one's own values and attitudes and needs on the provision of support.
- apply legal requirements, ethics and standards of practice related to professional conduct and practice.

VLO# 2: Provide person- directed supports and services that respect and promote self determination for people with developmental disabilities.

Elements of performance:

- Provide opportunities for people with developmental disabilities to exercise self sufficiency and self determination.
- Maintain self determination of the person as a priority in the planning process, taking into account the rights and responsibilities of people with developmental disabilities.
- Collaborate with people with developmental disabilities, their families, social networks and significant others to develop person-directed supports.
- Collaborate as part of an interprofessional team when developing person-directed supports.
- Coordinate resources, natural supports and community services when implementing person directed supports.

VLO# 4: Support the Health and wellbeing of people with developmental disabilities

Elements of performance

- Support people with developmental disabilities to access relevant community health services

- Collaborate as part of an interprofessional team to develop and implement intervention strategies related to a person with a dual diagnosis.

VLO#6: Provide leadership in the development of inclusive communities

Elements of performance

- Describe how marginalization impacts the provision of support for people with developmental disabilities
- Apply cultural competencies when providing support for people with developmental disabilities
- Use a variety of strategies to support people with developmental disabilities to build and maintain reciprocal relationships including their relationships with family members.
- model behaviour and attitudes that promote social justice and support social change.

VLO#7: Develop Professional and personal plans that enhance job performance and well-being

Elements of performance

- Recognize the relevance of the Developmental Services Human Resources (DSHR) Strategy Core Competencies to employment in the Developmental Services (DS) field.
- Conduct routine self assessments of current behavioural competencies, knowledge and technical skills to formulate professional development plans.
- Identify the entrepreneurial skills and standards of practice required of a Developmental Services Worker who is self employed.

Learning Resources

All resources will be available through D2L.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
In-class activities	55%

Assessment Task	Percentage
Assignments	45%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and

- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term: 2025 Fall

Program Co-ordinator or Equivalent: Alexis Rischke-Peddle - Alexis.Rischke-Peddle@flemingcollege.ca

Jenny Andrus - Jenny.Andrus@flemingcollege.ca

Dean (or Chair): Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1 / 3hrs	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	2,4	1. Graded Participation and Engagement (P&E) Activities will occur in seminar most weeks
Week 2 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	1,3, 4, 5	1. Discussions and graded P&E activity.
Week 3 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	3	1. Assignment #1: The Grid. Due to Dropbox by Sunday at 11:59pm (Mandatory completion)
Week 4 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	1,2,4	1. Discussions and graded P&E activity.
Week 5 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	1,2	1. Discussions and graded P&E activity. 2. Assignment #2: Graduation Eligibility Course Audit Due to Dropbox by Sunday at 11:59pm (Mandatory completion to a passing grade in order to pass the course)

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 6 / 3hours	11. Lecture will be synchronous via Webex 2. Seminar will be in-person	1,3	1. Discussions and graded P&E activity.
Week 7 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person Seminar will be in-person (no seminar on Monday due to statutory holiday)	1,4,5	1. Discussions and graded P&E activity.
Week 8	Independant Reading Week - No Classes		
Week 9 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	2,4,5	1. Discussions and graded P&E activity.
Week 10 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	1,2,4,5	1. Discussions and graded P&E activity.
Week 11 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	4,5	1. Discussions and graded P&E activity.
Week 12 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	4,5	1. Discussions and graded P&E activity.
Week 13 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	4,5	1. Discussions and graded P&E activity.
Week 14 / 3hours	1. Lecture will be synchronous via Webex 2. Seminar will be in-person	4,5	1. Discussions and graded P&E activity.
Week 15 / 3hours	1. No Lecture 2. Seminar: Final Assignment - Completed in seminar	4,5	1. DUE: Assignment #3: Reflection of Course Content. (Mandatory completion) To be completed by hand in seminar (faculty to provide assignment) *Note: Accommodations for use of technology to write the final assignment need to be approved by faculty one week ahead of seminar)

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
In-class graded participation and engagement (P&E) activities occur randomly throughout the semester. Seminar, graded Professionalism & Engagement (P&E) activities (worth 2% to 10% for a total of 35%). Students must be in attendance for the related seminar in order to receive marks for the graded P&E activities.	Weeks 2 to 9	1,2,4	25%
Assignment #1: 'The Grid' (Mandatory completion) Due: Sunday of Week 2 by 11:59pm to Dropbox	Week 3	4, 5	15%
Assignment #2: Graduation Eligibility Course Audit (Mandatory completion to a passing grade in order to pass the course) DUE: Sunday Week 3 by 11:59pm to Dropbox	Week 5	1,2,3,4,5	5%
In-class graded participation and engagement (P&E) activities occur randomly throughout the semester. Seminar, graded Professionalism & Engagement (P&E) activities (worth 2% to 10% for a total of 25%). Students must be in attendance for the related seminar in order to submit a graded P&E activity for marking. Students will submit a total of 4 P&E activities only.	Weeks 9 to 14	1,2,3	30%
Assignment #3: Reflection of Course Content. (Mandatory completion) Focused on course content from Weeks 2-14. To be completed by hand in seminar (faculty to provide assignment) *Note: Accommodations for use of technology to write the final assignment need to be approved by faculty one week ahead of seminar)	Week 15	1,2,3,4,5	25%

Guidelines for Recovery-Oriented Practice (MHCC), specifically the following guidelines will be covered:

Recovery-oriented practice acknowledges the range of influences that affect a person's mental health and well-being and provides a range of services, treatment, rehabilitation, psycho-social and recovery support.

Recovery-oriented practice affirms a person's right to exercise self-determination, to exercise personal control, to make decisions and to learn and grow through experience.

Social Service Worker Program Standard (MTCU), specifically the following program standards will be covered:

Ability to develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.

Ability to identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.

Your conduct as students within this classroom (as well as in the others) must instill confidence in the faculty that you are appropriate to enter the Field, where you will most likely be working with vulnerable people. As such, faculty will need to see a demonstration of ethical and practice competence as well as integrity in relation to learning and the social service work profession within the classroom environment. Therefore, regular attendance in all classes is imperative.

In the case of illness, the death of an immediate family member, or COVID related issues, you will notify the professor by e-mail, of your need to miss a class. It is the student's responsibility to become caught up with any missed classroom work.

If an assignment is missed and/or submitted past three (3) days late, the student still must complete the assignment to a passing grade, although a grade of zero will be assigned.

Artificial Intelligence (AI) Statement

NO ASSESSMENTS. Generative AI tools (like ChatGPT) may only be used to assist exploratory learning and cannot directly contribute to any assessment as part of this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the [Operating Procedure 2-201E](https://department.flemingcollege.ca/hr/attachment/10233/download) (<https://department.flemingcollege.ca/hr/attachment/10233/download>)

Exemption Contact

Transfer Credits: transfercredit@flemingcollege.ca

Alexis Rischke-Peddle - SSW Coordinator

alexis.rischke-peddle@flemingcollege.ca

Jenny Andrus -MHAW/Dual Coordinator

jenny.andrus@flemingcollege.ca

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

Please review the Class Absence Operating Procedure (2-205) relating to missed assessments. The procedure can be found at <https://mycampus.flemingcollege.ca/group/portal/resources>

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing unless otherwise specified by the professor. Multiple choice questions may not be returned to the student. Feedback from the tests may be given in class. The mark achieved will be recorded in GradeBook in Desire2Learn.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class)

All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided as per the Class Absence Operating Procedure (2-205). Otherwise, late assignments will be penalized 10% a day for the first 3 days. After that, assignments will receive a grade of zero.

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. This course may contain assessments that require successful completion in order for a pass to be obtained in the course. These assessments will be outlined in the course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

Students have the responsibility to support academic honesty and integrity. Please see the Academic Integrity Policy & Procedure (2-201A). This document can be found on the student portal in the resources section.

Electronic communication devices may be utilized for the purposes of classroom based work such as note-taking and research only.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building and transfer credits.

**Mandatory Components include: Assignment #1: Graduation Eligibility Course Audit (achieve a Pass in order to pass the course), Assignment #2: The Grid (Mandatory completion), Assignment #3: Reflection of Course Content

NOTE: Attention Students: In order to pass this course,

1. You must submit all of the assignments as stated above, plus you must submit and achieve a pass in Assignment #1.
2. This means that if you fail to complete these assignments, and/or if you do not achieve a pass in Assignment #1, you will need to first meet with the seminar instructor for feedback, revise and resubmit. You must do this within 7 days of receiving the failing grade on the assignment. Only two revisions of Assignment #1 will be accepted and marked.
3. Assignments will not be re-marked for grade change; they are only meant to provide feedback.
4. Faculty will not offer additional assignments to make up for missed assignments or to improve the final grade.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and coursework may be collected under the legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to

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