Supervised Experience in Human Services

HMSR 2133 - Spring 2011
Professor Emily Morrison
Overview of Course

This course is an experience-based perspective on human services through fieldwork in a community-based agency or organization, which links independent academic study and experience.

Requirements:
- 7-8 service per week (totaling 100 hours) at service site
- Anecdotal Logs
- Bi-monthly meetings with professor
- Monthly meetings with class
- 2 Reading Assignments & Papers
- Research Paper
Service Site: Washington Jesuit Academy

- Mission: “to prepare young men from low-income families to succeed in college preparatory high school and college and to learn to become “Men for Others.”” (WJA website)
Service Site: WJA Profile

- 76 Students
- 88% African American and 12% Latino
- 75 % Non-Catholic
- 82% qualify for Federal subsidized meals
- $28,000 average family income
- 73% raised in single parent households
- 26% no contact with father for 10+ years
- 9% have a deceased parent
- 20% have an incarcerated parent or sibling
Research Question: How do learning styles affect the academic and social achievement of minority middle school boys?

Findings:
- Learning styles are an important in understanding students’ achievement
- Factors affecting learning styles: finances, neighborhood, family structure, lack of knowledge on ones’ learning style, and expectations of different cultures

Conclusions:
- Teachers MUST understand their students’ learning styles
- Students MUST know their own learning style so that they can help themselves
- There needs to be more of an emphasis in identifying and addressing the different learning styles in the classroom and at home
Service Site: National Coalition for the Homeless

- A national network of people who are currently experiencing or who have experienced homelessness, activists and advocates, community-based and faith-based service providers, and others committed to a single mission.
- Mission: to end homelessness.
Service Site: **NCH Philosophy**

- Committed to creating the systemic and attitudinal changes necessary to prevent and end homelessness
- Committed to working to meet the immediate needs of people who are currently experiencing homelessness or who are at risk of doing so.
- Principle of practice: people who are currently experiencing homelessness or have formerly experienced homelessness must be actively involved in all of our work
- 4 areas of work: housing justice, economic justice, health care justice, and civil rights.
  - Public education, policy advocacy and grassroots organizing (NCH website)
Samantha’s Research

Research Question: How can social inclusion and an integrated urban community be created and sustained for the future?

Findings:
• Barriers to inclusion exist, but there are areas of great opportunity
• Areas to consider:
  • Identity formation in the homeless population
  • The role of urban planning
  • Activities/organization that can promote inclusion

Conclusions:
• Need a combined effort
• Public education efforts to break down stigmas
• Community recreational opportunities to create common bonds
• Involvement of a diverse population in the planning process
Final Thoughts

- Constantly reflecting, then adapting to the needs of our site and to our learning objectives
- Making connections to our sites from the readings
- Promoted an enriching experience
Any questions?