



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE**

Social Sciences Department

Approval Date: 5/20/15

Semester: Fall 2015

COURSE NUMBER:	MHT125	CREDIT HOURS:	3
COURSE TITLE:	The Changing Workplace	CLOCK HOURS:	45
PREREQUISITES:	None		
CO-REQUISITES:	None		

INSTRUCTOR	VOICE MAIL	OFFICE	E-MAIL ADDRESS
Rebecca A. Martin, LCPC	N/A	By Appointment	rmartin@kvcc.me.edu

OFFICE HOURS: By appointment

TEXTS:

All content is available in Blackboard.

OTHER MATERIALS:

Internet connectivity and consistent access to the internet is necessary for this course.

COURSE DESCRIPTION:

A sociological study of the shifts in the American work force and the impact on workers, work, and the new workplace. Among the topics explored will be management styles, minorities, workers with disabilities, laws' influence on today's workforce, gender, communication, and cultural diversity among workers. This course will provide an open forum for discussion of beliefs and attitudes critically examined through the perspectives of history, cultural context, political change, the media, the economy, society, and the family structure.

LEARNING OUTCOMES:

Upon successful completion of this course, the student should be able to:

1. Recognize and define sociological trends affecting both the diverse American worker and the workplace in the 20th and the 21st centuries.
2. Demonstrate critical thinking and reflection skills by projecting changes in the American workplace.
3. Examine and critique the ways in which culture and history have affected all workers, including minorities, in career aspirations, career opportunities, and worker effectiveness.
4. Compare, contrast, and analyze the different experiences of males and females in society and the workplace.
5. Employ behavior that models acceptance of and appreciation for diverse perspectives.
6. Appraise and select workplace behaviors that model positive relationships.
7. Demonstrate proficiency in intercultural knowledge**.

COURSE CONTENT:

Lesson 1: Introduction and Orientation to Blackboard and the Course

Lesson 2: Defining Diversity through History

Lesson 3: Gender Diversity

Lesson 4: Sexual Orientation and Gender Identity
Lesson 5: Race, Culture and Homelessness
Lesson 6: Religion and Politics
Lesson 7: Theories of Development
Lesson 8: Behaviors Across the Lifespan-Across our Career Paths
Lesson 9: Balancing Outside Issues with Work Demands
Lesson 10: Behavior in Different Workplace Environments-Professionalism
Lesson 11: Behavior that Builds Positive Workplace Environments
Lesson 12: Behavior that Models Acceptance and Appreciation of Diverse Populations

COURSE ACTIVITIES:

Our course is organized into a series of Lesson Plans. Each week the Lesson Plans will be posted in our course. The Lesson Plans and course content are organized by week to simplify navigation through each week's materials. The Lesson Plan will detail the required activities for that Lesson. This might include textbook reading, online research, and participation in discussion, quizzes, projects, papers or exams.

Lesson Plans

The entire course is divided into “Lessons” that cover specific topics and learning objectives in the class. The Lessons are listed in Course Content above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, assessments (a variety of quiz options -- short answer, short essay, multiple choice, etc.), and assignments (written work submitted as an attached document in a “drop box”)

Everything you need to complete the Lesson is included in the Lesson Plan.

The following information outlines the specific requirements and expectations for each of the types of graded activities you may need to do...more specific information on each activity is included in the Lesson plans.

Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time. I will open the Discussion Threads for each week on Sunday so that you can preview the following week's work. I will leave them open until the following Tuesday at lunch time. This gives ample time to follow up to comments made. You should post your Main post early in the week (by Wednesday or Thursday) to allow the conversation to build over the course of the week. You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

When you participate in a discussion you need to post **one “Main Post” and one or more “Response Posts”** for each discussion thread in a given week. Discussions are graded with 50% allocated to the Main Post and 50% for the follow up post. To receive credit for a Main post it must be a well-developed paragraph of 7 sentences or more. To receive credit for a follow up post, it must build on the discussion and meet the requirements in length and substance of the main post. Generally, 7 sentences at a minimum to reflect understanding of the post you are responding to and build on that post. You can move the discussion forward with your own thoughts, experiences and analysis, or facts from outside sources or the textbook (both properly quoted as necessary and cited). Posts that meet most requirements will earn partial credit. Posts that do not meet most requirements will not earn any credit.

You are encouraged to exceed this level of participation. Discussing the concepts in this course with your

classmates will help further your understanding of the topics covered.

Lesson Quizzes

Some Lessons will culminate in a short directly related to that given Lesson. It may draw on reading, research or discussion from the lesson. The Lesson Plan will generally list all questions on the quiz, unless the directions for the assessment specify otherwise. The quiz may consist of a variety of question formats including short answer, fill in the blank, short essay and multiple choice questions. When the questions are provided ahead of time you should prepare your answers to the questions as you work through the materials. When you open the quiz, you can then transfer your answers appropriately.

Lesson Assessments must be completed by the end of the week in which they are assigned. You may be able to work ahead on some of these quizzes. Links to these quizzes are located in the corresponding Week links.

Lesson Assignments

Some Lesson Plans require you to submit a written document or a file of some kind. The specifics of this will be outlined in the Lessons for the given week. For this kind of activity you will need to upload the document or file to a specific “Drop Box”.

These files must be saved in a format that I can open and grade. KVCC’s standard file format for documents is Microsoft Word (any version). However, if you do not have Microsoft Word you can usually use your word processor to save the file in “Rich Text Format.” For more details, please see our Classroom Policies.

When I download the files, they go into one folder for our class. For this reason, all files sent to the Drop Box must be named according to the following convention so that I can ensure that you receive credit for your work:

The file should be named starting with your first initial, then your last name, then the name of the assignment.

The Lesson Plans for Lesson Assignments will include a rubric or grading table to show you how I will weight certain aspects of the assignment. I will give general feedback, qualitative grades and suggestions for improvement in the grading table. Please be sure to review feedback to help improve future submissions.

Special Assignments

Special Assignments relate to specific assignments created to measure general education learning outcomes and the Essential Learning Outcomes identified by the college. ELOs are marked by a single asterisk (*) in the course Learning Outcomes while other general education learning outcomes are marked by a double asterisk (**).

This course contains a special assignment entitled: Intercultural Knowledge- The Culture of Homelessness and includes a service learning portion and interview with a subject in order to understand and provide a case study report on them. The specifics of this assignment are found in the Special Assignment section of Blackboard.

GRADING:

Grading for the course will be accomplished in the following manner:

1. Discussions 30%
2. Quizzes 20%
3. Assignments 30%

4. Special Assignment 20%

GRADING SCALE:

Letter Grades---Based on a final percentage grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale for this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. You have not learned enough material to really say that you have “passed” the class.

ATTENDANCE POLICY:

Attendance in this class is crucial in order to pass this class. **Attendance in this online class is monitored by your participation in the assigned weekly activities. Students who fail to participate in 3 complete weeks may be awarded an F for the class.** Students who anticipate missing this much of the class should reconsider taking the class at this time.

OTHER COURSE REQUIREMENTS:

The MHRT/C is a competency-based certification. The following competencies associated with this course have been deemed by the Maine Department of Mental Health Services as necessary to work in the field.

<http://muskie.usm.maine.edu/cfl/MHRT/2008%20Guidelines.pdf>

1. Demonstrates cross-cultural awareness and sensitivity
2. Communicates effectively across cultures
3. Sensitive to gender differences and differing sexual orientations
4. Knowledgeable about changing treatment needs for adult stages of transition

These outcomes are assessed utilizing a specific set of assignments standardized within the context of the course.

OTHER INFORMATION:

Please refer to our Course Policies and Expectations document.

STUDENTS WITH DISABILITIES (2014)

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye Building, 453-5019,

knormandin@kvcc.me.edu

- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or knormandin@kvcc.me.edu

NOTICE OF NON-DISCRIMINATION (2014):

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.