

HS 101: INTRODUCTION TO HUMAN SERVICES SYLLABUS ANDERSON UNIVERSITY-ANDERSON, SC

HS 101: INTRODUCTION TO HUMAN SERVICES

Credit Hours: 3 CREDIT HOURS

I. COURSE INFORMATION

Course Description: This course gives an overview of human services as a profession and as an academic discipline. It provides a sampling of the knowledge, skills, ethical values, and practical experiences needed to successfully assist others to a higher quality of life. Assignments are based on case studies, practical experiences, ethical dilemmas and a project designed to help the student decide if human services is the career path for them.

Prerequisites: NONE

About the Course: This is a **flex program** course formatted in a seven-week term. All course material is due the final date of the course. The suggested due dates/pace guides for application assignments in the modular path and projects in the major projects path will be posted on CANVAS. Make sure to check in with your journey coach and instructor routinely throughout the term. (The recommended time for course work per week is 18-20 hours, including reading and assignments).

Technology Expectations:

Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

Online Time Expectation:

In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 16-week class, you should expect to work on your course for a minimum of 9 hours each

week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date. If difficulties or unforeseen circumstances arise during the course term, please contact the instructor promptly so that accommodations can be arranged.

Learner Expectations:

Also, remember to use proper “network etiquette” when communicating with our peers. See the website, <http://www.albion.com/netiquette/corerules.html> ([Links to an external site.](#)) pertaining to “netiquette”. We will be respectful and mindful of one another in this course. Please remember that we all have different opinions and it is ok to disagree but it is important to do so in a respectful manner.

Do *not* hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the LMS well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.

GETTING STARTED:

Go to the “**Getting Started**” section in your course.

Getting Started: This course is built using modules, so you'll find everything needed for our program in the Modules tab in the left sidebar. Each module has an overview, so you'll want to start with Module 1 Overview. There's also a Syllabus page that I've used to give you an overview of the course and to demonstrate the functionality of that feature.

COURSE PURPOSE:

In the course, Introduction to Human Services, students will be introduced to the field of Human Services. Students will begin to evaluate human services policy and practice, values, attitudes, and knowledge in the field, intervention strategies, ethical dilemmas, social welfare systems, organizing and changing systems, and survival and personal care in the field. Students will also explore different career choices in Human Services. Students will learn about the helping process. Students will learn about working with client systems of different sizes (individuals, groups, organizations). Students will also discuss poverty and the impact poverty has on one's life.

COMPETENCIES for HS 101:

III. COURSE PURPOSE, COMPETENCIES, GOALS, AND OUTCOMES

- Acting Ethically (1)
- Advocating for Others (2)
- Empowering Clients and Populations (5)
- Communicating Effectively (6)
- Planning and Managing Change for Clients (7)
- Planning and Managing Change for Communities and Organizations (8)
- Creating and Managing Interventions (9)
- Acting as an HS Professional (10)
- Understanding Human Systems (11)
- Understanding and Setting Policy (12)
- Making Sense of Information (14)
- Understanding the History and Context of HS (15)

- Understanding HS Systems (16)

GOALS (Overarching and Ancillary):

By the end of this course students will:

- Students will explore the definition, purpose, and role of Human Services professionals
- Students will gain an understanding of the basic concepts of Human Services in the United States.
- Students will gain understanding of how to work within a Human Services agency and with various other outside systems on behalf of clients
- Students will explain the various definitions of Human Services
- Students will explain and apply the ethical standards of Human Services professionals
- Students will develop an understanding of the helping process

See Appendix A for additional course information

Essential

- Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important

- Developing skill in expressing oneself orally or in writing

IDEA Student Learning Outcomes:

IV. CONTENT OUTLINE AND METHODS OF INSTRUCTION

- Learning to analyze and critically evaluate ideas, arguments, and points of view

Content Outline:

Decide Between the Two Paths Within the Course:

In each of the HS courses, a student will have the option to choose between two paths, a Major Projects Route or the Modular Route. Students will want to make the decision with the input of their Journey Coach and instructor.

Major Projects Route:

For the major projects route, students will have two written projects, each with an online presentation component. These major projects will ensure a student meets the same competencies as the modular route, but it allows the student to demonstrate those competencies in a more expedited, cohesive manner. Each of the competencies will also have linked resources and students will interact with instructors and peers on a weekly basis via web conference and the Journey Coach will be checking in with students weekly as well.

Modular Path Route:

If a student decides to go the modular route, they'll work through seven modules at personalized pace (do not have to accelerate if student does not want to, follow pacing guides) as well over the term. Each module has an overview with specific competencies, resources, and assignments. Each module can typically be completed in one week or sooner. Students will still meet with their instructor and peers during a web conference session each week and with the Journey Coach weekly as well.

Methods of Instruction: This is an online classroom. We will have weekly textbook chapter readings, lecture notes, as well as

short videos to view on specific topics for each module. Students will participate in weekly zoom sessions.

To assist students with learning proper APA formatting, there will be resources provided and students are responsible for complete a quiz on the content.

Graded Projects

***See Pacing Guides for suggested due dates for all application assignments and/or major projects**

Major Projects Route:

Pre-test:

The pre-test acts as a guide of your knowledge base for this course. It will help you determine what areas you need to spend more time on.

Major Projects (x2) and Presentations (x2): 90%

Knowledge Checks (Optional)

Zoom Sessions: 5% participation grade

- Students must participate in four out of seven sessions to receive full participation credit

Post-test: 5% of final grade

- The post-test allows you to show your competency of the course as a whole.

Modular Path Route:

Pre-test:

The pre-test acts as a guide of your knowledge base for this course. It will help you determine what areas you need to spend more time on.

Module Application Assignments (x14): 90% of final grade

V. METHODS OF ASSESSING ACHIEVEMENT OF LEARNING OUTCOMES

Knowledge Checks (Optional):**Zoom Sessions: 5% participation grade**

- Students must participate in four out of seven sessions to receive full participation credit

Post-test: 5% of final grade

- The post-test allows you to show your competency of the course as a whole.

VI. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES**Grading Scale:**

Percent	Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Demonstration of Proficiency:

Students will have two opportunities to demonstrate proficiency of the modular route assignments and two opportunities to demonstrate proficiency of the major projects route assignments. If student does not demonstrate proficiency in the allotted time, a grade of 0 will be given for that assignment and will count toward the student's final grade for the course.

Pacing Guides:

[Flex Degree Major Projects Route Pacing Guide.docx](#) 

[Flex Degree Module Track Pacing Guide.docx](#) 

Rubrics

Rubrics will be provided in each course for all written assignments. All written assignments are to be completed in APA writing style unless otherwise noted by the course instructor.

STUDENT FEEDBACK	Students can expect the instructor to respond to emails within 24-48 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas grade-book within 7-10 days after the due date, but preferably 3-5 days for accelerated courses (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas (located in the online course on the left control panel).
---------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

VII. COMPUTER AND INFORMATION TECHNOLOGY USAGE

University Email: All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

Technical Support

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: <https://helpdesk.andersonuniversity.edu>

Help Desk Phone: (864) 231-2859

Course Related Support

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

CIDL Website: <https://www.aucidl.com>

CIDL Phone: (864) 231-2199

VIII. COURSE POLICIES

Class Participation/Attendance: This is an accelerated self-paced course situated within a seven-week format and a significant amount of material is covered within each module. It is important that each student participate actively in class zoom sessions/activities. Attendance is based on your mandatory for this course. Since this is an online course, students should sign in frequently throughout each week. If a student misses work for two consecutive weeks, it will be determined that they are no

longer participating in the course will be dropped from the course. If the student is aware of extenuating circumstances that will interfere with this course, please notify the instructor as soon as possible. If there are issues beyond the student's control that prohibits them from completing their class work (i.e. death of loved one, hospitalization), please notify the instructor as soon as possible to make appropriate arrangements.

Academic Dishonesty: Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties, for academic dishonesty are described in the University Catalog. (.285,). See a more detailed description of this issue in the Student Handbook, (42-45) located at <http://www.andersonuniversity.edu/campus/student-handbook> (Links to an external site.).

Statement on Disabilities and Academic Adjustments

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success (<http://www.andersonuniversity.edu/student-success> (Links to an external site.)) who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

IX. LEARNING FACILITIES AND RESOURCES AVAILABLE

Thrift Library

Monday through Thursday - 7:45 a.m. to midnight; Friday - 7:45 a.m. to 5:00 p.m.; Saturday - 11:00 a.m. to 5:00 p.m.; and Sunday - 3:00 p.m. to midnight (Closed on all university holidays.)

<http://www.andersonuniversity.edu/library> (Links to an external site.)

Computer Labs located in Vandiver (first floor) and Bunton (Thrift Library basement)

The Writing Center

NEW: The Writing Center and the Center for Innovation and Digital Learning are excited to announce the launch of the AU Online Writing Center. There is an option for live chat support or assignment-drop off, and there are helpful resources located on the site (built within Canvas). This is currently *only* for students in online classes.

<http://bit.ly/auwriting> (Links to an external site.)

The **Center for Student Success** is located in the third floor of Thrift Library. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success> (Links to an external site.).

Appendix A:

COURSE PURPOSE, GOALS, AND OUTCOMES

Purpose: In the course, Introduction to Human Services, students will be introduced to the field of Human Services. Students will begin to evaluate human services policy and practice, values, attitudes, and knowledge in the field, intervention strategies, ethical dilemmas, social welfare systems, organizing and changing systems, and survival and personal care in the field. Students will also explore different career choices in Human Services. Students will learn about the helping process. Students will learn about working with client systems of different sizes (individuals, groups, organizations). Students will also discuss poverty and the impact poverty has on one's life.

Goals:

By the end of this course students will:

1. Students will explore the definition, purpose, and role of Human Services professionals
2. Students will gain an understanding of the basic concepts of Human Services in the United States.
3. Students will gain understanding of how to work within a Human Services agency and with various other outside systems on behalf of clients
4. Students will explain the various definitions of Human Services
5. Students will explain and apply the ethical standards of Human Services professionals
6. Students will develop an understanding of the helping process

IDEA Student Learning Outcomes:

1. Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

Module Learning Outcomes:

1. Students will explore the definition, purpose, and role of Human Services professionals
2. Students will gain an understanding of the basic concepts of Human Services in the United States.
3. Students will explore the origin and history of Human Services work.
4. Students will identify historical variables which influenced the development of Human Services in contemporary America.
5. Students will explore the career and practice options available in Human Services
6. Students will gain understanding of how to work within a Human Services agency and with various other outside systems on behalf of clients
7. Students will analyze and compare the different models of Human Service delivery

8. Students will explain the various definitions of Human Services
9. Students will explain and apply the ethical standards of Human Services professionals
10. Students will develop an understanding of the helping process
11. Students will gain an understanding of the impact of policies and programs on diverse populations and the principles of social and economic justice.
12. Students will identify and understand strategies of Human Service delivery.
13. Students will gain an understanding of and explore approaches to social change, social movements, organizational policy and reform.
14. Students will Identify social, economic, political, and cultural factors within American society which influence how Human Service problems are identified and how services and fields of practice are created to address these problems.