



## HSS 201: Introduction to Human Services

### Student Syllabus for the Adult Degree Programs

#### Course Description

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This course provides an overview of the human services profession and its history, values, goals, and practices. Ethical and philosophical issues involved in providing human services to those in need will be explored.

#### Course Introduction

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The interdisciplinary field of human services seeks to help both individuals and communities in improving quality of life. This form of assistance involves both preventative as well as remedial approaches. Services are provided to individuals, families, and small groups. Effective helping also requires improvements in delivery of services and policies. Hence, human service workers must develop competency at both the micro and macro levels. In addition, they must demonstrate an appreciation for human diversity and understand the influence that values have in providing services.

The term “human service worker” is a generic term that can refer to various roles and job titles. A few of these roles include that of case manager, advocate, educator, and planner. The variability of job responsibilities and work settings requires that human service workers possess knowledge and skills that can be utilized with diverse populations and in multiple settings. Therefore, contemporary human service workers must understand the generalist concept. The effective delivery of human services is dependent upon a thorough understanding of the relationship between the client and his/her environment.

#### Course Outcomes

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Upon completion of this course, the learner will be able to:

1. Discuss a foundational understanding of human service history, policy, values, goals, and practice.
2. Examine ethical and philosophical issues related to human service delivery and at-risk populations.
3. Analyze the generalist model, the human service delivery system, and the client-helper-environment relationship.
4. Review and evaluate human services from a Christian perspective.
5. Relate theoretical information to practical application.

## Course Texts

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Bibb, W. R. (2010). *Rose's story* (Revised edition). Long Grove, IL: Waveland Press.

ISBN-13: 978-1577666622

ISBN-10: 1577666623

*ESV value thinline Bible*. (2016). Wheaton, IL: Crossway.

ISBN-13: 978-1433550652

ISBN-10: 1433550652

Woodside, M., & McClam, T. (2015). *An introduction to human services* (8<sup>th</sup> ed.). Stamford, CT: Cengage Learning.

ISBN-13: 978-1285749907

ISBN-10: 1285749901

### Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

## Learning and Physical Disabilities Policy

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Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

## The Grading System in the ADP

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The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each

semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

## Policy on Academic Honesty

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Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit [www.plagiarism.org](http://www.plagiarism.org) in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

## Turnitin Policy

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Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](https://turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

## Course Evaluation

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Criteria	Points Breakdown	Points
Discussion Forums (8)	30 points each	240 points
Written Assignments (2)	60 points each	120 points
Case Studies (2)	60 points each	120 points
Application Essays (2)	60 points each	120 points
Rose's Story Application Paper	One Submission	150 points
Total		750 points

## Assignment Descriptions

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### *Discussion Forums*

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- Part 2 – Respond back to your instructor's post. In addition, post a response to at least two of your fellow classmates' postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate **MUST** be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

**NOTE:** How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is REQUIRED as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed discussion of your responsibility in discussion forum postings, please see the "Guidelines for ADP Students in Online Discussions" document in your Moodle orientation course.

## *Written Assignments*

Throughout this course, students will complete two written assignments that will require them to concisely respond to and apply some of the key course concepts. Specific instructions for completing these written assignments can be found in the course outline below.

- Session 1: Written Assignment 1 – Helpers and Clients Activity
- Session 3: Written Assignment 2 – Tracing a History of Helping

Each of these written assignments will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA style and formatting (double spacing, proper APA citations, etc.).

All written assignments are due by 11:55 pm (EST) Saturday of the designated session week.

## *Case Studies*

In this course, students will complete two case studies. Specific instructions for completing these case study assignments can be found in the course outline below.

- Session 2: Case Study 1 – Case Manager
- Session 4: Case Study 2 – Models of Service Delivery

Each of these assignments will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA style and formatting (double spacing, proper APA citations, etc.).

All case study assignments are due by 11:55 pm (EST) Saturday of the designated session week.

### *Application Essays*

During this course, students will complete two application essays. Specific instructions for completing these essays can be found in the course outline below.

- Session 5: Application Essay 1 – Financial Assistance Web Search
- Session 6: Application Essay 2 – Values Self-Inventory

Each of these written assignments will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA style and formatting (double spacing, proper APA citations, etc.).

All application essays are due by 11:55 pm (EST) Saturday of the designated session week.

### *Rose's Story Application Paper*

For the final paper due in Session 8, you will need to respond to the following in 8-10 pages:

1. Refer to *Rose's Story* and *An Introduction to Human Services*. Explain, in detail, 4-6 concepts from the textbook that you found evidence of in *Rose's Story*. To help get you started, you may want to consider the following:
  - Critique Rose's experience with the system based upon the helping process and professional approach.
  - What professional/ethical violations occurred in the story? How did the system fail Rose?
  - What responsibility did Rose have in contributing to her situation?
2. Identify 2-3 times in the story when various alternative approaches to Rose's situation could have resulted in a different outcome, or describe a possible alternative approach and explain how this approach might have generated a more positive outcome.
3. What parallels can you draw to other personal and professional experiences?
  - How could you apply these experiences to your workplace or organization?

NOTE: Be sure to provide adequate references to the course readings and materials and sufficient examples from class activities and/or job/ministry-related experiences to fully demonstrate your understanding of the course content.

In total, the Rose's Story Application Paper should be 8-10 pages in length (not including cover sheet and reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Rose's Story Application Paper is due by 11:55 pm (EST) Saturday Session 8.

## Professional Skills in Your Online Courses

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All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

### Design Skills



Creation of a plan or convention for the construction of an object, system, or measurable human interaction

### Cultural/ Social Sensitivity



Effective in establishing and maintaining productive and positive working relationships with diverse audiences

### Research Skills



Skillful in compiling, organizing, and using data to enhance planning and effectiveness

### Collaboration Skills



Skillful in collaborating with others to identify problems, provide advice, and develop agreeable solutions

### Problem Solving Skills

$$\sum_{i=1}^n i = \frac{n(n+1)}{2}$$

Ability to identify and define problems and solutions