INDIANA TECH

Course Syllabus Cover Page – Spring 2021

Course Number: HS 1200

Course Title: Introduction To Human Services

Course Description:

An overview of the program, philosophies, history, and economics of human and social service agencies. 3 credit hours. (3 plus 0)

Prerequisites: None.

Credit hours: 3

Learning Outcomes:

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

1. Understand the significance of the language human service workers use as well as the systems approach in the practice of delivering human services.
2. Give a description of a consumer and identify their needs.
3. Identify the range and focus of human services by examining the links among problems, issues, policies, and delivery of human services.
4. Establish a work identity, develop essential characteristics of human service organizations, and the nature and meaning of human service work.
5. Describe components of the available resource systems.
6. Demonstrate brokering and advocating skills as well as rights issues in human services.
7. Demonstrate interview skills that are important in helping others.
8. Understand assessment, goal setting, service planning, and case management in human services.
9. Understand models of intervention in human services.
10. Demonstrate the ability to manage information in human services.

Indiana Tech

College of Professional Studies

HS 1200 Introduction to Human Services

Online Syllabus Course Content

Instructor Information
Please see Professor Profile at the Blackboard instructional site.

Course Schedule
Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies
All of the online courses taken by students are required to follow the policies posted online at http://online.indianatech.edu/tech-policies/policies/. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook
Mehr, J., & Kanwischer, R. (2011). *Human services: Concepts and intervention strategies*. Boston, MA: Pearson Education, Inc.

Grading Events & Grading Criteria
Unless otherwise specified, all assignments must be submitted via Blackboard

Grading Events

Activity	Point Value	Number	Total Value
Course Preparation Quiz	5	1	5
Discussion Board	10	5	50
Discussion Board responses	5	5	25
Exams	20	4	80
Total			**160**

There will be a total of 160 points for this course. Each posting is 10 points (5 postings); 5 points for response to a classmate (5 postings); 20 points for each exam (4 exams).

Exams will consist of 10 true/false questions covering each week's assigned chapters. Each correctly answered question will be 2 points. The exam is not timed and you may open as many times as you wish but you may submit your answers only once. Exams are not returned.

Exams will close at 11:59pm of the deadline date.

Discussion Posts (10 Points each); Response Posts (5 Points each): All discussion board items will be evaluated each week. Students are expected to participate by posting materials and contributions to the Discussion Board. Topics to be discussed are provided in the "Assignments" section of the Modules on the Menu Bar. In addition, students are expected to comment on materials posted by fellow students one time per week. To be counted as participation, your postings need to be thoughtful; that is, they refer to the week's readings, information obtained from the course text, or ideas expressed in the postings of other class members. Use references to support your postings. Your postings must demonstrate that you have reflected on the assigned readings, and synthesized the material with your new gained knowledge. To receive full credit from your responses to a classmate, it must be more than "Nice post".

The response to your classmate's post should demonstrate a reflection of their post and what knowledge you gained or questions you may have. Do not critique the post – this is the instructor's responsibility. Adhere to the weekly time frame to allow others time to comment on your work. Late responses will not receive points. Also, if a classmate asks a question (or the instructor), it is expected that you will respond in a timely manner. Points will be deducted if there is no response.

Grading Rubric for Discussion Postings

Course discussion board activities for each posting are worth a maximum of 10 points per posting. Points for each posting will be awarded as follows:

Superior: (9-10 points)

- Discussion contributions are submitted according to specifications of the assignments.

- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and cites resources appropriately (APA).

- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings and synthesized key comments and ideas, as applicable.

Sufficient: (5-8 points)

- Discussion contributions are submitted according to the specifications of the assignments.

- Is adequately written, but may use some terms incorrectly, may need to read two or more times to be understood. Uses APA/> format.

- Discussion contributes to the quality of interaction.

- Discussion contributes some depth of understanding of the issues and show that the student has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.

- Discussion contributions provide evidence that the student has considered at least some colleagues' postings and synthesized key comments and ideas, as applicable but it appears as though all of postings have not been reviewed.

  Minimal: (1-4 points)

- Discussion contributions are not submitted according to the specifications of the assignments.

- Discussion contributions are not adequately written, may use some terms incorrectly, may need to read two or more times to be understood. APA format is not used.

- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate thinking and learning.

- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to be address peripheral issues, and are generally accurate but with some omissions and/or errors. If key principles are presented, there is no evidence the learner understood principles or key principles are not integrated into the response.

- Discussion contributions do not provide evidence that the student has considered at least some colleagues' postings or synthesized key comments and ideas, as applicable.

  Inadequate: (0 points)

  No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are poorly written, terms used incorrectly, need to read two or more times to be understood. APA format is not used.

- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate thinking and learning.

- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, and/or do not address relevant issues, and/or are inaccurate and contain many omissions and or errors.

- Discussion contributions do not provide evidence that the student has read or considered colleagues' postings, as applicable.

Grading Scale
The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D

87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments
All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes
If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:
- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
  - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
  - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
  - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated university authority.

Course Related Communication
Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from

following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.

Recommended Reading

Corey, G., & Schneider-Corey, M. (2007). *Becoming a helper.* Thomson Publishing: Belmont, CA.

Evans, D., Hearn, M., Uhlemann, M., & Ivey, A. (2004). *Essential interviewing: A programmed approach to effective communication.* Thomson Publishing: Belmont, CA.

Okum, B., & Kantrowitz, R. (2008). *Effective helping: Interviewing and counseling techniques.* Thomson Publishing: Belmont, CA.