

# HUS 3000: Intro to Human Services

## Online Syllabus

### Shorter University

## Instructor Information

See link in Canvas.

## Course Information

- Course: Introduction to Human Services
- Course Number: HUS 3000
- Credit Hours: 3
- Prerequisites: None

## Course Description

**Introduction to Human Services:** Critical topics covered that deepen students' understanding of the field include: history, theory, helping skills, standards in the profession, group counseling, family counseling, community systems, research and assessment, normal and abnormal development, career issues, and multicultural awareness

## Student Outcomes

By the end of this course students will be able to:

- Recognize multiple perspectives for defining human services
- Explain and Identify historical factors in the evolution of human services.
- Describe and illustrate the field of study, career opportunities, job outlook, professional organizations, and current issues within the profession of human services.
- Differentiate among three models of human service delivery
- Recognize and analyze the types of problems that lead people to human services.
- Identify and analyze characteristics and categories of human services professionals.
- Explain how human services professionals provide services to clients.
- Apply communication skills vital in the helping process.

- Apply systems knowledge used in understanding human service delivery.
- Describe and illustrate the ethical, legal, and professional issues concerning the human services profession

## Required Texts

Woodside, M. R., McClam, T. (2015). *An Introduction to Human Services* (8th ed.). Stamford, CT: Cengage. ISBN: 978-1-285-74992-1.

Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. Washington, DC:

American Psychological Association, 2010 ISBN: 978-1-4338-0561-5.

National Organization for Human Services Code of Ethics **(Please save a copy)**

<http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

## Supplemental Materials

Administration for Children and Families (2010). *American Recovery and Reinvestment Act*. Retrieved from <http://www.acf.hhs.gov/programs/ofa/recovery/tanf-faq.htm>

American Psychological Association. *About APA*. Retrieved from <http://www.apa.org/about/>

America's uninsured crisis: Consequences for health and health care. (2009). *Institute of Medicine report brief*. Retrieved from <http://www.iom.edu/Reports/2009/Americas-Uninsured-Crisis-Consequences-for-Health-and-Health-Care.aspx>

Buck, F. (n.d.) *Religious diversity works to define 21<sup>st</sup> century America*. FACSNET. Retrieved from <http://www.facsnet.org/issues/faith/williams.php>

Bureau of Labor Statistics. (2010). *Career guides to industries, 2010-2011: Healthcare*. Retrieved from <http://www.bls.gov/oco/cg/cgs035.htm>

Center for Credentialing and Certification (2011). *Human services board-practitioner application packet*. Retrieved from AAP. (2000). Changing concepts of sudden infant death syndrome. *Pediatrics*, 105, 650-656.

Cochran, J. L., & Cochran, N. (2006). *The heart of counseling: A guide to developing therapeutic relationships*. Pacific Grove, CA: Brooks/Cole/Thomson.

Dolgoff, R., Harrington, D., & Loewenberg, F. M. (2011). *Brooks/Cole Empowerment Series: Ethical dimensions for social work practice*. Belmont, CA: Brooks/Cole.

Homan, M. (2010). *Promoting community change: Making it happen in the real world*. Belmont, CA: Brooks/Cole.

Ivey, a. E., M. B., & Zalaquett, C. P. (2011). *Essentials of intentional interviewing: Counseling in a multicultural world*. Pacific Grove, CA: Brooks/Cole.

Obesity and Overweight for Professional. (2012). Centers for Disease Control. Retrieved from <http://www.cdc.gov/obesity/data/adult.html>

Pederson, P. (2000). *A handbook for developing multi-cultural awareness*. Alexandria, VA; American Counseling Association.

Remeley, T. P. Jr., & Herlihy, B. (2009). *Ethical, legal and professional issues in counseling*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

SAMSHA (2011). *Current statistics on the prevalence and characteristics of people in the United States experiencing homelessness*. Retrieved from [http://homeless.samhsa.gov/ResourceFiles/hrc\\_factsheet.pdf](http://homeless.samhsa.gov/ResourceFiles/hrc_factsheet.pdf)

U.S. Department of Health and Human Services. (2009). *Summary. Child maltreatment: 2007*. Retrieved from <http://www.acf.hhs.gov/programs/cb/pubs/cm07/summary.htm>

Welfel, E. R., (2012). *Ethical in counseling and psychotherapy: Standards, research, & emerging issues*. Pacific Grove, CA: Brooks/Cole.

## Web Resources

National Organization for Human Services: <http://www.nationalhumanservices.org/>

Social Security Act of 1935: <https://www.ssa.gov/history/35act.html>

Rethinking Human Service Delivery

<https://dupress.deloitte.com/dup-us-en/industry/public-sector/human-services-delivery-data-driven-insights.html>

Human Services and Ethical Practice: <https://www.youtube.com/watch?v=xnLvGuHv9zk>

## Technology

- You must have regular access to a computer and an Internet connection to participate in this course. All coursework is conducted online, and no in-person meetings will be held.

- Shorter University uses Canvas as its online Learning Management System (LMS). An LMS provides students and faculty with an Internet-based learning environment that is both secure and easy to use. All course materials will be provided through Canvas, and all assignments will be submitted through the software, as well. When a student is enrolled in a course, they will automatically be enrolled in the course module in Canvas.
- Students can [log in to Canvas](#) using their normal SCHOLAR ID and password.
- Students should always email their instructors from their Shorter University Hawkmail account. Emails can be initiated from an email program or from Canvas itself.
- Assignments may be distributed in proprietary file formats, such as PDF or Microsoft Word. Students will be expected to have the necessary software to open and interact with these files.

## Grading Information

Assessments	Points
Discussion Board Postings	200 Points
Weekly Assignments	150 Points
Group Project	150 Points
Final Paper	150 Points
Annotated Bibliography	200 Points
Midterm	100 Points
Final Exam	100 Points
Total for the course	1050 Points

Grade Scale	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

## Course Assessments and Policies

### Discussion Forum Participation

In a traditional classroom, each student would be expected to attend class regularly and interact with the professor and with the other students. The online classroom is no different. The discussion forum allows us to reflect on each week's material individually, but more importantly,

it also allows us to discuss the material with one another and learn as a community. Each week's discussion forum will have a topic which will either require you to respond to a reading or critically engage with an issue.

To allow for the best discussions, follow this schedule:

#### *Suggested*

- On the third day of the week, initial responses to the topic will be due.
- By the fifth day of the week, you will have read several peers' posts and responded to at least two.

All posts and responses will be due by 11:55 PM on the due date. **No Late discussion post accepted.**

## Tests

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You will have a Midterm & Final Exam in this course – The Midterm will cover chapters 1-4 & the Final will cover chapters 5-9.

## Group Work

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In order to demonstrate your knowledge of the helping process and the main objectives of this course, be prepared to provide PowerPoint presentation with voice over, demonstrating your ability. Review the case study and instructions (provided by the instructor) and provide a detailed presentation Guidelines will be provided by your instructor.

## Written Assessments

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**APA Formatting:** All written assignments MUST be APA formatted (6<sup>th</sup> edition). This includes but is not limited to title page, abstract, in-text citations, references, etc. You will lose a significant amount of points if APA formatting is not implemented.

**Weekly Assignments:** Complete each assignments via the instructions provided each week

**Annotated Bibliographies: First set of annotations:** Select five (5) scholarly articles pertaining to a social problem (teenage pregnancy, substance abuse, marital issues etc.). You will write an APA formatted annotation for each article. You will use these articles to write your four (4) page APA research paper – see final paper instructions. Detailed instructions will be provided by the instructor. **Second set of annotations:** Select five (5) scholarly articles pertaining to a Human Service topic and write an APA formatted annotation for each article.

**Final Paper:** Using the scholarly peer reviewed journal articles that you retrieved and annotated earlier in the course, students will compose a 4 page (content) APA research paper. The paper should have a title page, abstract and reference page. Therefore the total number of pages for the paper should be a minimum of 7 pages. More information will be provided by the instructor.

## Participation Policy

Participation is required to complete this course successfully. Please note that participation is measured by completing the discussion forums each week by the specified due dates, in conjunction with all assignments and tests.

## Late Work

All work is expected to be submitted on-time. **Late work will not be accepted.** **\*\*There will be no make-up work.\*\*** Any student that has a verifiable emergency and is unable to meet coursework requirements will be granted make-up assignment dates per the instructor. *Please note:* Verifiable emergencies include but are not limited to the following: medical, funeral, jury duty, or other emergency notice.

## Course Schedule

(Check Canvas for details of assignments.)

- **Week 8 ends on a Friday, so ensure that all assignments are completed by Friday during the last week.**

Week	Reading	Weekly Assessments and Due Dates
1	Chapter 1	<b>Discussion forum:</b> (original post due day 3 & response to 2 classmates by day 7) <b>Written Assignment:</b> HS News – due day 7
2	Chapter 2	<b>Discussion forum:</b> (original post due day 3 & response to 2 classmates by day 7) <b>Written Assignment:</b> HS Timeline – due day 7
3	Chapter 3 & 4	<b>Discussion forum:</b> (original post due day 3 & response to 2 classmates by day 7) <b>Written Assignment:</b> Annotated Bibliography # 1 – due day 7
4	Chapter 5 & 6	<b>Discussion forum:</b> (original post due day 3 & response to 2 classmates by day 7) <b>Written Assignment:</b> HS Values – due day 7

		<b>Midterm:</b> Due day 7
5	Chapter 7	<b>Discussion forum:</b> (original post due day 3 & response to 2 classmates by day 7) <b>Written Assignment:</b> Annotated Bibliography # 2 – due day 7
6	Chapter 8	<b>Discussion forum:</b> (original post due day 3 & response to 2 classmates by day 7) <b>Written Assignment:</b> Finding Resources – due day 7
7	Chapter 9	<b>Discussion forum:</b> (original post due day 3 & response to 2 classmates by day 7) <b>Group Project:</b> due day 7
8	None	<b>Discussion forum:</b> (original post due day 3 & response to 2 classmates by day 7) <b>Final Paper:</b> due day 5 <b>Final Exam:</b> due day 5

## Policies and Procedures

### Netiquette

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Netiquette is a set of rules for how to communicate effectively and politely online.

Effective written communications are an important part of online learning. In a face to face class, body language along with verbal responses and questions help students and the instructor communicate with each other. In an online environment, however, misunderstandings can easily occur when basic rules of Netiquette (online etiquette) are not followed, such as using texting abbreviations or USING ALL CAPITAL LETTERS IN WRITTEN COMMUNICATIONS. Therefore, please use the following guidelines when communicating in this course:

- Using ALL capital letters in online communication indicates you are yelling. Limited use of capitalized words is acceptable when emphasis is needed. Underscoring and italics can also be used for emphasis.
- Use a descriptive subject line in emails and forum postings.
- Include your name in all emails; we can't always tell who you are based on your email address.
- No derogatory comments, ranting or vulgar language is acceptable in any form of communication in the course. Respect for others and their views is expected.
- Please keep in mind that something considered offensive may be unintentional. If you are concerned about something that appears to be unacceptable, please inform the instructor via email.

## **Class Attendance**

Online courses are typically delivered asynchronously, meaning that there are no fixed times when students need to be online. While there is no standard attendance policy for online classes, students are expected to log-in to class several times each week to check for updates and to communicate with the professor and/or with other students. There will also typically be deadlines for the completion of assignments, and there may be requirements that the student participate each week in online chats or forum discussions. In some cases there may be a requirement for the student to log-in at a particular time during the week to participate in a group chat or discussion. As with any traditional course, a student cannot skip several weeks of online classes and expect to succeed!

### **No Show Policy**

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Students who fail to complete the mandatory introduction forum within the first 9 class days from the start of the session will be automatically dropped from the class. PLEASE NOTE: Students must login as well as complete mandatory introduction forum within this 9 day period. Simply logging into a course will still constitute as a NO SHOW for the course if the mandatory introduction forum within the actual online course platform is not completed within the first 9 class days from the start of the session.

Students who do login and complete the mandatory introduction forum within the first 9 days from the start of the session, but who then stop participating in their online class will NOT be automatically withdrawn from the class. To withdraw from the class the student must send an e-mail to their advisor and his or her instructor from his or her Shorter e-mail account requesting to withdraw. The withdrawal will be effective from the date of the e-mail request. An automatic F will be given if a student is not properly withdrawn.

## **Academic Integrity Policy**

### **A Community of Honor**

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As a liberal arts university committed to the Christian faith, Shorter University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of Shorter University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

### **Academic Dishonesty**

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"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.



"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source - including the Internet by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, musical composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi.

## Procedure

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- A. It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master academic assignments independently, refrain from acts of academic dishonesty, and refuse to aid or tolerate the academic dishonesty of others.
- B. If an instructor determines that the student is guilty of academic dishonesty, the instructor must discuss the matter with the student. In the event the instructor cannot reach the student in a timely manner, such as when the student has gone home at the end of a semester, the instructor may assign a grade of "I" (Incomplete) until the student can be contacted and the matter of academic dishonesty discussed. The instructor then completes the "Academic Violation Form" (see Appendix A) which should include evidence and other necessary documentation. The instructor will determine the appropriate remedy: either to assign a grade of zero on that assignment in question or a grade of "F" in the course. The student will designate whether he/she accepts the remedy for the violation of the dishonesty policy or wishes to appeal the instructor's decision. If a student elects to appeal, the "appeal due date" line must be completed on the Academic Violation Form. (See the Appeals section below for more information regarding the appeals process)
- C. Upon completion, the instructor forwards the Academic Violation Form to the Registrar's for the placement in the student's permanent record. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, dean of students, provost, and president. Not appealing when the form is first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost.
- D. If upon receipt of the Academic Violation Form the Registrar determines that the student is guilty of a second offense, then a grade of FD (Failure Due to Academic Dishonesty) will be assigned by the Registrar for the course regardless of the remedy specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently barred from membership in any honorary society and is permanently ineligible for any SU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation

removed from the transcript after one year or upon graduating from the University if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program. The grade of F remains on the transcript. Upon receipt by the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the University. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, dean of students, provost, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost.

## Appeals

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- A. The student who wishes to appeal an academic violation charge should submit his/her appeal in writing to the chair of the appropriate department by the appeal due date indicated on the Academic Violation Form, which is normally within ten regularly scheduled class days after the completion date of the Academic Violation Form. This statement should contain the reasons for which the student is appealing the instructor's decision. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. Within ten regularly scheduled class days of receiving the written appeal, the department chair will notify in writing both the instructor and the student of the chair's decision. If the department chair is also the instructor who files the Academic Violation Form, then the student must appeal to the appropriate academic dean.
- B. When, in the opinion of the department chair, the student fails to show reasonable cause for further investigation, the chair may deny the appeal without taking further action. When, in the opinion of the department chair, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred, the chair will meet with the faculty member and with the student and render a decision within ten regularly scheduled class days of the receipt of the appeal. If the decision favors granting the student's appeal, the department chair may request that the Registrar remove the Academic Violation Form from the student's record. The chair will notify both the student and the instructor of this action.
- C. If the student files the initial appeal or elects to appeal the chair's decision during Maymester, Summer I, Summer II or during final exam week of the Fall or Spring semesters and if the instructor or department chair is not available during that time, all of the foregoing time requirements begin to run with the first day of class in the next major term. In extreme or unusual circumstances regarding the timeliness of the appeals process, the provost will make the final determination.
- D. Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Academic Integrity Appeals Committee in writing within ten regularly scheduled class days of receiving the response from the department chair. Upon receipt of the appeal, the Academic Integrity Appeals Committee will review the matter and issue a decision within fifteen (15) regularly scheduled class days. The Academic Integrity Appeals Committee has the authority to deny the appeal, reduce the penalties in the event of extenuating circumstances, or direct the registrar to remove the record of the Academic Violation Form from the student's permanent record.

The results of the Academic Integrity Appeals Committee are final.

- E. All results from the proceedings of the Academic Dishonesty Appeals Committee should be reported to the appropriate academic dean, dean of students, provost, and president as information.

NOTE: During the appeals process, the student may continue to attend the class in which the violation occurred.

## **Students Needing Accommodations**

Shorter University provides accommodations for students who have a disability. The student must contact the Director of Educational Support in FSU 219 (706-233-7323) as soon as possible to discuss your needs. Shorter University is committed to providing access to programs and services to all qualified students with disabilities. Student Support Services is located in the Fitton Student Union, Room 219 (706-233-7323). Academic support is available to all students through the Center for Learning and Academic Success at Shorter (CLASS). The Center offers peer tutoring and coordinates study groups for students seeking assistance. Also, students can receive help with writing through individual tutoring in the Writing center. CLASS is located on the second floor of the Sheffield-Thompson building in the Bailor Suite.