

Course Syllabus

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SOSC 2053

Foundational Issues in Human Services

Course Description

Stay where you are. Find your own Calcutta. Find the sick, the suffering, and the lonely right there where you are — in your own homes and in your own families, in your workplaces and in your schools. You can find Calcutta all over the world, if you have the eyes to see. Everywhere, wherever you go, you find people who are unwanted, unloved, uncared for, just rejected by society — completely forgotten, completely left alone.

Mother Teresa

Founder of the Missionaries of Charity

Foundational Issues in Human Services is an introductory course in the sequence of Human Services courses. As such, it introduces a number of topics and trends within the field of Health, Human, and Social Services. In addition, the course provides an introduction to the Southern Wesleyan Human Services program, and provides for the opportunity to further consider the interaction of faith and the discipline of Human Services.

Required Materials

There is no commercial text. Instead, you will primarily be using a broad range of online resources, from ebooks and articles available through the SWU library databases. Primary resources are provided below. The first item listed (i.e., Burghardt & Tolliver, 2009) is an ebook which you are expected to read in its entirety. The remaining references are to professional articles available through the library databases. In addition, the online modules (one module for each week/session) contains a list of activities and links (e.g., website and videos) to access for each session.

Burghardt, S. F., & Tolliver, W. (2009). *Stories of Transformative Leadership in the Human Services: Why the Glass Is Always Full*. Thousand Oaks: Sage. eBook. Permanent link:

<http://ezproxy.swu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=562288&site=eds-live>

Abramovitz, M., & Zelnick, J. (2015). Privatization in the human services: Implications for direct practice. *Clinical Social Work Journal*, 43(3), 283-293. doi: 10.1007/s10615-015-0546-1. Permanent link:

<https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=108742267&site=eds-live>

Baran, M., Lindland, E., Kendall-Taylor, N., & Kohut, M. (2013). *Handed to them on a plate: Mapping the gaps between expert and public understandings of human services*. Retrieved from

<https://www.nationalassembly.org/initiatives/national-reframing-initiative/reframing-resource-library/tools-and-publications/>
[\(https://www.nationalassembly.org/initiatives/national-reframing-initiative/reframing-resource-library/tools-and-publications/\)](https://www.nationalassembly.org/initiatives/national-reframing-initiative/reframing-resource-library/tools-and-publications/)

Basso, P. (2013, February). Local agency and community strategies for innovating practice and service. *APHSA Policy & Practice Magazine*, 19, 18-21, 36. Permanent link: <https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=85812968&site=eds-live>

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=59578222&site=eds-live>

Brown, A. (2011). Investing in effective social service programs. *Public Management*, 23(2), 12-15.

Permanent link:

<https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=59578222&site=eds-live>

Guzman, T., Pirog, M. A., & Seefeldt, K. (2013). Social policy: What have we learned? *Policy Studies Journal*, 41, S53-S70. doi: 10.1111/psj.12012. Permanent link: <https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=poh&AN=86728898&site=eds-live>

<http://search.ebscohost.com/login.aspx?direct=true&db=poh&AN=86728898&site=eds-live>

Kahn, J. M. (2014). Early childhood education and care as a social work issue. *Child and Adolescent Social Work Journal*, 31, 419-433. DOI: 10.1007/s10560-014-0332-x. Permanent link: [https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&\(http://search.ebscohost.com/login.aspx?direct=true\)db=rzh&AN=103884031&site=eds-live](https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&(http://search.ebscohost.com/login.aspx?direct=true)db=rzh&AN=103884031&site=eds-live)

Mackelprang, R. W., & Salsgiver, R. O. (1996). People with disabilities and social work: Historical and contemporary issues. *Social Work*, 41(1), 7-14. Permanent link: [https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d\(http://search.ebscohost.com/login.aspx?direct=true&d\)b=rzh&AN=107372879&site=eds-live](https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d(http://search.ebscohost.com/login.aspx?direct=true&d)b=rzh&AN=107372879&site=eds-live)

McCurley, D. (2009, August). Rethinking human service delivery with a family focus. *APHS A Policy & Practice Magazine*, 67(4), 14-18. Permanent link: [https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d\(http://search.ebscohost.com/login.aspx?direct=true&d\)b=edsgov&AN=edsgcl.206121656&site=eds-live](https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d(http://search.ebscohost.com/login.aspx?direct=true&d)b=edsgov&AN=edsgcl.206121656&site=eds-live)

Morris, D., & Oakes, R. (2017, February). Best bets in Health and Human Services for leaders to create a generative future. *APHS A Policy & Practice Magazine*, 13-15. Permanent link: [https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d\(http://search.ebscohost.com/login.aspx?direct=true&d\)b=edsgov&AN=edsgcl.488192151&site=eds-live](https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d(http://search.ebscohost.com/login.aspx?direct=true&d)b=edsgov&AN=edsgcl.488192151&site=eds-live)

Social Security Administration. (n.d.). *Historical Development*. Washington, DC; Author.

Retrieved from <https://www.ssa.gov/history/pdf/histdev.pdf>
(<https://www.ssa.gov/history/pdf/histdev.pdf>)

Wareing, T., & Hendrick, H. H. (2013, February). Toward the next frontier: Trends driving the future of Human Services. *APHS A Policy & Practice Magazine*, 11-13, 37. Permanent link: [https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d\(http://search.ebscohost.com/login.aspx?direct=true&d\)b=f5h&AN=85812965&site=eds-live](https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d(http://search.ebscohost.com/login.aspx?direct=true&d)b=f5h&AN=85812965&site=eds-live)

Yancey, P. (1996, December). *The holy inefficiency of Henri Nouwen*. *Christianity Today*, 40(14), 80. Permanent link: [https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d\(http://search.ebscohost.com/login.aspx?direct=true&d\)b=rfh&AN=ATLA0001016820&site=eds-live](https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&d(http://search.ebscohost.com/login.aspx?direct=true&d)b=rfh&AN=ATLA0001016820&site=eds-live)

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Program Learning Outcomes

This course introduces topics related to the following standards by the Committee for Standards in Human Services Education (CSHSE - <https://cshse.org/> [\(https://cshse.org/\)](https://cshse.org/))

PLO#1	Demonstrate knowledge, skills, attitudes, and values related to significant facts, theories, and ethical issues within the human services
PLO#2	Display knowledge, skills, attitudes, and values consistent with an understanding and appreciation of human diversity
PLO#3	Display the critical thinking skills and research skills necessary to interpret and contribute to current practices in human
PLO#4	Be prepared for employment or graduate studies in human services related

Course Learning Outcomes

As a result of completing this course, students will be able to

		Aligns with
CLO#1	describe the nature of human services and the Southern Wesleyan Human Services program.	PLO(s)# 1

CLO#2	define and discuss major topics and trends within the field of Human Services (defining human services, the role of investment in and conflict inherent in supporting human services program).	PLO(s)# 2
CLO#3	describe some of the resources available to Human Services students at Southern Wesleyan.	PLO(s)# 3
CLO#4	demonstrate improved skills in processing and condensing written	PLO(s)# 4

Course Learning Assignments and Assessments

Grading

Weekly Reading Evaluation Papers	90 points (15 points each for 6 out of 7 papers)
Discussion Forum Participation	62 points (see detailed chart provided in the Explanation of Requirements below)
Weekly course work	50 points (10 points each for 5 out of 6 papers)
Course project	30 points
Ancillary Assignments	10 points
Total	242 points

Weekly Reading Evaluation Papers – 90 points (6 out of 7 papers @ 15 points each)

Every week of the course, you are expected to write a review of the material (readings and videos) that you have studied during the week. The reviews should be a minimum of 2 full and a maximum of 4 full double spaced, type-written or word-processed pages (10-12 point font size, and maximum 1 inch margins), and should follow a format wherein you summarize the article(s), chapters, and videos (**the summary material MUST be no more than 1/2 of the review**) and provide your comments. A good rule of thumb is keep your summary of the course reading/video material to one to 1.5 pages (which usually means that the summary will be brief and general), and make the remainder of the review your comments, reactions, and analyses.

In your summaries of the chapters/articles/videos, focus on the general points and logic of the material. *Summarize EVERY article, chapter, video, or set of videos.* In your comments, analysis, and reactions, include your analysis of and reactions to the material, including connecting the course material to your own experiences and to material that you have encountered in other courses or in your profession.

Keep in mind that I have read/seen all the material in the course; your job is to convince me that you have read (AND have thought about) the material. Do NOT say that you thought an article/chapter/video was interesting, boring, or that you learned something, or, for that matter, that you thought an article/chapter/video was complicated, and you didn't understand it. It does not matter whether the material was interesting or boring; you are still expected to read it. If you learned something from an article/chapter/video, clearly and succinctly say what you learned, and relate your knowledge to other knowledge you already have. Finally, if you thought that an article/chapter/video was complicated (There is definitely some such material.) do not just say so; instead, show me what you picked up, and what you didn't. I want to see evidence that you worked to understand it. A rubric for grading the weekly evaluation papers is found in Appendix B.

In light of the fact that family emergencies, illnesses, and other hassles of life occur, I will drop the grade for one of the weekly reading evaluations for the purpose of calculating the final course grade. So, for example, if you are sick for a session, you can elect to not complete the weekly reading evaluation for the session. That will count as the dropped grade for the purposes of your final grade.

Discussion Participation – 62 points (see detailed chart in this section)

Discussions are an integral part of this course and where much of our class integration will take place. Essentially, this is where we will have our class discussions. In a face-to-face course, if someone asked a question, everyone would benefit from hearing the response.

Similarly, in the discussions, our responses to each other will prove useful to all of us. Discussion participation occurs every session of the course. Typically, initial comments/responses for a session are due on Thursdays by 11:55 p.m.; more detailed, second, posts and responses to peer comments are due on Sundays by 11:55 p.m. These contributions and responses should demonstrate critical thinking

and reflection and should not simply be a statement of fact or a recitation of information presented in the readings.

All discussions are graded, unless otherwise noted on the discussion itself. In each session, there are 10-12 points allotted toward your grade for contributions to the Discussions. These roughly correspond to 3-4 posts required for each Discussion (1-2 initial posts, and 2 responses), with the exception of the Session 1, where 5 posts are required.

For Session 1, in the Introduce Yourself discussion, you are expected to make 2 posts – 1 initial post, and 1 response. For the Session 1 discussion Getting started-what is Human Services, you will make 3 posts - 1 initial post (due Thursday), 1 later response and one reply to a peer – both due Sunday). As a part of all discussions, participants are expected to provide 1-2 original posts as well as a response to at least two other contributors. A detailed outline of the number of points allocated for each post is given below.

Discussion	Points	Point Allotment
Session 1 Introductions	4	2 points for initial post & 2 points for a peer response
Session 1 Discussion	8	3 points for initial post, 3 points for a second post, & 2 points for 1 peer response
Session 2 Discussion	10	6 points for initial/second post(s) & 2 points each for 2 peer responses
Session 3 Discussion	10	6 points for initial/second post(s) & 2 points each for 2 peer responses
Session 4 Discussion	10	6 points for initial/second post(s) & 2 points each for 2 peer responses

Session 5 Discussion	10	6 points for initial/second post(s) & 2 points each for 2 peer responses
Session 6 Discussion	10	6 points for initial/second post(s) & 2 points each for 2 peer responses
Session 7 Discussion	10	6 points for initial/second post(s) & 2 points each for 2 peer responses
Total	72	(72 points total – 10 points dropped = 62 points).

Since family emergencies, illnesses, and other hassles of life occur, I will drop the grade for one of the weekly discussions (Sessions 2-7) for the purpose of calculating the final course grade. (72 points total – 10 points dropped = 62 points). So, for example, if you are sick for a session, you can elect to not contribute to the discussion for the session. That will count as the dropped grade for the purposes of your final grade. Note that I will NOT drop the Session 1 discussions - Introduce Yourself or Getting Started – What is Human Services. You are expected to be there for the first session of classes!

As a resource, I have provided a grading rubric for posts in Appendix C. Please avoid responses like, “I agree,” or “This was really good.” Instead, push yourself to engage in a meaningful dialogue with your peers, providing well-thought-out points instead of “shoot from the hip” answers. For example, if you agree with a statement, explain why.

Keep in mind that the perceptions of other members of the class toward you may be almost entirely driven by your postings; consider the perception that you want others to have of you. Spelling and grammar are very important in an online course. What you put into an online course illustrates your level of professionalism. For more information, see the rules of netiquette at

<http://www.albion.com/netiquette/corerules.html> [_ \(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html)

Weekly course work – 50 points (10 points each for 5 out of 6 papers)

In addition to the weekly reading evaluation papers, each week/session of the course (Sessions 1-6, excluding session 7) contains a 1-2 page assignment addressing a number of issues in human services. A number of these assignments are vignettes prospective clients who may become involved with human services personnel under certain conditions. Although there are 6 weekly course work assignments, since family emergencies, illnesses, and other hassles of life occur, I will drop the grade of ONE of these assignments for the purpose of calculating the final course grade. So, for example, if you are sick for a session, you can elect to not complete the assignment for that session. That will count as the dropped grade for the purposes of your final grade. The weekly course work is given in the chart below.

Session course work	Points	Session/Week
Session 1 Case vignette - JJ	10	Session/Week 1
Biblical basis for HUSV	10	Session/Week 2
Human Services online resources	10	Session/Week 3
Session 4 Case vignette - Linda	10	Session/Week 4
Session 5 Human Services knowledge quiz	10	Session/Week 5
Session 6 Case vignette 4 - Janelle	10	Session/Week 6

Appendix D contains 4 vignettes of prospective clients who may become involved with human services personnel under certain conditions. For each (i.e., *all*) of the vignettes, you are to write a 1-2 page memo, detailing your assessment of the nature of the presenting problem, the relevant client characteristics/strengths, your response and analysis of the situation, and your evaluation and/or diagnosis, as appropriate.

For the weekly course work addressing a Biblical basis for human services, you are to write a 2 page paper providing a Biblical basis for human services (you may want to start with Matthew 25: 40ff.).

The Human Services online resources assignment is a worksheet available through the Canvas assignment. For this worksheet, you are to explore a number of websites related to Human Services and

nonprofit organizations.

Course Project - 30 Points

At the end of the course – Session 7 – you have a course project due; there are 3 possible projects. You may choose whichever project you prefer. Each project must be submitted as a 4-6 page (minimum of 4 full pages, and maximum of 6 full pages) paper. Appendix E contains a rubric for marking the course project.

1. Poverty Budget
2. What Would Jesus Do? Book Review
3. Faith Traditions and Human Services Paper

1. *Poverty Budget – the Working Poor*

For the poverty budget, assume that you are employed at minimum wage for your state, for 40 hours/week, with payroll deductions of approximately \$10.00/week. You have 1 or 2 children (your choice of age and gender). Assume that you are renting at an average rental price for apartments in your area (get this online), or at the price that you currently pay. Establish a budget for a month, including a realistic meal plan for 1 week for you and your child(ren). You may want to visit a local supermarket to get an idea of the cost of the food items you choose for your meal plan. Assume that you are NOT receiving any supplementary assistance (e.g., no Food Stamps/SNAP – Supplemental Nutrition Assistance Program or Medicare/Medicaid).

For your project, submit your budget (1-2 pages), and a reflection on what you learned from developing the budget. In your reflection, consider how you would cope with a crisis (e.g., your child is very sick for a week, a family member needs an expensive medication (e.g., \$200.00), or preparing for holidays - Christmas). In addition, discuss what is meant by the phrase “working poor.”

2. *What Would Jesus Do? Book Review*

Read the book, “In His Steps,” by Charles Sheldon (1896). This book is an example of some of the Christian efforts that contributed to the development of human services and social work. This book is available on Amazon and available as a free book on several sites, including Project Gutenberg. Write a 3-5 page book review, wherein you summarize the book in 1 page-1.5 pages, and then provide your analysis/reaction/comments, including a discussion of the Christian basis for Human Services.

3. *Faith Traditions and Human Services Paper*

Appendix F contains a number of articles discussing social work/helping in the context of various faith traditions (e.g., Islam, Buddhism). Choose one of the faith traditions, read the related articles, and write a 2-4 page review. That is, briefly summarize the articles (in about 1 to 1.5 pages), and then write your analysis/reactions/comments.

Ancillary Assignments – 10 points

There are some assignments in the course that do not cover course content, but prepare the student for participation in and contributions to the course. These assignments are listed below. Details of each of the individual assignments are provided below and in the relevant assignment on Canvas. Completion of these assignments counts toward the course grade.

Assignment	Points	Due
Syllabus acknowledgement quiz	2	Session 1
Midsession course evaluation quiz	3	Session 4
Final reflective course evaluation	5	Session 7

The syllabus acknowledgement quiz and the midsession course evaluation quiz on online quizzes in Canvas, each consisting of about 5 questions.

The final reflective course evaluation should be about 1 full page. Some elements to consider for your reflection are:

- what you learned from the course (e.g., what 2-3 concepts or principles particularly stand out for you, that you expect to remember several years from now);
- what (positive or negative) experiences did you have in this course?;
- what suggestions would you have for the course - is there any aspect of the course (e.g., specific coursework, course load, readings, topics) with which you were particularly pleased, and any aspect of the course with which you were particularly dissatisfied?;

Keep in mind that you do not have to include all of these elements, but I do want you to reflect on experience with the course. Please let me know if you have any questions, or additional comments or

concerns.

GRADING PROCEDURES

Each item of coursework (e.g., quizzes, method reviews) will receive a given number of points out of the total possible (e.g., 8 out of 10 points for a paper). A student's grade for the course will be determined by calculating the number of points earned out of 100, producing a percentage that will be converted to a letter grade scale using the grade equivalency table below.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as "A" through "F" with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
96.0 - 100	A	4.0
92.0 - 95.9	A-	3.7
88.0 - 91.9	B+	3.4
84.0 - 87.9	B	3.0
80.0 - 83.9	B-	2.7
76.0 - 79.9	C+	2.4
72.0 - 75.9	C	2.0
68.0 - 71.9	C-	1.7
64.0 - 67.9	D+	1.4
60.0 - 63.9	D	1.0

less than 60	F	0.0
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Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](http://www.swu.edu/about-swu/technology-services/computer-recommendations/) [\(http://www.swu.edu/about-swu/technology-services/computer-recommendations/\)](http://www.swu.edu/about-swu/technology-services/computer-recommendations/) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a












zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).











Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in “Services for Students with Disabilities,” found in mySWU’s Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Academic Coordinator at the learning site where he/she attends classes. The Academic Coordinator will forward the materials to the Student Success Coordinator for Southern Wesleyan University.

Course Summary:

Date	Details	Due
Sun Jan 17, 2021	 Introduce yourself (https://swu.instructure.com/courses/3012506/assignments/30156280)	due by 11:59pm
	 Session 1 Discussion: What is Human Services? (https://swu.instructure.com/courses/3012506/assignments/30156279)	due by 11:59pm
	 Session 1 Reading evaluation paper (https://swu.instructure.com/courses/3012506/assignments/30156284)	due by 11:59pm
	 Session 1 Vignette - J.J. (https://swu.instructure.com/courses/3012506/assignments/30156285)	due by 11:59pm
	 Syllabus acknowledgement quiz (https://swu.instructure.com/courses/3012506/assignments/30156270)	due by 11:59pm
Sun Jan 24, 2021	 Session 2 Discussion: History, faith, and curriculum (https://swu.instructure.com/courses/3012506/assignments/30156278)	due by 11:59pm
	 Session 2 Biblical basis for human services (https://swu.instructure.com/courses/3012506/assignments/30156286)	due by 11:59pm

Date	Details	Due
	 Session 2 Reading evaluation paper (https://swu.instructure.com/courses/3012506/assignments/30156287)	due by 11:59pm
	 Session 3 Discussion: Policy, programs, and resources (https://swu.instructure.com/courses/3012506/assignments/30156277)	due by 11:59pm
	 Southern Wesleyan contact resources	to do: 11:59pm
Sun Jan 31, 2021	 Session 3 Reading evaluation paper (https://swu.instructure.com/courses/3012506/assignments/30156288)	due by 11:59pm
	 Session 3 Resources for Human Services (https://swu.instructure.com/courses/3012506/assignments/30156289)	due by 11:59pm
	 Midterm course evaluation quiz (https://swu.instructure.com/courses/3012506/assignments/30156268)	due by 11:59pm
Sun Feb 7, 2021	 Session 4 Discussion: Families, children, and human services (https://swu.instructure.com/courses/3012506/assignments/30156276)	due by 11:59pm
	 Session 4 Reading evaluation paper (https://swu.instructure.com/courses/3012506/assignments/30156290)	due by 11:59pm
	 Session 4 Vignette - Linda (https://swu.instructure.com/courses/3012506/assignments/30156291)	due by 11:59pm
Sun Feb 14, 2021	 Session 5 Discussion: Investing in human services - funding and efficiency (https://swu.instructure.com/courses/3012506/assignments/30156275)	due by 11:59pm
	 Session 5 Human Services Knowledge Assessment Quiz (https://swu.instructure.com/courses/3012506/assignments/30156267)	due by 11:59pm

Date	Details	Due
	 Session 5 Reading evaluation paper https://swu.instructure.com/courses/3012506/assignments/30156292	due by 11:59pm
	 Session 6 Discussion: Trends in Human Services 1 https://swu.instructure.com/courses/3012506/assignments/30156273	due by 11:59pm
Sun Feb 21, 2021	 Session 6 Reading evaluation paper https://swu.instructure.com/courses/3012506/assignments/30156293	due by 11:59pm
	 Session 6 Vignette - Janelle https://swu.instructure.com/courses/3012506/assignments/30156294	due by 11:59pm
	 Session 7 Discussion: Trends in Human Services 2 https://swu.instructure.com/courses/3012506/assignments/30156272	due by 11:59pm
	 Course Project https://swu.instructure.com/courses/3012506/assignments/30156281	due by 11:59pm
Sun Feb 28, 2021	 Reflective final course evaluation https://swu.instructure.com/courses/3012506/assignments/30156282	due by 11:59pm
	 Session 7 Reading evaluation Paper https://swu.instructure.com/courses/3012506/assignments/30156295	due by 11:59pm
	 Roll Call Attendance https://swu.instructure.com/courses/3012506/assignments/30156283	
	 Standard course evaluation https://swu.instructure.com/courses/3012506/assignments/30156297	