

Syllabus

SCHOOL OF HEALTH AND SCIENCES
HSVC 200: Introduction to Human Services

5 Credits
Effective: Winter 2016/2017

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course provides an overview and introduction to working in human services. Types of service delivery systems are examined, and the process of helping, including the ethical and legal implications of working with clients is evaluated. The professional roles of the human service worker are discussed, and students explore their own professional interests in human services work.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Discuss appropriate assessment techniques and intervention strategies to use with human services clients
- Evaluate various employment opportunities and educational requirements of working in human services
- Analyze the historical, philosophical, political, and sociocultural contexts of human services delivery
- Review and analyze legal and ethical issues pertaining to the client-helper relationship
- Examine the various roles and functions of human service professionals
- Design a self-care plan for prevention of burnout

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Assessment techniques
- Burn-out
- Characteristics of human services professionals
- History of the human services profession
- Intervention strategies

- Legal and ethical issues pertaining to the client-helper relationship
- Self-care plan
- Stress management
- Theories of human services professions

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities & Discussion	30%
Reflection Paper Outline and References	5%
Reflection Paper Initial Draft	15%
Reflection Paper Final Draft	20%
Group Case Study Project - Presentation	15%
Group Case Study Project - Paper	15%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course Activities & Discussion

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow the student to maximize the benefit of the discussion activities, students should follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes). 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes. 3) Respond to any questions that the instructor has regarding the original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Quantity of Responses	15%
Timeliness	15%
TOTAL	100%

Reflection Paper Outline and References

This assignment is Part 1 of a three-part, stepped writing assignment. In this assignment, students will submit an original outline for a paper addressing important topics in human services professional practice, as well as a list of at least three academic resources formatted in APA style.

The Final Draft of the Reflection Paper will explore several critical topics related to human services, and the three-part writing process allows students an opportunity to receive feedback on college-level academic writing. In the final paper, students will address four primary topics.

- First, students will discuss in detail personal reasons for entering into the helping field. Students will describe what events in their life influenced their decision to pursue this profession. Students will also discuss what area or emphasis of the helping field they are interested in pursuing.
- Second, students will describe the characteristics of effective helpers.
- Third, using this description of effective helpers, students will evaluate which of these characteristics come naturally and which present challenges.
- Finally, students will discuss the importance of self-care for human service professionals. Students will describe their current strategies for coping with stress, and students will propose additional strategies for managing stress and burnout while providing ethical care for clients.

For this part of the assignment, in addition to outlining the topics above, students will identify at least three resources from the professional literature that they will use in researching and writing their paper. Students will provide this reference list of all resources they propose to use in their paper at the end of the outline, cited in APA format.

<i>Components</i>	<i>% of Grade</i>
Organization and completeness of outline	50%
Appropriate references, correctly cited	50%
TOTAL	100%

Reflection Paper Initial Draft

This assignment is Part 2 of a three-part stepped writing assignment. In this assignment, students will submit an initial draft of a 5-7 page paper addressing important topics in human services professional practice. The Reflection Paper in HSVC 200 explores several critical topics related to human services and allows students an opportunity to receive feedback on college-level academic writing. In this paper, students will address four primary topics.

- First, student will discuss in detail personal reasons for entering into the helping field. Students will describe what events in their life influenced their decision to pursue this profession. Students will also discuss what area or emphasis of the helping field they are interested in pursuing.
- Second, students will describe the characteristics of effective helpers.
- Third, using this description of effective helpers, students will evaluate which of these characteristics come naturally and which present challenges.
- Finally, students will discuss the importance of self-care for human service professionals. Students will describe their current strategies for coping with stress, and students will propose additional strategies for managing stress and burnout while providing ethical care for clients.

In their papers, students should combine their own thoughtful analysis with ideas and information found in a minimum of three sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature. This paper has to be an analytical paper, not a summary

of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
Incorporation of feedback	15%
Personal characteristics	15%
DAS-U-Organization and coherence	15%
DAS-U-Evidence and support	20%
DAS-U-Analysis and use of course concepts	20%
DAS-U-Style and mechanics	15%
TOTAL	100%

Reflection Paper Final Draft

This assignment is Part 3 of a three-part stepped writing assignment. In this assignment, students will submit a final draft of a 5-7 page paper addressing important topics in human services professional practice. The Reflection Paper in HSVC 200 explores several critical topics related to human services and allows students an opportunity to receive developmentally appropriate feedback on college-level academic writing. In this paper, students will address four primary topics.

- First, student will discuss in detail personal reasons for entering into the helping field. Students will describe what events in their life influenced their decision to pursue this profession. Students will also discuss what area or emphasis of the helping field they are interested in pursuing.
- Second, students will describe the characteristics of effective helpers.
- Third, using this description of effective helpers, students will evaluate which of these characteristics come naturally and which present challenges.
- Finally, students will discuss the importance of self-care for human service professionals. Students will describe their current strategies for coping with stress, and students will propose additional strategies for managing stress and burnout while providing ethical care for clients.

In their papers, students should combine their own thoughtful analysis with ideas and information found in a minimum of three sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature. This paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-Organization and coherence	15%
DAS-Style and mechanics	15%
DAS-Analysis and use of course concepts	20%
DAS-Evidence and support	20%
Self-reflection	15%
Incorporation of feedback	15%
TOTAL	100%

Group Case Study Project - Presentation

To prepare for the world of work, students are asked to complete a case study project that will involve students working in groups. Students will be assigned to a particular case study group by the instructor. Students will work together to develop a paper and to present their case to the class. In the presentation, students will create a visual presentation of 5-10 slides. Slides should follow the principles of good design and at least half the slides should have photographs, pictures, charts, or other visuals.

Student groups will present to the instructor and a small group of fellow students, using Blackboard Collaborate. Student groups will have about twenty minutes to present their slides and lead a discussion. Following the presentation, the instructor and student audience will have an opportunity to respond to the presentation with feedback and questions.

The presentation slides will be submitted to the instructor via Blackboard following the presentation. Although students will receive individual grades, the expectation is that the paper and presentation both represent a cohesive work, rather than a collection of individual contributions. Each student will be assigned a particular section in the group presentation, which corresponds with the student's assignment in the written section. Each student will receive an independent grade for their portion of the presentation.

The presentation portion of the assignment is worth 15 points. Students will be graded on Oral presentation, Visual design, Application of coursework, and Group work. For the group work component, students will be rated by their team members. The instructor will average the team's ratings for the final grade.

<i>Components</i>	<i>% of Grade</i>
Oral Presentation	35%
Visual Design	10%
Application of coursework	35%
Group Work	20%
TOTAL	100%

Group Case Study Project - Paper

To prepare for the world of work, students are asked to complete a case study project that will involve students working in groups. Students will be assigned to a particular case study group by the instructor. Students will work together to develop an 8-10 page paper and to present their case to the class. In the paper, students will

- 1) Describe each person in the case,
- 2) Identify the presenting problem (i.e., why is the client at the agency),
- 3) Identify possible challenges in attempting to provide effective client services,
- 4) Discuss possible ethical issues that may impact your work with this client,
- 5) Identify issues of social justice that may be impacting the client's growth/health (e.g., racism, classism, sexism),
- 6) Build an information network for this client/family including:
 - a. Available community resources,
 - b. Referral sources, and
 - c. Formal/informal networks.

The paper should be eight to ten pages and meet APA requirements for format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Each student will be assigned a particular section in the group paper, and each student will receive an independent grade for his or her portion of the written work.

The written portion of the assignment is worth 15 points. Students will be evaluated on Organization and Coherence, Evidence and Support, Analysis and use of course concepts, Style and mechanics, and Group work. For the group work component, students will be rated by his or her team members. The instructor will average the team's ratings for the final grade. Although students will receive individual grades, the expectation is that the paper and presentation both represent a cohesive work, rather than a collection of individual contributions.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Analysis and use of course concepts	25%
DAS-U-Evidence and support	20%
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	15%
Group Work	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Undergraduate online and mixed-mode classes are required to use the Blackboard Discussion Board online. Participation through discussion to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. Participation on the Discussion Board – the virtual classroom – enhances the student's learning process and experience in this course, and lack of participation will result in a reduction in grade (see grading rubric).

Participation is active engagement in discussions in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the Discussion Board, timely responses, integration of

course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

The following guidelines apply to all DAS undergraduate online and mixed-mode classes:

1. For fully online courses, students are expected to spend one hour per credit hour per week participating in online activities (for example, for a 5-credit course, the student would spend 5 hours per week on the Discussion Board). It is expected that students access their Blackboard course shell, including the Discussion Board, a minimum of 3 days per week.
For mixed-mode courses, students are expected to spend the allotted online hours participating in online activities (for example, for a 5-credit mixed-mode course where 3 hours are spent face-to-face in a classroom, students would spend 2 hours per week on the Discussion Board).
2. The instructor will provide 2 or more discussion board questions/assignments by early Monday each week (normally 2 or 3 per week for fully online classes, and one or more for mixed-mode classes). Students must post their initial comments to each discussion board question/assignment no later than midnight Wednesday.
3. For each discussion question/assignment, a minimum of 2 thoughtful and topic-relevant responses to classmates' comments per discussion question are required no later than midnight Sunday. Explain why you agree or disagree, ask questions, add to or modify ideas, and respectfully find strengths and weaknesses in classmates' ideas.
4. In order to encourage discussion, it is expected that students will participate throughout the week rather than waiting until Sunday to post all responses.
5. Each post should be at least one well-developed paragraph (no less than 10 sentences in length). "Good post" or similar responses are not considered contributions to class discussions and will not count toward posting requirements.
6. In addition to making at least 2 responses to classmates' comments per discussion question/assignment, students must respond to all questions posed by instructor to their initial discussion comments.
7. All posts must have correct grammar, spelling, punctuation, and APA style.
8. Students are expected to act professionally, avoiding personal attacks, questionable language, and off-topic comments.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education

environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a

physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.