**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: HMNS 5301 VC01 – Introduction to Human Services

**Campus**

: WBUonline

**Term/Session**

**:** WBUonline Fall 1st 8WKS 2025

**Instructor**

**:** **Dr. Cassie Collins**

**Office Phone Number**

**:** 806-291-1182 or cell # **806-685-7626**

**WBU Email Address**

**:** **collinsc@wbu.edu**

**Office Hours, Building, and Location**

**:**

Mondays 10:00am-11:00am; 12:15-1:45pm; 3pm-4pm

Wednesdays 12:00pm-1:45pm; 3:00pm-4:00pm

Fridays 10am-11:00am; 12:15pm-3:00pm

Or call to set up an alternative appointment time

Gates Hall, Room 318

**Class Meeting Time and Location**

**:** WBUonline Spring 2nd 8WKS 2025

**Course start date: Aug 11, 2025**

**Course end date: Oct 4, 2025**

**Course Information**

**Catalog Description**

**:** Provides broad view of the profession of Human Services, emphasizing the historical foundations, the broad range of contributing academic disciplines, areas of service, and professional standards in the field.

**There is no prerequisite for this course.**

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** Martin, Introduction to Human Services 5th Edition, Pearson, 9780136801771, 2022

*The textbook for this course is part of Wayland’s* ***Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials**

**:** None

**Course Outcome Competencies**

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

* Discuss the various historical foundations upon which Human Services is established
* List and identify the roles of human services in professional areas within the field
* Describe and identify the ethical standards of conduct as found in the National Organization of Human Services as well as the Council of Standards for Human Services Education
* Compare and contrast the different areas of the professional practice of Human Services
* Examine and clarify the role of diversity, ethnicity, gender and socio-economic status as it applies to the practice of professional human service roles, including examining the populations to which these will apply
* Personally evaluate one’s own values and standards in implementing human services

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors of online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more from the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be actively submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

[Link to Statement on Academic Integrity , and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

1. Generative AI tools permitted in specific context and with proper citations.
   1. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
   2. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate to content must be properly referenced and cited.
   3. Specific parameters for generative AI usage are provided by the instructor.
2. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Rick Hammer, [hammerr@wbu.edu](mailto:hammerr@wbu.edu) or call (806) 292-9150.

**Course Requirements and Grading Criteria**

Minimum Technical Skills:

To succeed in this class, students need to be able to understand and engage in a few important technical activities and have a basic skill set of each. Here is a general list: be knowledgeable in utilizing Blackboard 9.1; be able to navigate the web, including downloading and reading files from web sites; be able to use their WBU email, including attaching and downloading documents from email; be able to create and save files in commonly used word processing formats (i.e. .doc, .docx); be able to copy and paste text and other items on a computer; be able to save and retrieve documents and files on a computer; be able to locate information on the internet using search engines.

Because this is a full online class via Blackboard 9.1, students should be familiar with how to use Blackboard 9.1 including using Discussion board, submitting assignments, etc. Please contact Blackboard helpdesk at (806) 291-3740 during business hours or for 24/7 support at (806) 547-9192.

In addition, Blackboard tutorial is located at [Blackboard Help Desk](https://www.wbu.edu/wbu-online/blackboard-resources.htm)

****Readings:****

Readings should be completed early in the week in which they are assigned with the expectation that graduate students will be able to adequately address the question(s) posted through the weekly discussion board assignment. All class assignments are due on Sunday by 11:59 p.m. Central Standard Time (CST) with exception to the final Discussion Board submission, which is due on Saturday by 11:59 p.m. (CST). Each due date is listed on the Course Tentative Schedule. Specifically, regarding discussion board postings, your discussion board postings are posted by the instructor by 11:59 p.m. (CST) Sunday and your initial response to the postings are due on Thursday by 11:59 p.m. (CST). Your follow-up responding discussion board postings to other students’ initial responses are due on Sunday at 11:59 p.m. (CST).

Professional behavior dictates that the student will contact the instructor through class email ahead of time if he or she needs to turn an assignment in late. Late work will be accepted only upon permission of the instructor. Any work accepted by the instructor late will receive a 5% reduction per day.

Response Times of the Grading of Assignments:

Grades for discussion board postings are typically entered a couple of days from the due date. Grades for other assignments may be expected no later than a week from the due date. Please check the instructor comments section of each (Discussion Board, At-Risk Populations Essay, Social Media Resources Essay, and Rural Human Services Writing Assignment – APA Style) for feedback and further instructions. The “My Grades” section of Blackboard provides a method for tracking your progress through the course. Grades will be entered in “My Grades” generally within a week. Response times may vary for each assignment type based on the criteria and length of the paper.

Emails are responded to within 24 hours during the work week and 48 hours during the weekends and holidays, although they are generally responded to sooner than that.

# **Course Assignments:**

DISCUSSION BOARD

**Weekly Chapter Reflections (20 points for each, 160 points total)**

Each week there will be one or more questions that will be posted by the instructor on the Discussion Board that reflect contents of each chapter that is assigned on the tentative course schedule. Students will read each chapter(s) and make thoughtful answers. In addition, each student is required to respond ***to at least 2*** other students’ initial responses to the discussion board question(s). Initial responses and two (2) responses to another student’s initial response must be a paragraph in nature each.

Readings should be completed early in the week in which they are assigned with the expectation that graduate students will be able to adequately address the question(s) posted through the discussion board assignment. A discussion board question(s) will be asked by the instructor by 11:59 p.m. (CST) Sunday each week. By Thursday of the same week by 11:59 p.m. (CST) each student is expected to have responded to the discussion question(s) from their own perspective. Within 3 days, by Sunday at 11:59 p.m. (CST) each student is expected to have intelligently and comprehensively responded to two (2) other students.

***Exception: The last week of the course the discussion board questions will be asked by the instructor by 11:59 p.m. (CST)******Sunday. By Wednesday of the same week at 11:59 p.m. (CST) each student is expected to have responded to the discussion question(s) from their own perspective. Within 3 days, by Saturday at 11:59 p.m. (CST) each student is expected to have intelligently and comprehensively responded to two (2) other students.***

AT-RISK POPULATIONS ESSAY **(80 points total)**

Students will write a 6-page paper on a social problem, target population or practice setting from a micro perspective. Students will research a social problem in terms of its history, current scope of the problem, issues involved in providing human services to the target population, and a description of how human services professionals are involved in working with this population or in the practice setting. Students will also describe current human service delivery systems that are available (locally) to address the issue. Students may choose any of the client populations/social problems explored in this course. Examples of appropriate social problems/populations/practice settings: Child Abuse, Mental Illness, Domestic Violence, Substance Abuse, AIDS/HIV, Child Welfare, Rural Poverty, Victim Advocacy, Homelessness, Elder Abuse, Refugees, Mentally Ill Prisoners, Persons with Disabilities, Immigrant Populations, Hospice, and/or Ethnic Minority Populations.

***This essay should be at least 6 double-spaced pages in length with 1-inch margins, 11-point font and cite resources.***

SOCIAL MEDIA RESOURCES EXERCISE **(80 points total)**

Finding referrals for clients is a very important aspect of case management in human services and the Internet is a wonderful way of finding resources. Students will select a social problem and/or a psychosocial dynamic common in the human services field, such as domestic violence, substance abuse, housing insecurity, child welfare (abuse), grief and loss, poverty, and locate FOUR resources on social media, such as Facebook, Twitter, LinkedIn, or websites with interactive capabilities (e.g., chat rooms, etc.). Social media is defined as websites and application platforms with interactive content sharing and social networking capabilities. Students will prepare a one-page summary for each resource with the following information: Social Media Platform, Name of Page, Social Problem, Mission Statement, Target Audience, Interactive Capability, and Rules of Participation. Students are to be mindful of confidentiality, and terms of service of the social media platform.

***This essay should be at least 4 double-spaced pages in length with 1-inch margins, 11-point font and cite resources.***

RURAL HUMAN SERVICES WRITING ASSIGNMENT – APA STYLE **(80 points total)**

Students will select a social problem prevalent in rural communities and conduct a literature review focusing on the nature and scope of the problem. Students will then write a 6-page paper in APA-Style of how human service workers can address the selected social problem in a way that reflects the complexity involved, using a strengths-based approach.

***This written assignment should be at least 6 double-spaced pages in length and must follow APA-Style. Cite resources.***

**COURSE GRADING SCALE**

Course Grading Scale: (400 total possible points)

A = 90%-100% 400-360

B = 80%-89% 359-320

C = 70%-79% 319-280

D = 60%-69% 279-240

F= below 60% 239 and below

\*This scale may be revised to accommodate any changes in assignments.

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule**

| **Course Tentative Schedule: WEEK#** | **Reading**  **Chapter and Content** | **Assignment Due** |
| --- | --- | --- |
| Week #1  Aug 11-Aug 17 | Students should orient themselves to the syllabus and Blackboard.  Via Discussion Board, tell the class a little about yourself. For example, your name, important family facts, what you enjoy doing when you are not studying or working, current occupation, why the field of human services interests you, and what you hope to get from this course.  **Chapter** **1** –  **Chapter 2** – | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Aug 14.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Aug 17.  Responses should be directed at Chapter 1 and Chapter 2 discussion Board Initial Responses; however, feel free to reply to others’ personal responses to their introductions, too. |
| Week #2  Aug 18-Aug 24 | **Chapter 3** –  **Chapter 4** – | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Aug 21.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Aug 24. |
| Week #3  Aug 25-Aug 31 | **Chapter 5** –  **Chapter 6** – | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Aug 28.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Aug 31.  **At-Risk Populations Essay Due** by 11:59 p.m. (CST) Sunday, Aug 31, Submit to Blackboard |
| Week #4  Sept 1-Sept 8 | **Chapter 7** –  **Chapter 8** – | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Sept 4.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Sept 8. |
| Week #5  Sept 8-Sept 14 | **Chapter 9** –  **Chapter 10** – | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Sept 11.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Sept 14.  **Social Media Resources Exercise Due** by 11:59 p.m. (CST) Sunday, Sept 14, Submit to Blackboard |
| Week #6  Sept 15-Sept 21 | **Chapter 11** –  **Chapter** **12** – | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Sept 18.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Sept 21. |
| Week #7  Sept 22-Sept 28 | **Chapter 13** –  **Chapter 14** – | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Sept 25.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Sept 28. |
| Week #8  Sept 29-Oct 4 | **Chapter 15** –  **Epilogue** – | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Wednesday, Oct 1.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Saturday, Oct 4.  **Rural Human Services Writing Assignment – APA Style Due** by 11:59 p.m. (CST) Saturday, Oct 4, Submit to Blackboard |

**Additional Information**

[WBU Catalog](http://catalog.wbu.edu/)