

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**VIRTUAL CAMPUS**

# 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.

Course Title, Number, and Section**:**

**HMNS 5301 VC01 – Introduction to Human Services**

# Term**:**

Fall 2019

# ****Instructor:****

Dr. Cassie Collins

# ****Office Phone Number and WBU Email Address:****

806-291-1182 (Office #) 806-685-7626 (cell #)

[collinsc@wbu.edu](mailto:collinsc@wbu.edu)

# ****Office Hours, Building, and Location:****

Mon 8:30am-11:00am; 1:15pm-1:45pm; 3:00pm-3:30pm

Wed 1:15pm-1:45pm; 3pm-3:30pm

Fri 10:30am-11:00am

Or call to set up an alternative appointment time

WBU Plainview TX Campus, Gates Hall, Room 318

# ****Class Meeting Time and Location:****

Virtual Campus via Blackboard

**Course start date: August 19, 2019**

**Course end date: November 2, 2019**

# Catalog Description**:**

Provides a 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.**

# ****Required Textbook(s) and/or Required Material(s):****

Martin, Michelle E. (2018). *Introduction to Human Services: Through the Eyes of Practice Settings. Pearson ISBN 9780134461038*

# 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 socioeconomic status as it applies to the practice of professional human services 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 (Virtual Campus)

***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 in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Students MUST thoroughly read the syllabus! 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 of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, 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 term 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 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.

# Statement on Plagiarism and Academic Dishonesty:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# 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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

# 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-tutorials.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. 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. 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 student’s 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 will need 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 (16 points for each, 160 points total)** Each week (Not including Week #1’s self-introduction submission) there will be one or more questions that will be posted by the instructor on 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 student’s 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. 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 question(s) will be asked by the instructor by 11:59 p.m. Sunday. By Wednesday 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 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 a 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, 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.**

# 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 or within the last two days of a micro-term 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 (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the “incomplete” is converted to an F.

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.

# 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 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.

| **Course Tentative Schedule: WEEK#** | **Reading**  **Chapter and Content** | **Assignment Due** |
| --- | --- | --- |
| Week #1  August 19-August 25 | 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. | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, August 22.  Two (2) responses to other students’ self-introductions due by 11:59 p.m. Sunday, August 25. For example: What similarities do you have with others in the class? What things did you find interesting about other students’ current careers, things they enjoy, etc.? |
| Week #2  August 26-September 1 | **Chapter** 1 – Introduction to the Human Services Profession ~ Purpose, Preparation, Practice and Theoretical Orientation | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, August 29.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, September 1. |
| Week #3  September 2-September 8 | **Chapter 2** – The History and Evolution of Social Welfare Policy  **Chapter 3** – Ethics and Values in Human Services | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, September 5.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, September 8. |
| Week #4  September 9-September 15 | **Chapter 4** – Generalist Skills and Intervention Strategies | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, September 12.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, September 15.  **At-Risk Populations Essay Due** by 11:59 p.m. Sunday, September 15, Submit to Blackboard |
| Week #5  September 16-September 22 | **Chapter 5** – Child Welfare Services  **Chapter 6** – Adolescent Services | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, September 19.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, September 22. |
| Week #6  September 23-September 29 | **Chapter 7** – Gerontology: Human Services with Older Adults | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, September 26.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, September 29. |
| Week #7  September 30-October 6 | **Chapter 8** – Mental Health Services | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, October 3.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, October 6.  **Social Media Resources Exercise Due** by 11:59 p.m. Sunday, October 6, Submit to Blackboard |
| Week #8  October 7-October 13 | **Chapter 9** – Housing and Homelessness  **Chapter 10** – Medical, Health Care and Hospice | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, October 10.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, October 13. |
| Week #9  October 14-October 20 | **Chapter 11** – Human Services in Public Schools  **Chapter** **12** – Religion, Spirituality, and Faith-Based Agencies | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, October 17.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, October 20. |
| Week #10  October 21-October 27 | **Chapter 13** – Violence, Victim Advocacy, and Corrections  **Chapter 14** – Rural Human Services | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, October 24.  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, October 27.  **Rural Human Services Writing Assignment – APA Style Due** by 11:59 p.m. Sunday, October 27, Submit to Blackboard |
| Week #11  October 28-November 2 | **Chapter 15** – Macro Practice and International Human Services  **Epilogue** – The Future of Human Services | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Wednesday, October 30.  Two (2) responses to other students’ responses due by 11:59 p.m. Saturday, November 2. |

**Additional Information:**

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