**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 5303 <<VC01>> – Theories in Human Services

**Campus**

: <<WBUonline >>

**Term/Session**

**:** <<Spring – 1 2021>>

**Instructor**

**:** <<Dr. Beth Durbin>>

**Office Phone Number**

**:** << Office: 907-385-0493; cell: 907-460-3226 (text is best)>>

**WBU Email Address**

**:** <<durbinb@wbu.edu>>

**Office Hours, Building, and Location**

**:** <<Via email, text or phone call >>

**Class Meeting Time and Location**

**:** <<WBU Online>>

**Textbook Information**

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

**:** << Walsh, J. (2013). Theories for direct social work practice (3rd ed.). Cengage Publishers. ISBN-9781285750248>>

***<<*** *The textbook for this course is part of the* ***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 Information**

**Catalog Description**

**:** Covers theoretical frameworks used by human service practitioners to understand an individual’s behavior in interaction with the social environment and how to apply the theories in a generalist practice.

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

**Course Outcome Competencies**

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

* Deeper understanding of the underlying theories in human services, as they pertain to practice
* Ability to critically analyze strengths and weaknesses of various practice approaches, including constructs, concepts, and guiding principles with practice theories
* Ability to evaluate the professional and personal utility of different theories for practice
* Understand perspectives when working with individuals, groups, organizations and communities
* Discuss relevant research and to identify and conceptualize additional research needs relating to human service theories

**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 in 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 of 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 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**

**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 Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. 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. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**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.

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

**Course Requirements and Grading Criteria**

<< Meet and Greet Discussion Board: So everyone can get to know each other post information about yourself by Friday, January 15. 20 points

Email Assignment**:** In an effort to ensure that you are capable of communicating with me, you will be required to review the syllabus and email me from your Wayland email address on or before January 17, 2021 by 11:59 PM. The email should simply state that the you are fulfilling the email assignment and that you have read the syllabus. You should also address whether or not you have any questions regarding the syllabus. 25 points possible.

Reading Assignments**:** Reading assignments are to be completed on time (i.e., before the corresponding assignments are due). It will be to your benefit to take notes as you read. Additionally, you should be prepared to participate in online discussions about the assigned reading.

Discussion Boards**:** There will be discussion board for each week of class. Each week a prompt will be posted. You will need to formulate an initial response to that prompt by Wednesday @ 11:59 p.m. of each week. By Sunday at 11:59 p.m. CST each week, you will need to have read your classmates initial responses and reply to at least two of your classmates’ initial responses.

Note: You may view your peers work and postings to learn from one another, but you can’t copy their work. While there is no specific word limit, your initial post should be long enough to adequately address the prompt and all issues that are presented. Your initial post must be insightful, thorough, and show an appreciation and understanding of the issues. Your responses to your classmates’ initial posts should identify portions of the post you agree/disagree with and explain why. Additionally, your responses should supplement, contradict, question, or further discussion on the pertinent subject area. All posts should be substantiated by examples from the textbook and/or appropriate websites. **Do not forget to cite your sources**! It is also expected that all posts reflect critical thinking and good grammar.

Assignments**:** You will have 5 assignments. The assignments should be completed in APA format and include a title and reference page.

Assignment 1 – *Preferred Counseling Theory* – Select one theory from the textbook and write a persuasive essay about your choice. They should include the fundamentals of the theory including the core concepts, counseling methods and your rational as to why this would be a good counseling theory when working with children.

Assignment 2 – *Adolescent Paper* - Write a paper reviewing your experiences during adolescence. Your paper should address significant issues and life events that you experienced during adolescence and the effect these events and issues had on you at the time and may currently still have. (Issues that should be addressed include sexuality, drugs, peer pressure, body image and family dynamics.) How did issues of diversity affect your adolescence? Discussion of at least 2 theories must be integrated into your paper. Show how the theories can be used to explain your behavior. For example, you may want to discuss how social learning theory may explain your involvement with certain friends.

Assignment 3 – *Journal article review—*There will be one journal article review in which students will log into the online Wayland learning center and review a peer-reviewed academic article that covers some aspect of the class or information in your book on human services. Journal article review should be 3 -5 pages in length and follow APA formatting.

Assignment 4 – Think about yourself as an older adult and what your life will be like when you are 90 years of age. You should include as much of the following information as possible. You may be creative and write this as a journal entry or as a letter to one of your family members or friends, or just simply as a narrative. Write about what your life will be like in the following areas:

1. **Physical**: Assume that you will get at least one major disease that runs in your family. You may already have some beginnings of that illness or disability now. Look at the members of your family, even if you are adopted, and extrapolate what physical problems you will have as well as physical advantages. Discuss your five senses and which of them will have been impacted by aging and to what degree. Will you be able to communicate verbally or have to rely on non-verbal means of communication (i.e., due to stroke, etc…)
2. **Social**: What kind of a family and personal situation will you have when you are older? Will you be married? Single? Have a significant partner? What type of living situation will you be in? Will you be living with one of your children, on your own or with other old adults? Will you have any hobbies (this may depend on your sensory impairment)? Where will you go when/if you go out?
3. **Financial:** What will your finances be like when you are older? Extrapolate from how you handle money currently in your life. Are you a saver or a spender? Will you have retirement or just have to rely on Social Security.
4. **Emotional/Mental:** What kind of person will you be? Research shows that our personalities do not change significantly as we age, but may become magnified as a result of loss, change, stress, and illness. For example, if you now become irate fairly easily in traffic, what will you be like in the dining hall waiting on your food when you are 90? What will you do to entertain yourself mentally?
5. **Spiritual:** How important will this be to you? Extrapolate from how important it is to you now. How will you practice your faith or if you have none, what will be most important to you as you think of your own death?

Assignment 5 - *Family Genogram*. This assignment is aimed at increasing your awareness and understanding of how your own experience of family-of-origin relationships are likely to influence your social work practice with families, and to gain practice in using genograms to map family structure and to assess salient themes and patterns in family roles, functioning, balance, resilience and resources. This assignment requires you to construct a four-generation Genogram of your family-of-origin, and to develop a reflective narrative analysis which tracks family patterns and interprets family structure, including relational patterns. How do you anticipate that the patterns and themes you identify may influence your work with families in constructive as well as inhibiting ways? What areas for personal growth emerge from your analysis? How have race, ethnicity, sexual orientation, social class and other cultural dimensions influenced your family and your own perspectives on family? What future practice issues do you foresee posing a challenge to you because of your own life story? This narrative should be about 4 pages in length.

Course Grading Method**:**

* Meet & Greet Introduction: 20 points
* Email Assignment: 25 points
* Assignment 1: 150 points
* Assignment 2: 150 points
* Assignment 3: 150 points
* Assignment 4: 150 points
* Assignment 5: 200 points
* Discussion Board: 160 Points Possible 8 discussion boards/ each DB worth 20 points

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**= 1005 Points Possible**

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**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.

**Tentative Schedule**

**Week 1 (January 11, 2021) Chapter 1 & 2**

**Meet & Greet Discussion Board: Due Friday @ 11:59 PM**

**Initial Discussion Board Response: Due Wednesday @ 11:59 PM**

**Classmate DB Response: Due Sunday @ 11:59 PM**

**Email Assignment: Due Sunday @ 11:59 PM**

**Week 2 (January 18): Chapter 3 & 4**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 1: Due Sunday @ 11:59 PM**

**Week 3 (January 25): Chapter 5 & 6**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 2 - Due Sunday @ 11:59 PM**

**Week 4 (February 1): Chapter 7 & 8**

**Initial Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Week 5 (February 8): Chapter 9 & 10**

**Discussion Board Response: Thursday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 3 - Due Sunday @ 11:59 PM**

**Week 6 (February 18): Chapter 11 & 12**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 4 - Due Sunday @ 11:59 PM**

**Week 7 (February 22): Chapter 13**

**Discussion Board Response: Thursday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Week 8 (March 1): Discussion Board Response: Thursday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 5 - Due Sunday @ 11:59 PM**.>>

**Additional Information**

**Census Date, last day to drop without record: January 18, 2021**

**Last day to drop with a W: February 12, 2021**

**Last day to drop with WP/WF: February 19, 2021**

<http://catalog.wbu.edu>

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