

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**HMNS 5303 - Theories in Human Services**

**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 5303 - Theories in Human Services**

Term:Spring 2020

**Instructor:** Dr. Beth Durbin

Office Phone Number and WBU Email Address: Office: 907-385-0493; cell: 907-460-3226 (text is best); durbinb@wbu.edu

Office Hours, Building, and Location:WBU online

**Catalog Description**: Study of theories within the field of Human Services.

This course will provide students with an understanding of social work systems perspective when working with individuals, groups, organizations and communities in human service practice. This course provides students with 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.

**Required Textbook and/or Required Material:**

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

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

* Identify and articulate the knowledge, skills and values needed for effective social work practice
* **Understand social work perspectives when working with individuals, groups, organizations and communities**
* **Deeper understanding of the underlying theories in human services, as they pertain to a generalist 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**
* **Discuss relevant research and to identify and conceptualize additional research needs relating to human service theories**

**Attendance Requirements:**

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. 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.

**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 Executive Vice President/Provost 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.

**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 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 (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 I is converted to an F.

**Course Requirements and Grading Criteria:**

**Meet and Greet Discussion Board**: So everyone can get to know each other post information about yourself by Friday, February 28. 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 March 1, 2020 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. The title and reference page do not count toward the page total. The expected page amount will be after each question.

Assignment 1 – *Preferred Counseling Theory* – Select one theory from the textbook and write a persuasive essay about their choice. They will include the fundamentals of the theory including the core concepts, counseling methods and their 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 3 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. The paper should be 5- 6 typed pages. References should be used in regard to your discussion of theories. Use APA style of referencing. A reference list must be included.

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 will 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. Assume you will live to be 90, even though that may not be true for you. The content of this paper should be 3 pages typed (12-point font), 1” margins, and include a cover. 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 and Life History Grid*. 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 Life History Grid and 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. Please answer ALL of the above questions in your narrative.

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: 220 Points Possible 11 discussion boards/ each DB worth 20 points

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**= 1065 Points Possible**

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Tentative Schedule:

**Week 1 (24 February – 1 March) 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 (March 2 - 8): Chapter 3**

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

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

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

**Week 3 (March 9 - 15): Chapter 4**

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

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

**March 16 - 22: Spring Break – No classwork**

**Week 4 (March 23 - 29): Chapter 5 and 6**

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

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

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

**Week 5 (March 30 – April 5): Chapter 7**

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

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

**Week 6 (April 6 - 12): Chapter 8**

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

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

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

**Week 7 (April 13 - 19): Chapter 9**

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

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

**Week 8 (April 20 - 26): Chapters 10**

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

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

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

**Week 9 (April 27 – May 3): Chapter 11**

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

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

**Week 10 (May 4 - 10): Chapter 12 and 13**

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

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

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

**Week 11 (May 11 - 16): Discussion Board Response: Wednesday @ 11:59 PM**

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

**Additional Information:**

Other Important Dates**:**

**Census Date, last day to drop without record: March 10, 2020**

**Last day to drop with a W: April 24, 2020**

**Last day to drop with WP/WF: May 1, 2020**

<http://catalog.wbu.edu>