



FYC 3115 (Section 25D4) Human Services Course Syllabus Fall 2017

This is the first version of the syllabus and will be modified the first week of the semester. Note that throughout the semester, the instructor reserves the right to adjust the syllabus as needed (e.g., to correct unseen errors and adjust to speaker schedules).

Information about the Course

Prerequisites

Junior or Senior Standing and PSY 2012 or SYG 2000. See the instructor if you do not meet the prereqs.

Course Description

“An in-depth look at human services that assist children and families, with a focus on income support, child protection, adoption and family support programs offered through human services agencies.” The course emphasizes the development of professional helping skills “for working directly with children and families.” The course also takes a look at issues of human services in the areas of mental health, crisis intervention, disabilities, and aging. (UF Catalog)

Who this course is for

- Students who are interested in going into the field of human services (including social work, counseling, psychology, or other helping professions)
- Students in the health professions who may benefit from learning about problems their patients may face and resources available to them
- Any student who wants to improve their interpersonal communication skills, gain service-learning experience, and develop knowledge of social problems and community resources

Course Goals

The general goal of this course is to help students better understand the field of human services and where they personally might “fit” in the field as a professional human services provider. The primary aim of this course is to help you answer the following questions:

- What is human services as a profession?
- Is the field of human services a good career choice for you in the near future?
- What areas of human services are most interesting to you?
- What skills do you need to develop to be effective in human services?

Instructor

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Relations
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Course Information

T 9 (4:05-4:55) and R 9-10 (4:05-6:00)

Location: MAT 0014

Office Hours:

Dr. Smith: TBA

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The course will help answer these questions by providing:

- An overview of human services as a profession
- Information that will increase your knowledge of human service organizations and programs directed at meeting human needs in key areas of human services
- Opportunities to improve professional skills, capabilities, and understanding of the field
- Examples of professional roles and responsibilities to help you consider options for a career in human services

Course Objectives

By the end of this course, you will be able to:

1. Define human services and explain how and why human services exist.
2. Explain and apply the human services perspective, when given examples of human problems.
3. Develop professional skills and practice ethical conduct in a service learning setting.
4. Demonstrate empathy, genuineness, and respect of clients through in-class practice and service-learning experiences.
5. Assess one's cultural competency attitudes, knowledge and skills, through in-class activities and service-learning experiences.
6. Describe approaches to human services for these major clientele groups: abused and neglected children and adults; persons with mental illness; persons living in poverty and homeless; aging adults.
7. Develop an open and accepting attitude toward clients.
8. Develop awareness of career options in human services.
9. Synthesize course material and apply key principles of human services to case examples and service learning.

Course Communication

1. When emailing, please use the Canvas website and use only your .ufl account. We will not respond to emails from g-mail or another server/provider. If you have not received a reply, please email again or see the instructor or the TA for assistance.
2. Check your .ufl email and the Canvas announcements page every day for notices about class.
3. Come see us during office hours!

Getting Help with your Academic Work

The instructor and graduate teaching assistant are available during regularly scheduled office hours to assist students. If you cannot meet during office hours, please set up an appointment for another time.

Note: It is important to get help as soon as you have questions or problems come up. Do not wait until the end of the semester, especially if you are not doing well in class. Late in the semester may be too late to resolve problems.



Required Course Materials

Textbook, Book, and other Readings

The following two books are required for this course and may be purchased at the University Bookstore and other outlets. All students are expected to *purchase* the text and bring it to class when requested. This course requires a lot of reading, including most of the text and many supplemental readings online. You will be quizzed and tested on readings, as well as in-class material. Make sure you are keeping up with reading.

Woodside, M. R. & McClam, T. (2015). *An Introduction to the Human Services, 8th Edition (TEXT BOOK)* (The book or ebook is required, but you do not have to purchase a course pack.) Available on Marsten course reserves (2-hour checkout).

Calcaterra, R. (2013). *Etched in sand*. New York: William Morrow. (Trigger warning*)

** This book contains content that may be painful for students who have experienced abuse, neglect, or parent mental illness as children. Students are advised to have supports in place and to reach out to helping services on campus if needed. Please speak to the instructor about any concerns you may have.*

Other readings are listed on the course calendar and available through electronic course reserves, in the Marston library, or through the Internet. Treat these readings as you would a textbook — required reading that is necessary for understanding the material and performing well on quizzes and tests. Make sure you have read the assigned material BEFORE coming to class. ALSO, additional material may be assigned when something relevant and time sensitive comes up in the news or research publications.

Other resources

- List and links to the array of human services occupations
<http://www.humanservicesedu.org/occupation-career-outlook.html>
- Information about the US Department of HHS and careers: <http://www.hhs.gov/about/careers/#>
- Charity Navigator with ratings and links to HS organizations:
<http://www.charitynavigator.org/index.cfm?bay=search.categories&categoryid=6>
- Nonprofit organization jobs in FL on Career Builder
<http://www.careerbuilder.com/jobs/fl/keyword/nonprofit-social-services>

Thinking about a career in human services? According to the College Board, if you are studying and working in human services, “It helps to be...A caring, patient person with great communication skills,...open to helping people from various backgrounds who face challenges ranging from teen pregnancy to life-threatening illness. You'll thrive if you can work both on your own and with others”.
<https://bigfuture.collegeboard.org/majors/public-administration-social-services-human-services>



Videos and Speakers

Several videos are used with viewing guides to help you identify main concepts and analyze key parts of the video. Missed videos that are not available online can be made up during office hours when the student has an excused absence. Speakers who are working in human services agencies and organizations will be invited to class. They may or may not use PowerPoint slides, so be prepared to take notes and read any additional material they provide.

Requirements

Grades are based on the following assignments. Students must successfully complete all requirements to pass this course:

Assignment	Points
Exams (2 @ 100 points)	200
Service Learning Project (20 hours at approved site, written report, and small group discussion and peer evaluation in class)	150
Quizzes and In-class Work	100
Book analysis paper, discussion, and peer evaluation	100
Skill-building and self-knowledge assignments: Perspective-Taking and Empathy; and Self-Care Plan	50
Total	<i>600 points</i>

Exams: 2 exams @ 100 points = 200 points

Target dates appear on the course calendar, but may be changed if the instructor determines more time is needed prior to the exam. Format includes multiple choice, definitions, true/false, short answer, and essays. Students are expected to be on time for exams and ready to begin when the instructor is ready.

- *What happens if you miss an exam?* See policy on make-up exams under Course Policies below.
- *Will there be a study guide for exams?* Students will be responsible for creating a study guide of their own. A study guide will not be provided by the instructor.

EXAM POLICIES
<ul style="list-style-type: none"> ✓ Do not wear a hat or cap—this applies to men <i>and</i> women. ✓ Bring a #2 pencil; essays will be written in pencil. ✓ Bring your UF ID. ✓ Be on time (or a little early) and ready to begin.

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- ✓ Sit every other seat as much as possible.
- ✓ SILENCE YOUR CELL PHONE. (Do not leave it on vibrate)
- ✓ Leave all coffee/tea and sports drinks and snacks at home. You may have a water bottle.
- ✓ Put all bags, cell phones, and any other materials under your desk and not visible.
- ✓ Use the restroom prior to the test because you will not be dismissed during the test.
- ✓ Sign the back of the bubble sheet when you take the test.
- ✓ Do your own work without assistance from others, and affirm that you have followed this honesty policy on the test with your signature.
- ✓ Come prepared to write!

Although exams will not be handed back, you are encouraged to meet with the instructor or TA during office hours to review your first exam to improve learning and performance on the next exam. However, we ask that you review your exam within 2 weeks after your grade is posted. We cannot promise that we will be available the week of the next exam for you to see a previous test. When reviewing, students may not have a cell phone on, take photos, or make notes about their exam.

Service Learning (SL) Experience and Report: 150 points

There are four parts to this assignment. Detailed instructions will be posted on Canvas.

- 1) 20 hours of experience over the semester in a *pre-approved* (by set date) community-based agency or organization
- 2) A final paper, following the instructions provided on e-Learning
- 3) A final evaluation by your supervisor in a sealed, signed envelope attached to your paper with a staple.
- 4) Participation in TWO in-class group discussions and reports about your experiences. You must be present for these two classes to get credit.

This assignment helps you build your professional skills, apply course material to the “real world” of human services, document experience for applications for jobs or graduate school, and consider a career in human services.

- **Can you do your service learning where you are doing your practicum?** It depends on whether your practicum is human services. Speak to Dr. Smith about this.
- **When can you start?** As soon as your SL is approved by your supervisor and Dr. Smith. NOTE: Many agencies/organizations require a background check, which often takes weeks to clear, so make sure you start this process early.
- **How many hours must you work a week?** The best experiences are those where you are working a few hours a week over the course of the semester. However, you may do your project in an intensive long weekend at Boggy Creek Camp. If you are going to volunteer at St. Francis House, please spread this out over time.

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- ***Are there any restrictions on SL sites?*** You must be with a human services agency or organization, rather than your place of worship or your job. Use this opportunity to build new experiences and develop your skills for working with different clientele groups in different settings.

Agencies must be approved before you begin. Find a site compatible with your interests and professional goals. Follow the procedures explained in the instructions on Canvas. **Points will be deducted DAILY for late submissions unless you are working with me to finalize a location.**

Quizzes and In-class work: 100 points, DUE periodically on unannounced and announced days. Expect 6 in-class quizzes worth up to 10 points each throughout the semester. These may be at the beginning or end of class, and take the form of any of the following: one-minute reflection papers, open-ended questions asking you to summarize readings or key concepts, and multiple choice or fill in the blank for definitions. The goal is to help you focus in on important content, apply course concepts, develop awareness, make connections between course material and your professional development, and prepare for exams and your final project! You **MUST** keep up with readings and pay attention in class to do well on quizzes. If all 6 quizzes are given, the lowest score will be dropped.

Expect 6 in-class assignments worth up to 10 points each throughout the semester. The lowest score may be dropped. These are worksheets, small-group discussions and reports, or other activities designed to understand and apply key concepts or issues and prepare for exam questions. To be a top-notch performer:

- Keep up with the course readings and comment on these in class.
- Participate actively in class activities and discussions.
- Be curious: ask questions of speakers and the instructor.
- Knowledgeably answer questions if called upon.

Collaboration is a key skill in today's workforce, so be sure to use discussions as an opportunity to practice leading, synthesizing information, speaking, and participating with your peers in a positive manner.

Quizzes and in-class assignments can only be made up if the student has professional documentation for their absence, as per UF policy. Make up work must first be approved by the instructor and completed **within the work-week the student returns to class.**

NOTE: This course covers topics that may be difficult because of your personal background and experiences. If there is a day when we will be covering something that you feel will be especially difficult, you do not have to attend class. However, to be excused, you must inform the instructor or TA **before** you miss class. You will still be responsible for making up in-class work within the week and knowing the material for exams and quizzes. **If you want to get credit for quizzes or in-class**

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assignments, you will need to make up the missed work during the instructor's office hours within the week. Please take advantage of the services at UF for counseling to support you on your personal journey and in your career decisions. Please feel free to speak to the instructor about any concerns.

Submit your written projects and assignments to Canvas on time and bring a hard copy to class if requested.

Book Analysis Paper, In-Class Report, and In-Class Peer Evaluation: 100 points

Etched in Sand is a memoir by Calcaterra that brings many human services issues and concepts to life. Detailed instructions and questions for the review will be on Canvas. In summary: (1) Write a book analysis in response to specific questions; submit your analysis to e-Learning on time and through the plagiarism check. (2) Write a short written report in response to specific questions and instructions, and bring a hard copy to class to present and discuss in a small group; (3) participate in a peer evaluation of others' and your own contributions to the small-group discussion. Questions regarding the book will also appear on Test 2.

The following are DUE November 30:

1. BOOK ANALYSIS submitted on time to Canvas. (100 points)
2. IN-CLASS REPORT (25 points). Short written report of your book analysis--bring a hard copy of the report to class. Verbal presentation of your written report in small groups in class. You must be present to get credit. Students arriving late will have points deducted.
3. IN CLASS PEER EVALUATION (25 points): Peer evaluations of *your* contribution to the group discussion; your evaluations of all of your group members' contributions (forms provided in class); and on-time attendance. You must be present to get credit

Self-Awareness Assignments-50 points, due dates throughout the semester

One of the characteristics of skilled helpers is self-awareness. Although this encompasses a number of components, these two assignments will address perspective taking/empathy and self-care.

Perspective-Taking and Empathy (10 points). You will have an opportunity to learn about your own ability to empathize with others. There are two parts to this assignment.

1. At the beginning of the semester, complete the online questionnaire on perspective-taking and empathy that you access through the link the instructor provides. This must be completed by Friday September 7. You will earn 5 points for completing the survey.
2. In the last week of the semester, complete the second questionnaire on perspective taking, empathy, and your views of the course readings and films. You will earn 5 points for completing this part of the survey. The information you provide will be read after grades

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are submitted at the end of the semester. Feedback about your scores will be provided to you in an individual email after the end of the semester.

Self-Care Plan (40 points). The purpose of this assignment is to help you become more aware of your patterns of self-care and of the healthy things you can do to support your whole health and wellbeing, even under stress. The assignment is based on materials for social work practitioners and the following resource: <https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html>. The four parts to this assignment are each worth 10 points. All are due on Canvas by NOON of the assigned day.

- Lifestyle factors and stress 9/5
<https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/lifestyle-behaviors.pdf>
- Self-care assessment 10/12
- <https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf>
- Maintenance of self-care plan 10/31
<https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/Maintenance%20Self-Care%20Worksheet%20NEW%202.6.15.pdf>
- Reflection on the assignment (see Canvas for instructions) 11/21

There will be a presentation on stress and stress management. Also, please feel free to come in and discuss any of your results with me, or to email me your questions or comments.

Extra Credit up to 5 points

Getting to know you (may do ONLY ONCE – can add 5 points to your total grade). Please come to meet with me in my office for a 10-15-minute visit and go over your student information paper that you bring with you to the meeting (posted on e-learning). Sign up in class for appointments during the first few weeks of class. Let me know if you cannot make any of the available times and I will work with you to set up a time that fits your schedule. To get the extra credit, complete this assignment by February 28. *If you sign up to attend a session and do not come to the session or arrive late, you might not be allowed to reschedule, so make sure to show up! Please cancel the appointment if you are unable to attend.* **Note that this is the only opportunity available for extra credit this semester. Please do not ask for additional extra credit opportunities.**



Grading Scale

Letter Grades by Percentage and Points

Percentage of points earned in class	94%-100%	90%-93.9%	87%-89.9%	84%-86.9%	80%-83.9%	77%-79.9%	74%-76.9%	70%-73.9%	67%-69.9%	64%-66.9%	60%-63.9	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Number of points for this grade of 600)												

Other information on grading

When determining your final grade, I will ask, “Did this student demonstrate they clearly understand the issues, concepts and facts? Were they able to correctly apply knowledge and skills?” I will also ask, “Did this student consistently attend class and contribute in positive, productive ways to the classroom environment and other students’ learning?” *Positive, productive* class participation can raise borderline grades.

Class Policies

Attendance policies

General

The University has an attendance policy. **“Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.** In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.” <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. For this class, attendance is expected; absences count from the first class meeting; and you earn points almost every class period for in-class assignments, attendance, or quizzes.

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First Class

The University's first classes attendance policy is: "If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory." Make sure you sign the attendance sheet/turn in worksheets the first week of class.

Excused absences

The excused absence policy is consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Written, professional documentation (only for reasons approved by the University) is required before your absence or immediately upon return to class. Be sure to review this policy for illness policy, religious holidays, the 12-hour rule, and other policies.

Late Assignments Policy

You must submit your assignments to Canvas on time and also bring a hard copy to class if requested. The instructor will not accept late assignments unless there is an approved excused absence per UF policy.

Policy on Make-up Work

- Students must arrange with the instructor to make up any assigned material including tests and written work. Students will have one week to complete any makeup assignment, if approved.
- Students must provide written, professional, verifiable proof of their need to miss the assignment that is consistent with UF attendance policies.
- Students who know of their absences in advance (e.g., athletes, conference presenters) will work with the instructor in advance of absences to arrange the time and instructions for make-up work.

UF Policies

Services for Students with Disabilities

Please see the instructor about accommodations ASAP so we can make arrangements. You are required to speak to the instructor in person! *Students with disabilities should follow the procedure required by the DRC (below) as early as possible in the semester.*

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation



- 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Academic Honesty

- Complete all written work yourself, independently, without input about your work and words from others in any form (text, email, social media post or message, etc.).
- Turn in all your written work to Canvas through the *Turn-It-In* Anti-Plagiarism software. If you do not submit your written work to Canvas/*Turn-It-In* by the deadline posted on Canvas, your assignment will not be accepted and you will lose the points for that assignment.

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/scr/process/student-conduct-honor-code>.

Academic dishonesty includes plagiarism, defined in the University Honor Code. "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to: (1) Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution; (2) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." (<http://www.dso.ufl.edu/scr/honorcodes/honorcode.php>.)

I will vigorously uphold this policy at all times. Students are expected to do their own work, use their own words in papers, and reference outside sources appropriately, following APA guidelines (APA Publication Manual, 6th Ed.). Students who do not follow APA guidelines for quoting others' material and who violate the University's plagiarism policy will receive a zero for the assignment and will be referred the Dean of Students Office and the student judicial court.

Campus Helping Resources

Students experiencing concerns, crises, or problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center

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provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/
- The University Police Department: 392-1111 or 9-1-1 for emergencies. <http://www.police.ufl.edu/>

Note from your instructor: Sometimes the volume of requests for on-campus counseling makes it difficult to get in. The Alachua County Crisis Center provides emergency assistance and on-going counseling: 352-264-6789 and see <http://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaint Process

Students wishing to file a complaint about the course should seek help from the appropriate resource located through the following link: Residential Course:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

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Software Use

All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Materials and Supplies Fees

There are no additional fees for this course.

Note that the instructor reserves the right to adjust the syllabus as needed (e.g., to correct unseen errors and adjust to speaker schedules).