FYC 3115 HUMAN SERVICES COURSE SYLLABUS: SPRING 2023

About the Course

It is expected that students will attend each class during the designated class times. Lectures and guest speaker presentations will NOT be recorded.

Prerequisites

Junior or Senior Standing and PSY 2012 or SYG 2000.

Course Description

The UF catalog states that the course is an "In-depth look at human services that assist children and families, with focus on income support, child protection, adoption and family support programs offered through human services agencies. Emphasizes professional development of helping skills for working directly with children and families." Other areas we may cover include mental health and aging services, crisis intervention, and prevention models.

COURSE INFORMATION

MW(*F) 6th periods, 12:50-1:35 PM
1142 MCCA (McCarty Hall Building B)
Section: 3115 / Course Number: 24815

*Note: We don't meet in class on Fridays because of assigned Friday activities. Friday activities are due by 5 p.m. in Canvas

INSTRUCTOR:

Victor William Harris, Ph.D.
Associate Professor
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TEACHING ASSISTANT
 Anna Sutton; suttona@ufl.edu

OFFICE HOURS:
By appointment online using Zoom

Course Goals

The general goal of this course is to help students better understand the field of human services and develop skills for working in human services.

- Examples of professional roles and responsibilities to help you consider options for a career in human services
- 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

This course will help you think through human services as a career choice, areas that are most interesting to you, and skills you need to be effective. Whether you are interested in social work, counseling, psychology, health professions, law, or education, you will be learning about the problems that clients, patients, and families face and resources available to them. You will also be working on interpersonal communication skills, gaining community service-learning experience, and developing knowledge of social problems and community resources.

Student Overall Learning Objectives

By the end of this course, you will be able to:
1. Describe the field of human services.
2. Describe the human services perspective.
3. Analyze situations from a human services perspective and demonstrate this perspective in an open and respectful approach.
4. Apply basic human services professional skills appropriately. We will emphasize core helping skills, rapport-building, cultural competency, following ethical guidelines, cooperative and multidisciplinary work, basic crisis intervention/prevention, stress management and self-care.
5. Discuss the history of human services, focusing on key developments, turning points, and directions.
6. Discuss how government, policies, and political perspectives affect all aspects of human services.
7. Describe the major areas of human services delivery (including service delivery methods and challenges associated with each). Our focus will be on child welfare services, income support, mental health, and aging.
8. Explain how social, economic, and environmental barriers to well-being and functioning can be overcome with targeted strategies.
9. Develop awareness of career options in human services.
10. Apply knowledge of different careers and educational paths for entering the human services field to your own career decisions, as appropriate.
11. Synthesize course material and apply key principles of human services to case examples.

Course Communication
1. <u>Check the Canvas announcements page and your email *daily* for notices about class</u>.
2. When emailing, please use the Canvas website. Note that, per UF policies, I am not permitted to respond to emails from a non-ufl provider (e.g., gmail account). I will do my best to reply within 24 hours during regular business hours (8-5 p.m. M-F; I do not reply outside of these hours or on weekends). If you have not received a reply, please email again or schedule an appointment!
3. Note that I use email for scheduling appointments.

Getting Help with your Academic Work

I am available to assist students (see front page of syllabus for contact information). Please schedule an appointment by emailing a request. I am excited to work with you! Note: It is important to get help as soon as you have questions or as problems come up. Do not wait until the day of the exam, the day an assignment is due, nor the end of the semester, especially if you are not doing well in class. Late in the semester is usually too late to resolve problems.

Required Course Materials
Books and Readings

Two books are <u>required</u> and may be purchased at the University Bookstore (text) and other outlets. Other supplemental readings are also required. All students are expected to purchase the text and bring it to class.

- **Woodside, M. R. & McClam, T. (2019). An Introduction to Human Services, 9th Edition (TEXT BOOK) (**The book or ebook is required, but you do not have to purchase a course pack unless you want to.) This text is required.
- **Calcaterra, R. (2013).** *Etched in sand.* **New York: William Morrow.** (Trigger warning*****)

* *This book contains content that may be difficult for students who have experienced abuse, neglect, parent mental illness or addictions. 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.*

<mark>Other assigned readings will be made available on Canvas.</mark> Also, additional material may be assigned as relevant and time sensitive news and research comes up that will help us understand the current state of human needs, social problems, and human services. Please read the assigned material BEFORE coming to class. These readings are required and necessary for understanding the material and doing well on exams and activities. This course requires a lot of reading. Make sure you keep up so that you can do well on exams and activities.

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

Speakers and Videos

Speakers who are working in human services agencies and organizations will be invited to class and provide an exceptional opportunity for students to learn about the field. Due to pandemic concerns and travel / scheduling speakers may choose to connect remotely and present via Zoom (live). Take advantage of learning from them—come to class, take notes and ask questions. A word of advice: it is important for you (and your responsibility) to take notes and read any additional material they provide because this important class content may be on exams.

We also will be viewing several videos throughout the semester. Instructions will be provided regarding how to access the videos (most on e-learning/Canvas).

Requirements

Grades are based on the following: <u>Students must successfully complete all requirements</u> to pass the course:

Assignment	Points
Exams (2 @ 100 points)	200
Weekly reflection papers on readings/activities (12 @ 35 pts each) Note: Attendance at weekly in-person classes may constitute up to 10 pts. of your weekly reflection readings/activities. Only make-up according to university and class policies will be allowed.	420
Book reflection paper	80
Preventing Adverse Childhood Experiences online training	75
Total	*775 points*

NOTE: This course covers topics that may be difficult because of your personal background and experiences. Please take advantage of the services at UF for counseling to support you on your personal journey and in your career decisions. Feel free to speak to me about any concerns. If you elect not to attend class on a day that you feel will be especially difficult for you (honor system), follow the two guidelines for being excused and keep up with work: (1) Inform the instructor *before* you miss class. (2) Make up missed work. Note that you are still responsible for knowing the material for exams.

Grading Scale

Letter Grade		Percentage	Points		
A	=	93.50% and above	725 and above		
A-	=	90.00-93.49%	698	-	724
B+	=	86.50-89.99%	670	-	697
B	=	83.50-86.49%	647	-	669
B-	=	80.00-83.49%	620	-	646
C+	=	76.50-79.99%	593	-	619
C	=	73.50-76.49%	570	-	592
C-	=	70.00-73.49%	543	-	569
D+	=	66.50-69.99%	515	-	542
D	=	63.50-66.49%	492	-	514
D-	=	60.00-63.49%	465	-	491
E	=	59.99% and below	464		

Questions about grades received

Please let me know via email within one week of the grade date if you have questions about a grade received on an assignment, activity or question(s) on exams.

Other information on grading

When determining each student's final grade, I ask, "Did this student demonstrate they clearly understand the issues, concepts and facts? Were they able to correctly apply knowledge and skills?" I also ask, "Did this student consistently attend class and contribute in positive, productive ways to the classroom environment and other students' learning?" Note that positive, productive class participation can raise borderline grades.

Policies

General Attendance Policies

The UF's attendance policy is followed for this course, as found at https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/. "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. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

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.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences (emphasis added)." **For this class, attendance is expected.**

Excused absences

The excused absence policy is consistent with university policies that can be found at https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/. Excused absences include religious holidays, medically excused absences for illness, and approved university activities for up to 12 days. It is very important for you to understand that you are required to provide written, professional documentation (only for reasons approved by the University as found at https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absences). You must provide this before your absence (for religious holidays and approved activities) or immediately upon return to class (illness). Be sure to review this policy for illness policy, religious holidays, the 12-day rule, and other policies.

Policy on Make-up Work

- Students will have one week to complete any makeup assignment. Students are responsible for getting notes from a peer, asking the instructor about missed work, setting a deadline, and working with the instructor to turn in the work.
- Students must arrange with the instructor to make up any assigned material including tests and written work. This must be approved by the instructor of the course in writing.
- Students who know of their absences in advance (e.g., athletes, conference presenters) must work with the instructor *in advance* of absences to arrange the time and instructions for make-up work. Athletes should provide their schedule *for the semester* within the first two (2) weeks of class. Others should provide a *written* request from organization on letterhead at least two (2) weeks in advance.
- Students must provide written, professional, verifiable proof of their need to miss the assignment that is consistent with UF attendance policies.
- Requirements for make-up exams or homework and the submission of late assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Services for Students with Disabilities

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

Academic Honesty 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/sccr/process/student-conduct-honor-code.

Academic dishonesty includes plagiarism, defined in the University Honor Code. "A Student must 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) Stealing, misquoting, insufficiently paraphrasing, or patch-writing; 2) Selfplagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted; 3) Submitting materials from any source without proper attribution; 4) Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author." (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

Words of advice about this course

I will vigorously uphold the UF academic policies at all times. Students are expected to do their own work, use their own words in papers, and reference outside sources properly, specifically following APA guidelines (APA Publication Manual, 7th 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.

- 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. If you do not submit your written work to Canvas by the deadline posted on Canvas, your assignment will not be accepted, and you will lose the points for that assignment.

In-Class Recording

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Campus Resources:
Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical support, 352-392-4357 or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://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. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus*:*
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints*:* http://www.distance.ufl.edu/student-complaint-process.

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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

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.

FYCS Diversity, Equity and Inclusion Statement (adopted April 30, 2021)

The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of diverse audiences. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

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

COURSE OUTLINE*

DATE	TOPIC	READINGS / WORK
Week 1	*January 9th – 13th*	*Unit 1: An Introduction to Human Services*
Mon., Jan. 9	Introduction to Human Services Course	Chapter 1: Intro to Human Services
Wed., Jan. 11	Intro. to Human Services (Continued)	Ch. 1: Intro to Human Services-Cont'd
(Fri., Jan. 13)		(No Activity this Friday)
Week 2	*January 16th – 20th*	*Unit 1: Intro. to HS/Unit 2 HS Professional*
(Mon., Jan. 16)	MARTIN LUTHER KING DAY HOLIDAY	*Celebrate Black History*
Wed., Jan. 18	Human Service Professional	Ch. 2: The Human Services Professional
Fri., Jan. 20	ACTIVITY 1	Reflection Paper #1 Due 11 p.m. Sun.1/22
Week 3	*January 23rd – 27th*	*Unit 2: The Human Services Professional*

Mon., Jan. 23	The Human Services Professional (Cont.'d) ==Everette Coffman, USF== – Counselor Education	Ch. 2: Hum. Svcs Professional (Cont.'d)
Wed., Jan. 25	The Human Services Professional (Cont.'d) ==Victoria Moore, Victim Advocacy==	Ch. 2: Hum. Svcs Professional (Cont.'d)
Fri., Jan. 27		Reflection Paper #2 Due 11 p.m. Sun.1/29 (No Activity Due this Friday)
Week 4	*January 24th – February 3rd*	*Unit 3: History of Advocacy in HS*
Mon., Jan. 30	History of Advocacy in HS: 19th and 20th Centuries	Chapter 3: History of Advocacy in Human Services
Wed., Feb. 1	History of Advocacy in HS: 21st Century	Ch 3: History of Advocacy in HS Cont.'d
Fri., Feb. 3	ACTIVITY 2	Reflection Paper #3 Due 11 p.m. Sun. 2/5
Week 5	*February 6th – February 10th*	*Unit 4: Human Svcs & Ethical Practice*
Mon., Feb. 6	Human Services & Ethical Practice	Chapter 4: Hum. Svcs. & Ethical Practice
Wed., Feb. 8	Human Svcs & Ethical Practice (Cont.'d)	Ch 4: Hum. Svcs. & Ethical Pract. Cont.'d
Fri., Feb. 10		Reflection Paper #4 Due 11 p.m. Sun.2/12 (No Activity Due this Friday)
Week 6	*February 13th – 17th*	*Units 4-5: Ethics & Multiculturalist Pract.*
Mon., Feb. 13	Human Svcs & Ethical Practice (Cont.'d) Gator Team Child Guest Lecture	Ch 4: Hum. Svcs. & Ethical Pract. Cont.'d
Wed., Feb. 15	Multicultural Dimensions in Helping	Ch 5: Multicultural Dimensions Helping
Fri., Feb. 17	ACTIVITY 3	Reflection Paper #5 Due 11 p.m. Sun.2/19
Week 7	*February 20th – 24th*	*Unit 5: Multicultural / Unit 6: Models*
Mon,, Feb. 20	Multicultural Dimensions in Helping (Cont.'d)	Ch 5: Multicultural Dimensions Cont.'d
Wed., Feb. 22	Multicultural Dimensions in Helping (Cont.'d)	Ch 5: Cont.'d
Fri., Feb. 24		Reflection Paper #6 Due 11 p.m. Sun.2/26 (No Activity Due this Friday)
Week 8	*February 27st – March 3rd*	*Unit 6: Models of Service Delivery*
Mon., Feb. 27	Models of Service Delivery	Chapter 6: Models of Service
Wed., Mar. 1	Exam 1 Review	Chapters 1-5 / Exam 1 Review Sheet
Fri., Mar. 3	Exam 1 (12 am Thurs. 3/2 to 11 pm Mon. 3/6)	Reflection Paper #7 Due 11 p.m.3/6/EX I
Week 9	*March 6th – March 10th*	*Unit 6: Models/Unit 7: Helping Process*
Mon., Mar. 6	Models of Service Delivery (Cont.'d)	Chapter 6: Models Continued
Wed., Mar. 8	The Helping Process	Chapter 7: The Helping Process
Fri., Mar. 10		Reflection Paper #8 Due 11 p.m. Sun.3/12 (No Activity Due this Friday)
Week 10	*Spring Break: March 13th – 17th*	
	Take a Break this Week!	
Week 11	*March 20th – 24th*	*Unit 7: The Helping Process*
Mon., Mar. 20	The Helping Process Continued	Chapter 7: The Helping Process (Cont.'d)
Wed., Mar. 22	The Helping Process Continued	Chapter 7: The Helping Process (Cont.'d)
Fri., Mar. 24	ACTIVITY 4 (ACEs Training)	Reflection Paper #9 Due 11 p.m. Sun.3/27
Week 12	*March 27th – 31st*	*Unit 8: The Client*
Mon., Mar. 27	The Client in Human Service Delivery	Chapter 8: The Client
Wed., Mar. 29	The Client	Chapter 8: The Client (Continued)
Fri., Mar. 31		Reflectn Paper #10 Due 11 p.m. Sun. 4/3 (No Activity Due this Friday)

Week 13	April 3rd – 7th	Unit 9: Working within the System
Mon., Apr. 3	Working within the System Dr. Stacey Steinberg College of Law & Interns	Chapter 9: Working within the System
Wed., Apr. 5	Working within the System (Continued)	Chapter 9: Working W/I System (Cont'd)
Fri., Apr. 7	ACTIVITY 5	Reflection Ppr. #11 Due 11 p.m. Sun.4/10
Week 14	April 10th – 14th	Unit 10: Human Services Today
Mon., April 10	Human Services Today	Chapter 10: Human Services Today
Wed., April 12	Human Services Today (Continued)	Ch. 10: Human Services Today (Cont.'d)
Fri., April 14		Reflection Ppr #12 Due 11 p.m. Sun. 4/17 (Final Ref. Paper) (No Activity Friday)
Week 15	April 17th – 21st	
Mon., April 17	Human Services Careers on Human Trafficking	Websites & e-learning
Wed., April 19	Exam 2 Review	Chapters 6-10 / Exam 2 review sheet
Fri., April 21	Exam 2 (12 am Fri. 4/21 to 11 pm Mon. 4/24)	EXAM II (e-learning)
Week 16	April 24th – 26th	
Mon., April 24	Course Conclusion	
Wed., April 26	Last Day of Class	Book Reflection Paper Due 11 p.m. 4/26

* Lecture topics are subject to change, based on availability of scheduled guest lecturers