

FYC 3115
Human Services
Spring 2024

Course basics:

Times: M W |Period 6 (12:50 PM - 1:40PM), F (asynchronous)

Location: McCarty Hall A, Room 3194

Instructor

Jeneé Duncan, Ph.D., CFLE

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352-273-3512

Canvas email (preferred)

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Office Hours: Mondays 2-4pm or by appointment

Teaching Assistant

Francesca Michelini

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Course Information:

Course Description (UF Catalog):

This 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 Goal: 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. Throughout the semester we will discuss:

- 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.

Course 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.

Required Textbook:

Woodside, M. R. & McClam, T. (2019). An Introduction to Human Services, 9th Edition. The book or ebook is required, but you do not have to purchase a course pack unless you want to. This text is required.

Other Readings:

- Other assigned readings will be made available on Canvas. 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”.

Technology Requirements:

For this class you will need access to a computer and sufficient wifi/data to stream. Please contact Dr. Duncan if you are having trouble meeting these requirements.

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. Speakers may choose to connect remotely and present via Zoom (live) or in-person. 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).

Course Expectations:

1. **Attend lectures:** You are expected to attend lectures. During our in-person sessions we will engage in discussion and have opportunities for participation, in addition to lecture. Attending lecture ensures you receive course content and are able to contribute to and learn from the experiences and viewpoints of others.
2. **Working independently:** Please note that all written work should be completed by you personally. Assistance from others in completing assignments or exams is considered cheating, and any known instances of cheating will be referred to the Dean of Students office. ***A NOTE ON AI*** Using AI tools such as, but not limited to, ChatGPT to create or assist in your written work is also considered a violation of working independently. There may be opportunities to use and explore AI tools in class, however that will be the only allowed use. Any detection of using AI tools to complete assignments will also be referred on to the Dean of Students for academic dishonesty.
3. **Readings & Effort:** You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. Quizzes will cover all readings assigned after the previous quiz. You should expect to spend two hours on this course outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 7 hours a week reading, studying, and working on assignments.
4. **Exams:** Missed tests and presentations will result in a grade of zero, unless you provide written, professional documentation for your absence with a reason consistent with UF policy. You **MUST** provide written, verifiable proof of your need to miss the exam or presentation before your absence or the day you return. Email or call the instructor no later than 8 a.m. the morning of the test or presentation to explain why you are going to be absent. Provide documentation the first day you return to class that states in writing the date that you are cleared to return to class.
 - a. Make-up exams will be given at the instructor's discretion, but if given, they must be completed within the work week of the student's return to class. Make-up exams will not be given after this time frame. You will be expected to take the exam as soon as you return to school; this may be before the next time the class meets, but you must take the exam immediately upon your return; you are responsible for arranging a make-up exam with the instructor. You are allowed to make up exams **ONLY** as a result of an incapacitating illness (i.e., you are not physically able to come in to class for the exam or perform work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO.
5. **Late work:** In-class assignments will not be made up. However, the lowest in-class assignment will be dropped. I understand that things happen and may prevent you from meeting a deadline, despite

your best efforts. Therefore, there is a 24-hr grace period for weekly reflections and the human services agency profile. As long as your assignment is submitted within the 24-hr grace period, there is no need to contact the TA or me. After the 24-hr grace period, late assignments will not be accepted, except on a case-by-case basis and will receive 10% off per day for up to 5 days unless the absence is documented as excused per UF policy. Participation points are not able to be made up.

6. **Grades are important to students, so I will do my best to grade your work as soon as possible.** Assignments submitted will be returned to you with feedback online, usually within a week. Longer writing assignments may require additional time. I am happy to go over all assignments/exams with you in an individual meeting.
7. **Communicating with the Instructor:** Please communicate with both myself and our TAs through the Canvas messaging system. If you are submitting documentation for an excused absence, scheduling a make-up exam, or have questions about grades or assignments, send a message to both myself and our TA. Please note that either myself or a TA will typically respond within 24 hours. Messages received after 5pm on weekdays will be responded to the following business day. Email sent Fridays after 4pm and during the weekend will be responded to on Monday.

Tentative Course Calendar:

Note: The instructor reserves the right to correct or adjust the syllabus and calendar as needed.

There may be changes made over the course of the semester. You are responsible for keeping up with updates made on the Canvas site and with announcements.

Topics
Week 1: Introduction to Human Services
Week 2: Introduction to Human Services (cont.)/The Human Services Professional
Week 3: The Human Services Professional (cont.)
Week 4 : History of Advocacy in Human Services
Week 5 : Human Services & Ethical Practices
Week 6: Multicultural Dimensions in Helping
Week 7: Multicultural Dimensions in Helping (cont.)
Week 8: Exam 1
Week 9: Modes of Service Delivery
Week 10: The Helping Process
Week 11: The Client
Week 12: Working within the System
Week 13: Human Services Today
Week 14: Human Services Today (cont.)
Week 15: Wrapping up
Final Exam: April 30

Assignments and Grading:

Assignment	Points
Exams (2 @ 100 points)	200
Weekly reflection papers on readings/activities (14 @ 25 pts. – Drop 1).	325
In-class/participation assignments (12 @ 5 pts – Drop 2)	50
Human Services Agency Profile	100
Preventing Adverse Childhood Experiences online training	75
Total	<i>750 points</i>

Exams: All exams will be online, open-book, timed exams. If you need extra time, please present me with an accommodation at the beginning of the semester so we can assign you extra time. Exams will cover any readings, videos, discussions of key concepts, speakers and notes, and all lecture notes. A study guide will be provided 1 week before exams.

Weekly Reflection Papers. Each week, you will submit a 1-2 page reflection paper reflecting on what we cover during the week. This includes the assigned readings, videos, discussions, in-class activities, and guest speakers. Your reflection paper should include a description of the experience, observation, activity, reading, video, or presentation upon which you are reflecting including 1) what you thought was important or interesting and why and 2) connect it to something in your life, the life of someone you know, or a current event.

In-class/participation assignments. Over the course of the semester, you will have the opportunity to earn up to 50 points for participation. You must be present in class to earn participation points. There are no make-ups offered for in-class/participation assignments. Online activity and participation formats include worksheets, small-group discussions and reports, and videos and viewing guides. It is imperative that you come to class having read so you are prepared to engage in our in-class/participation assignments.

Human Services Agency. In groups, you will identify a human services agency and conduct a detailed profile exploring its structure, programs, community engagement and impact on clients. Over the semester you will work with your group to complete components of the assignment, culminating in a final profile and presentation.

Preventing Adverse Childhood Experiences Online Training. Information on this training can be found via Canvas.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grading Scale

Percentage	Grade
93	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
<60	E

Other Information:

FYCS Diversity, Equity, and Inclusion Statement

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.

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.

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://gatorevals.aa.ufl.edu/public-results/>. 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://gatorevals.aa.ufl.edu/public-results/>.

Excused Absences and Make Up Work

Excused absences will include: sick days (documented by a medical practitioner), death of an immediate family member, conferences, or authorized UF travel. Submit excused absence requests to Dr. Duncan via Canvas—preferably, prior to or immediately after your absence.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space—available basis if you present documented evidence.”

OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES

Respect

Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

Academic Honesty

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty’s policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

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 by abiding by the Student Honor Code. On all work submitted for credit by Students 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.”*”

Undergraduate Honors and McNair Program

I encourage students who are interested and meet the basic requirements of 60 credit hours and a GPA of at least 3.75 to consider joining the Undergraduate Honors Program, especially if you are continuing onto graduate school. Participation in the honors program for this course requires a contract within the first three weeks of the semester. Check out: <https://fycs.ifas.ufl.edu/undergraduate/undergraduate-honors/>. Students interested in graduate school from underrepresented backgrounds (e.g., low income/first generation) are encouraged to look into the McNair Scholars Program: <http://mcnair.aa.ufl.edu/>

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.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center 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.

- *UMatter, We care* <https://care.dso.ufl.edu/>
- *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 Training Programs, Community Provider Database*
- *Career Resource Center, First Floor JWRU, 392---1601, www.crc.ufl.edu/*

Services for Students with Disabilities

Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

001 Reid Hall, 352-392-8565, <https://disability.ufl.edu>