

FYC 3115 HUMAN SERVICES Sec. 3115 / Class No. 17023
COURSE SYLLABUS SPRING 2026 FIRST EDITION¹

Information about the Course

It is expected that students will attend each class during the designated class time. Lectures and guest speaker presentations (some remote) will NOT be recorded.

Prerequisites

Junior or Senior Standing and PSY 2012 or SYG 2000.

Course Description

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.

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.

The course will provide:

- An overview of human services as a profession.
- 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, and developing knowledge of social problems and community resources.

COURSE INFORMATION

T 2nd & 3rd periods, 8:30-10:25 AM

R 3rd period, 9:35 – 10:25 AM

Class location: Room 106, Rinker Hall

INSTRUCTOR:

Kate Fogarty, Ph.D.

Associate Professor

3014D McCarty Hall D

352-273-3527; kfogarty@ufl.edu

OFFICE HOURS: Wednesdays

2:00-3:00 PM

OR By appointment:

<https://ufl.zoom.us/my/fogarty.kate>

¹ Corrections and clarifications may be made to the syllabus early in the semester. Throughout the semester, the instructor reserves the right to adjust the syllabus and calendar as needed (e.g., to correct unseen errors and adjust to speaker schedules).

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, 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 and family supports.
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. Check the Canvas announcements page and your email *every day* for notices about class.
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. I will do my best to reply within 24 business hours. If you have not received a reply, please email again or schedule an appointment!

Getting Help with your Academic Work

I am available to assist students. Please schedule an appointment or drop by during office hours. 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 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 required 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)**
(e-book available) This text is required.

- **Horton, M. (2024). *Dear sister: A memoir of secrets, survival, and unbreakable bonds*. Grand Central Publishing. (e-book available)** (Trigger warning* - especially chapters 13 & 42)

* This book (and this course) contains content that may be difficult for students who have experienced abuse—including sexual 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.

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>
- **Other assigned readings, podcasts, and video links 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/watch/listen to the assigned material BEFORE coming to class. These items are required and necessary for understanding the material and doing well on activities. This course requires a lot of reading. Make sure you keep up so that you can do well on the activities.

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. Take advantage of learning from them—come to class, take notes and ask questions. We will meet in person for some speakers and others will join us via Zoom. We also will be viewing several videos throughout the semester. Instructions will be provided regarding how to access the videos.

Requirements

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

Assignment	Points
Weekly reflection papers (14 total @ 30 points each)	420
Book reflection paper	80
Case study activities (2 x 50 points)	100
LinkedIn: Communicating with Empathy online training	50
Preventing Adverse Childhood Experiences online training	50
Total	<i>700 points</i>

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 keeping up with work:

(1) Inform the instructor before you miss class. (2) Make up missed work.

Grading Scale

Letter Grade	Percentage	Points
A	= 93.50% and above	655 and above
A-	= 90.00-93.49%	630 - 654
B+	= 86.50-89.99%	606 - 629
B	= 83.50-86.49%	585 - 605
B-	= 80.00-83.49%	560 - 584
C+	= 76.50-79.99%	536 - 559
C	= 73.50-76.49%	515 - 535
C-	= 70.00-73.49%	490 - 514
D+	= 66.50-69.99%	465 - 489
D	= 63.50-66.49%	445 - 464
D-	= 60.00-63.49%	420 - 444
E	= 59.99% and below	419

Academic Policies and Resources

- <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Course Schedule

DATE	TOPIC	READINGS/WORK DUE/ VIDEO LINKS
Week 1	<i>January 12th – 16th</i>	<i>Unit 1: An Introduction to Human Services</i>
Tues., Jan. 13	Introduction to Human Services Course	Chapter 1: Intro. to Human Services
Thurs., Jan. 15	Introduction to Human Services	2025 Kids Count Data Book on State Trends in Child Well-Being - Visit KidsCount Interactive Website <i>Reflection Paper #1 Due 11 p.m. Fri. 1/16</i> Family Science Overview of family science video Human Services Video overview of career in HS.
Week 2	<i>January 20th – 23rd</i>	<i>Unit 2: The Human Services Professional</i>
Tues., Jan. 20	The Human Services Professional	Ch. 2: The Human Services Professional Website <i>Info. Sheet Extra Credit Due 1/21 11 p.m.</i> Video: Stories from Child Welfare Frontline (37:00)
Thurs., Jan. 22	Human Services Professional Continued	<i>Reflection Paper #2 Due 11 p.m. Fri. 1/23</i> Video: How Childhood Trauma Affects Lifetime Health ACEs CDC Training (Any Version) Certificate Due 1/23
Week 3	<i>January 26th – 30th</i>	<i>Unit 3: History of Advocacy in Human Svcs</i>
Tues., Jan. 27	History of Advocacy in Human Services	Ch. 3: History of Advocacy, Videos: History of Child Welfare (15:00) & History of Social Work (14:00)
Thurs., Jan. 29	History of Advocacy in HS: Continued	<i>Reflection Paper #3 Due 11 p.m. Fri. 1/30</i> <i>Comm. w/Empathy Training on LinkedIn</i> Due Fri. 1/30
Week 4	<i>February 2nd – 6th</i>	<i>Unit 4: Human Services & Ethical Practice</i>
Tues., Feb. 3	Human Services & Ethical Practice	Chapter 4: Human Services & Ethical Practice Websites: Ethical Standards of HS Professionals ; Code of Ethics (NASW) ; and FL Certification Board Ethics
Thurs., Feb. 5	HS & Ethical Practice (Continued) – Tarasoff Case Example	Video: Duty to Warn Vs. Duty to Protect (22:00) FL Institute for Child Welfare Podcast: Balancing multiple priorities & decisions in case work <i>Reflection Paper #4 Due 11 p.m. Fri. 2/6</i>
Week 5	<i>February 9th – 13th</i>	<i>Unit 5: Human Services & Global Understanding</i>
Tues., Feb. 10	Global Perspectives on Human Services	Readings to be Assigned from Coglobal & Uni. Malaga
Thurs., Feb. 12	Global Perspectives on HS (Continued)	<i>Reflection Paper #5 Due 11 p.m. Fri. 2/13</i>
Week 6	<i>February 16th – 20th</i>	<i>Unit 6: Multiculturalism</i>
Tues., Feb. 17	Multicultural Dimensions in Helping-	Chapter 5: Multicultural Dimensions in Helping
Thurs., Feb. 19	Multicultural Dimensions in Helping – Cont.'d	<i>Reflection Paper #6 Due 11 p.m. Fri. 2/20</i>
Week 7	<i>February 23rd – 27th</i>	<i>Unit 7: Models of Service Delivery</i>
Tues., Feb. 24	Models of Service Delivery – Guest Lec. TBA	Chapter 6: Models of Service Delivery Website: Florida's Child Welfare Practice Model Video: Course Reserves on "Resilience" (60:00)
Thurs., Feb. 26	Models of Service Delivery – Cont.'d	<i>Reflection Paper #7 Due 11 p.m. Fri. 2/27</i>
Week 8	<i>March 2nd – 6th</i>	<i>Unit 8: Helping Process</i>
Tues., Mar. 3	The Helping Process	Chapter 7: The Helping Process Videos: Nonviolent Communication (1:18:00); Poor Communication (3:00)
Thurs., Mar. 5	The Helping Process – Cont.'d	Podcast: Motivational Interviewing (28:00) <i>Reflection Paper #8 Due 11 p.m. Fri. 3/6</i> <i>Case Study 1 Due 11 p.m. Fri. 3/6</i>

Week 9	<i>March 9th – 13th</i>	<i>Unit 9: The Client</i>
Tues., Mar. 10	Models of Svc Delivery - The Helping Process	Chapter 8: The Client Video: All Rise for the Good of the Children (1:15:00)* *provide your email to view the film
Thurs., Mar. 12	No Class – Get Early Start on Spring Break!	<i>Reflection Paper #9 Due 11 p.m. Fri. 3/13</i>
(Spring Break)	<i>Spring Break: March 16th – 20th</i>	
Week 11	<i>March 23rd – 27th</i>	<i>Unit 10: The System</i>
Tues., Mar. 24	Working within the System	Chapter 9: Working within the System
Thurs., Mar. 26	Working within the System - Continued	FL Institute for Child Welfare Podcast: Discerning Compassion Fatigue, Burnout, and Vicarious Trauma Fact Sheet: How the Child Welfare System Works <i>Reflection Paper #10 Due 11 p.m. Fri. 3/27</i>
Week 12	<i>March 30th – April 3rd</i>	<i>Unit 11: Intimate Partner Violence</i>
Tues., Mar. 31	Intimate Partner Violence	Podcast: Improving Interagency Collaboration w/ Child Maltreatment & Intimate Partner Violence (24:30)
Thurs., April 2	Intimate Partner Violence	Take time to read <i>Dear Sister</i> by Michelle Horton (IPV) <i>Reflection Paper #11 Due 11 p.m. Fri. 4/3</i>
Week 13	<i>April 5th – 9th</i>	<i>Unit 10: Human Services Today</i>
Tues., April 7	Human Services Today	Chapter 10: Human Services Today Video (Course): Paper Tigers Documentary (1:42:00)
Thurs., April 9	Human Svcs Today (Continued)	<i>Reflection Paper #12 Due 11 p.m. Fri. 4/10</i> <i>Case Study 2 Due 11 p.m. Fri. 4/10</i>
Week 14	<i>April 13th – 17th</i>	
Tues., April 14	Artificial Intelligence in Human Services	Ahn et al. (2025) Web Article: Generative AI in Human Services News Article: How AI Can Help Improve Hum. Svcs. Podcast: Virtual reality – Preparing child welfare professionals for the field (42:00) There's an App for That CaseAIM Technology (22:00)
Thurs., April 16	Last Class Meeting - Celebratory Brunch	Online Report: AI-Augmented Human Services <i>Reflection Paper #13 Due 11 p.m. Fri. 4/17</i>
Week 15	<i>April 20th – 22nd</i>	
Tues., April 21	No Class – Dr. F. Out of Town (Returns 4/24) Can meet or correspond with you in your preferred mode of virtual communication for course progress, and grade information.	<i>Book Reflection Paper Due 11 p.m. Wed. 4/22</i> <i>Reflection Paper #14 (Course Highlights) Due 11 p.m. Wed. 4/22</i>

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