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## FYC3115 HUMAN SERVICES

### COURSE SYLLABUS FALL 2025 FIRST EDITION <sup>1</sup>

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## Information about the Course

It is expected that students will attend each class during the designated class time. Lectures and guest speaker presentations 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

MWF 4<sup>th</sup> period, 10:40-11:30 AM

Class location: 3194 MCCA

Fridays outside activities starting 8/30

## INSTRUCTOR:

Dr. Martie Gillen, MBA, AFC, CFLE

Associate Professor

TBRI Practitioner

3025A McCarty Hall D

352-392-0404; [mgillen@ufl.edu](mailto:mgillen@ufl.edu)

## OFFICE HOURS:

Wednesdays 9:00-10:00 AM

By appointment:

<https://calendly.com/martiegillen/fyc3115>

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<sup>1</sup> 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 the 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-ufi 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!
3. Note that I use a scheduling app for scheduling appointments  
<https://calendly.com/martiegillen/fyc3115>

## Getting Help with your Academic Work

I am available to assist students (see front page of syllabus). Please schedule an appointment using the scheduling link provided above 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 the 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.** (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.*

**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 (15 total with 1 dropped =14 @ 30 points each)	420
Book reflection paper	75
Case study activities (4 x 40 points)	160
LinkedIn: Communicating with Empathy online training	60
Preventing Adverse Childhood Experiences online training	60
<b>Total</b>	<i>775 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	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

## Academic Policies and Resources

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

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

# FYC3115 Human Services

## Reading, Video, & Podcast List\*

### Assignment Due Dates

Calcaterra, R. (2013). *Etched in sand*. New York: William Morrow. – Read on your own throughout the semester. Please note the due date for the book reflection assignment.

#### Week 1

- None

#### Week 2

- August 25
  - Readings
    - Textbook – Chapter 1 – An Introduction to Human Services
- August 27
  - Readings
    - Textbook – Chapter 2 – The Human Services Professional
- August 29
  - Readings
    - [Family Science](#) Provides an overview of Family Science.
    - [Human Services](#) Provides an overview of human services as a career.
    - 2025 Kids Count® Data Book State Trends in Child Well-Being
      - Provides state and national family and child trends.
      - Interactive format: [2025 Kids Count Data Book Interactive](#)
  - Video
    - [How Childhood Affects Health Across a Lifetime](#) (16 minutes)
  - Assignments
    - Reflection 1
    - Reflection 2
    - Preventing Adverse Childhood Experiences Training Certificate

#### Week 3

- September 1 – Holiday
- September 3
  - Readings
    - Textbook – Chapter 3 – The History of Advocacy in Human Services
- September 5
  - Readings
    - [Human Service Professionals](#)
  - Videos
    - [Passion & Patience - Stories from the Frontlines of Child Welfare](#) (37 minutes)
    - [History of Social Work](#) (14 minutes)
    - [History of Child Welfare](#) (15 minutes)
  - Assignments
    - Reflection 3

## Week 4

- September 8 and 10
  - Readings
    - Textbook – Chapter 4 – Human Services and Ethical Practices
- September 12
  - Readings
    - [Ethical Standards of Human Services Professionals](#)
    - National Association of Social Workers – [Code of Ethics](#)
    - The Florida Certification Board [Ethics](#)
  - Video
    - [Tarasoff Murder Case | Duty to Warn vs. Duty to Protect](#) (22 minutes)
  - Assignments
    - Reflection 4
    - Case study 1

## Week 5

- September 15
  - Readings
    - Textbook – Chapter 5 – Multicultural Dimensions of Helping
- September 17
  - No readings
- September 19
  - Florida Institute for Child Welfare Podcast S1E1 - [How do I balance the multiple priorities and decisions in my work?](#) (26 minutes)
  - Florida Institute for Child Welfare Podcast S1E6 - [Interpreting between Compassion Fatigue, Burnout, and Vicarious Trauma](#) (26 minutes)
  - Assignments
    - Reflection 5

## Week 6

- September 22
  - Readings
    - Textbook – Chapter 6 – Models of Direct Service
- September 24
  - No readings
- September 26
  - Video
    - Watch Resilience documentary – electronic course reserves (60 minutes)
  - Assignments
    - Reflection 6

## Week 7

- September 29
  - No readings
- October 1
  - No readings
- October 3
  - Readings
    - [How the Child Welfare System Works](#)
    - [Florida's Child Welfare Practice Model](#)
  - Podcast
    - [Virtual Reality - Preparing Child Welfare Professionals for the Field](#) (42 minutes)
  - Assignments
    - Reflection 7
    - LinkedIn: Communicating with Empathy Training Certificate

## Week 8

- October 6
  - Readings
    - Textbook – Chapter 7 – The Helping Process
- October 8
  - No readings
- October 10
  - Webinar
    - [Nonviolent Communication Part 1: Using Empathy](#) (78 minutes)
  - Videos
    - [Poor Communication \(i.e. What not to do\)](#) (3 minutes)
  - Podcast
    - [How do I use Motivational Interviewing to motivate parents on my caseload?](#) (28 minutes)
  - Assignments
    - Reflection 8
    - Case study 2

## Week 9

- October 13
  - Readings
    - Textbook – Chapter 8 – The Client
- October 15
  - No readings
- October 16 (Thursday)
  - Assignments
    - Reflection 9
    - LinkedIn: Communicating with Empathy Training Certificate
- October 17 - Holiday

## Week 10

- October 20
  - Readings
    - Textbook – Chapter 9 – Working Within the System
- October 22
  - No readings
- October 24
  - Video
    - Watch Paper Tigers documentary (1 hour & 42 minutes) – electronic course reserves
  - Assignments
    - Reflection 10

## Week 11

- October 27 and 29
  - No readings
- October 31
  - Video
    - [All Rise for the Good of the Children](#) (75 minutes)
  - Assignments
    - Reflection 11
    - Case study 3

## Week 12

- November 3 and 5
  - No readings
- November 7
  - Webinar recording
    - [Thriving in the Field: Resilience Building for Child Welfare Professionals](#) (40 minutes)
  - Assignments
    - Reflection 12

## Week 13

- November 10 – Holiday
- November 12
  - Readings
    - Textbook – Chapter 10 – Human Services Today
- November 14
  - Readings
    - [Adapting the Human Services Model During a Pandemic](#)
    - [Prevention Resource Guide](#)
  - Podcast
    - [Improve collaboration with agencies for cases involving child maltreatment and IPV](#) (25 minutes)
  - Assignments
    - Reflection 13
    - Case study 4

## Week 14

- November 17
  - Readings
    - [Realizing the potential of generative AI in human services: Use cases to transform program delivery](#)
    - [AI-augmented human services](#)
    - [How Artificial Intelligence Can Help Improve Human Services](#)
    - Walsh, C. G., Ribeiro, J. D., & Franklin, J. C. (2017). Predicting risk of suicide attempts over time through machine learning. *Clinical Psychological Science*, 5(3), 457-469.  
<https://doi.org/10.1177/2167702617691560>
- November 19
  - No readings
- November 21
  - Podcast
    - [There's an app for that: CASEAIM Technology](#) (22 minutes)
  - Assignments
    - Reflection 14
    - Book reflection

## Week 15

- November 24 – 28 – Holiday

## Week 16

- December 1
  - No readings
- December 1
  - No readings
  - Assignments
    - Reflection 15

\*Specific assigned dates are subject to change based on adjustments to the schedule due to speaker availability. All changes will be posted as an announcement in Canvas.

\*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 services.