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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 2842L Counseling Residency I (3 CREDITS)**

This course is designed to provide students with major-related, supervised, evaluated practical training work experience. The residency experience must provide the Human Service Resident an opportunity to progress from observation, to directly supervised client contact, to indirectly supervised client contact. Students currently employed in the field of Human Services must secure a residency experience that offers a new/different experience than their current employment. Students are evaluated on the basis of documented learning acquired through hands-on experiences in an actual work setting. The student must fulfill 125 hours in HUS 2842L Residency I to fulfill program requirements.

Note: HUS 2842L, a 3 credit hour course can be completed a total of 3 times for a maximum of nine (9) credits. Each course must parallel one of three specialty tracks and each track may only be completed one time: Human Services Generalist, Youth Development, or Addictions.

1. **PREREQUISITES FOR THIS COURSE:**

Social and Human Services Core (29 credits), and three required courses from one specialty track (9 credits)

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
2. Knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal
3. The scope of conditions that promote or inhibit human functioning
4. Knowledge and skills in information management
5. Appropriate interpersonal skills as they relate to the work of a Human Service Professional
6. Human services values and attitudes and understanding of human services ethics and their application in practice
7. Values, personalities, reaction patterns, interpersonal styles, and limitations as they relate to the work of a Human Service Professional
8. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Engage**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Demonstrate knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal as they relate to the work of a Human Service Professional.

**B.** **Other Course Objectives/Standards**

1. Demonstrate knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal as they relate to the work of a Human Service Professional. (Standard 12)
2. Understand the scope of conditions that promote or inhibit human functioning as they relate to the work of a Human Service Professional. (Standard 13)
3. Exhibit knowledge and skills in information management as they relate to the work of a Human Service Professional. (Standard 14)
4. Demonstrate appropriate interpersonal skills as they relate to the work of a Human Service Professional. (Standard 17)
5. Portray human services values and attitudes and understanding of human services ethics and demonstrate their application in practice as they relate to the work of a Human Service Professional. (Standard 18)
6. Exhibit awareness of values, personalities, reaction patterns, interpersonal styles, and limitations as they relate to the work of a Human Service Professional. (Standard 19)
7. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

The following Social Distancing Guidelines must be included in ALL syllabi:

Students must follow the social distancing guidelines as elaborated by the faculty to include following any and all directions for seating and moving around the classroom. Properly worn face coverings (shielding nose and mouth) are required in classrooms.  Social distancing, face coverings and good hygiene (specifically hand washing) are critical elements for safety of all. Students enrolled in classes where close contact between persons is likely may have additional Personal Protective Equipment (PPE) requirements on campus and in clinical sites as elaborated by the course instructors. Absolutely no eating or drinking is permitted in the classrooms. The College is committed to making reasonable modifications to its rules, policies, and practices as required by law to afford individuals with disabilities equal opportunity to access its programs, services, and activities.