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

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

**HUS 1001 INTRODUCTION TO HUMAN SERVICES (3 CREDITS)**

This course explores the field of human services, including health, mental health, public administration, education, social welfare, recreation, criminal justice, youth services, and rehabilitation. Emphasis is placed on the variety of expectations and perceptions of consumers of human services. Basic helping and communication skills will be developed by the students.

1. **PREREQUISITES FOR THIS COURSE:** None

**CO-REQUISITES FOR THIS COURSE:** None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
* Defining the human service professional
* History of and current issues in human services
* Standards in the profession: Skills, credentialing, program accreditation, and ethical standards
* Theoretical approaches to human service work
* The helping interview: Skills, process, and case management
* Development of the person
* Couples, family, and group helping
* Organizational and community change and the role of consultation and supervision
* Culturally competent helping
* Working with varied client populations
* Research, evaluation, and assessment
* Career development processes and resources: Your future in human services
1. **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 outcomes/objectives assessed in this course which play an integral part in the student’s general education along with the general education competency they support.

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency:

* Demonstrate knowledge of case management (including intake interviewing, helping skills, identification and use of appropriate resources and referrals), group facilitation, and use of consultation at the introductory level.

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

* Demonstrate knowledge of the historical roots of human services as a discipline and profession at the introductory level.
* Understand the historical and current legislation affecting services delivery at the introductory level.
* Recognize how public and private attitudes influence legislation and the interpretation of policies related to human services at the introductory level.
* Discuss the broader sociopolitical issues that affect human service systems at the introductory level.
* Show knowledge of theories of human development at the introductory level.
* Discuss the range and characteristics of human services delivery systems and organizations at the introductory level.
* Show ability to assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application at the introductory level.
* Use technology to locate, evaluate, and disseminate information at the introductory level.
* Expose students to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program at the introductory level.
1. **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.  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.

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:

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.