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

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## HUS 2540 Building Stronger Families and Communities (3 Credits)

This course provides an understanding of the essential role that human service professionals play in facilitating healthy families and communities, including the effects of poverty, inequality, unemployment, child abuse, substance abuse, and domestic violence. The course provides strategies for empowering families to apply effective parenting skills; develop healthy lifestyles; promote self-esteem and self-worth; assume responsibility; use problem-solving skills; resolve conflicts; identify alternatives; and make healthy choices.

## PREREQUISITES FOR THIS COURSE:

SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a “C” or higher; or EAP 1620 and EAP 1640 with a “C” or higher; or an eligible testing/course completion combination

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

FAMILIES AND INTIMATE RELATIONSHIPS: KEY CONCEPTS

 Why Study Families and Other Close Relationships?

 Social Status: Sex, Gender, Race, Ethnicity, and Social Class

THE FOUNDATIONS OF RELATIONSHIPS

 Love and Loving Relationships

 Sexual Identity, Behavior, and Relationships

 Communication, Conflict and Power in Our Relationships

 Marriage

PARENTS AND THEIR CHILDREN

 Raising Children

 Families and the Work They Do

FAMILY STRENGTHS, CHALLENGES, AND REORGANIZATION

 Family Stress and Crisis: Violence Among Intimates

 Looking Ahead: Helping Families Flourish

 Approaches to Family Counseling

## 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: Think

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

Demonstrate an understanding of the capacities, limitations, and resiliency of human systems as it relates to building stronger families and communities.B. Other Course Objectives/Standards

1. Understand changing family structures and roles as it relates to building stronger families and communities. (CSHSE 12.c. KH)

2. Discuss the organizational structures of communities as it relates to building stronger families and communities. (CSHSE 12.d. KM)

3. Demonstrate an understanding of the capacities, limitations, and resiliency of human systems as it relates to building stronger families and communities. (CSHSE 12.e. KM)

4. Explain the context and role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability and socio-economic status) as it relates to building strong families and communities. (CSHSE 12.f. KM)

5. Recognize the range of populations served and needs addressed by human services as it relates to building stronger families and communities. (CSHSE 13.b. KM)

## 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 <https://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 <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

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

## ATTENDANCE POLICY:

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

## GRADING POLICY:

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

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 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.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

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

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)