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| **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:**

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

1. **GENERAL COURSE INFORMATION:** Topic Outline.

1. Defining the Human Service Professional

2. History of and Current Issues in Human Services

3. Standards in the Profession: Skill Standards, Credentialing, Program Accreditation, and Ethical Standards

4. Theoretical Approaches to Human Service Work

5. The Helping Interview: Skills, Process, and Case Management

6. Development of the Person

7. Couples, Family, and Group Helping

8. Organizational and Community Change and the Role of Consultation and Supervision

9. Culturally Competent Helping

10. Working with Varied Client Populations

11. Research, Evaluation, and Assessment

12. 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 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 knowledge in the following areas: case management, intake interviewing, individual counseling, group facilitation and counseling, location and use of appropriate resources and referrals, and use of consultation at the introductory level.

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

1. Demonstrate knowledge of the historical roots of human services at the introductory level. (CSHSE 11.a. IKH)
2. Exhibit knowledge of the creation of the human services profession at the introductory level (CSHSE 11.b. IKH)
3. Understand the historical and current legislation affecting services delivery in human services at the introductory level. (CSHSE 11.c. IKM)
4. Recognize how public and private attitudes influence legislation and the interpretation of policies related to human services at the introductory level. (CSHSE 11.d IKM)
5. Show knowledge of theories of human development at the introductory level. (CSHSE 12.a. IKM)
6. Discuss the range and characteristics of human services delivery systems and organizations at the introductory level. (CSHSE 13.a. IM)
7. Show ability to record, organize, and assess the relevance, adequacy, accuracy, and validity of information provided by others at the introductory level. (CSHSE 14.b. ISM)
8. Use technology for word processing, sending email, and locating and evaluating information at the introductory level. (CSHSE 14.f. ISM)
9. Demonstrate knowledge in the following areas: case management, intake interviewing, individual counseling, group facilitation and counseling, location and use of appropriate resources and referrals, and use of consultation at the introductory level. (CSHSE 16.c. IKM)
10. Expose students to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program at the introductory level. (CSHSE 20.c. IM)
11. **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:**

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

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| **HUS 1001: INTRODUCTION TO HUMAN SERVICES**  **TEXTBOOK: HUS 1001 THEORY, PRACTICE, AND TRENDS IN HUMAN SERVICES: AN INTRODUCTION, 6TH EDITION**  **FLORIDA CERTIFICATION BOARD TRAINING EQUIVALENCY CHART** | | | | | | | | | |
|  | **Understanding Addiction/**  **Treatment Knowledge** | **Application to Practice/ Professional Readiness** | **Counseling** | **Clinical Evaluation** | **Treatment Planning** | **Case Management and Referral** | **Client, Family and Community Education** | **Documentation** | **Ethical and Professional Responsibilities** |
| Chapter 1 Defining the Human Service Professional – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 2 History of and Current Issues in Human Services – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 3 Standards in the Profession: Skill Standards, Credentialing, Program Accreditation, and Ethical Standards – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 4 Theoretical Approaches to Human Service Work – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 5 The Helping Interview: Skills, Process, and Case Management – 3 + 3 hours |  | 3 |  |  |  |  |  | 3 |  |
| Chapter 6 Development of the Person – 6 hours |  | 6 |  |  |  |  |  |  |  |
| Chapter 7 Couples, Family, and Group Helping – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 8 Organizational and Community Change and the Role of Consultation and Supervision – 3 hours |  | - |  |  |  | 3 |  |  |  |
| Chapter 9 Culturally Competent Helping – 3 hours |  | - |  |  | 3 |  |  |  |  |
| Chapter 10 – Working with Varied Client Populations – 3 hours |  | - |  |  | 3 |  |  |  |  |
| Chapter 11 – Research, Evaluation, and Assessment – 6 hours |  | 6 |  |  |  |  |  |  |  |
| Chapter 12 – Career Development Processes and Resources: Your Future in Human Services – 3 hours |  | 3 |  |  |  |  |  |  |  |
| **TOTAL – 45 HOURS** | **-** | **33** | **-** | **-** | **6** | **3** | **-** | **3** | **-** |