

HS100 Intro to Human Services Syllabus

CRN#26184 Fall 2023

Online Asynchronous

INSTRUCTOR INFORMATION

Instructor: Dr. Alexandra Olsen

Email: The primary way to contact me is via the Inbox in Canvas messages. If for some reason you cannot access Canvas to reach me, you may email me at

Alex.Olsen@umpqua.edu

Office Location/Hours: Fridays from 12:00pm-1:00pm or by appt. Office hours will be virtual over Zoom (will send link 15 minutes before office hours)

Communication Response Time: While I generally am very responsive over email, please allow 24 hours during the week for a response and 48 hours on the weekend

COURSE INFORMATION

Credits: 3

Course Location: Asynchronous Online

Course Meeting Times: Asynchronous Online

Recommended Prerequisites/Co-requisites: None

First Class Meeting Date: September 25, 2023

Drop for Non-Attendance: As per college catalog, students who do not attend the first class meeting of the term may be dropped by their instructor. Attendance in this online course is measured by completing the Student Introduction and Attendance Verification Discussion board in the first week by Wednesday September 27th at 11:59pm

COURSE BOOKS

Required: Pearce, Elizabeth. Intro to Human Services. In some weeks, I have assigned additional readings and videos that will be posted on Canvas.

COURSE DESCRIPTION

An overview of the scope and development of human services, including models of service delivery, historical context, clientele, the helping process, career opportunities, and professional ethics

COURSE LEARNING OUTCOMES

- CLO 1 - Analyze strategies that support client change.

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- CLO 2 - Evaluate various Human Services (HS) careers and requirements for successful HS professionals.
- CLO 3 - Apply procedures for assessing needs of individuals, families and special populations seeking HS services.
- CLO 4 - Evaluate intrapersonal and systemic barriers that may inhibit optimal functioning for people receiving HS organization services.

PROGRAM LEARNING OUTCOMES/UNIVERSAL LEARNING OUTCOMES

PLO 1 - Analyze the multifaceted roles and responsibilities of human service workers in a variety of social service settings

PLO 2 - Apply interpersonal and group skills needed to effectively work with diverse populations

PLO 3 - Apply culturally responsive and culturally specific approaches to effectively serve clients in an inclusive non-judgmental environment

PLO 5 - Demonstrate the ability to adhere to professional and ethical standards and show responsibility for professional growth

GRADING SCALE AND LATE WORK POLICY

Category Weights

Weekly Journals - 20%

Weekly Quizzes - 15%

Flipgrid Discussions - 5%

Final Exam Collective Study Guide - 5%

Final Exam - 20%

Career Interest Essay - 15%

Self Care Plan - 10%

Qualities of a Human Service Professional Mini Essay - 10%

Grading Scale

A= 90% + Outstanding work, great grasp of course objectives, can apply sociological concepts

B= 80% + Great work, good grasp of course objectives, has some trouble applying soc. concepts

C= 70% + Passable work, basic grasp of course objectives, can't apply sociological concepts

D= 60% + Struggling to understand course objectives, not completing assignments/attending

F= Less than a 60% No real understanding of sociological concepts or their application, not completing assignments, not attending class

Generally, at the end of the semester, if you have a grade that is on the verge (i.e. 89.5%-89.9%) I round up to the next percentage (i.e. 90%).

Late Work

I will accept late writing assignments up to one week after the due date - with 5% deducted for each day it's late. In general, if you have extenuating circumstances going on (i.e. sick family members, issues with childcare, chronic illness, crisis, etc) and need an extension for an assignment please ask in advance. I am well aware and sympathetic to the fact that life can present unforeseen difficulties. Please communicate with me if you're having difficulties keeping up with the course or completing assignments. I'm happy to work with you and help you succeed in this course, but if you wait until the last week of the semester to approach me then I will be unable to help.

I will only allow a student to make up an exam if they have a documented excused absence (i.e. doctors note, funeral for a close family member, religious holiday). Your parent/guardian writing a note will not suffice.

Grading Feedback

Assignments will be graded within one week of submission. All assignments have rubrics associated with them. Please make sure that you review them when completing an assignment. Similarly, when viewing feedback on an assignment please make sure to look at both the rubric score and any additional comments that I leave.

COURSE SPECIFICS

All assignments are due by Sunday at 11:59pm in the week they're due other than the final exam, which is due on FRIDAY at 11:59pm

Participation (15% Panopto Quizzes, 20% Weekly Journals) - 35% total

In lieu of in-person attendance I use two weekly assignments to gauge student's participation. The first module assignment is a Panopto Quiz. As you watch the lecture for the week there will be 3-4 points in the video where there will be an interactive quiz. The questions will cover the content that was discussed right before the quiz appears. You will only have one opportunity to take the quiz, but I will award up to half points back if you send me a message telling me the correct answers to the questions that you missed, and where you found those answers in the book and/or slides.

The second module assignment is the weekly journal. Each week I will post a few questions to answer about the course content. These will be a combination of questions on key concepts covered in the lecture/reading, application questions, and reflection questions.

Flipgrid Discussion Assignments - 5% total

To encourage peer interaction in the course, you will have a number of Flipgrid Video Discussions due throughout the quarter. If you feel uncomfortable being on camera, you are welcome to cover it and record an audio response instead. This response should be at least 30 seconds long and no longer than 3 minutes. In addition, you should watch one of your classmates' video responses and leave a comment. If you have technical issues with Flipgrid and/or do not enjoy using it - there is an alternative! You can come to my office hours or set up an appointment with me each week to discuss the discussion question for 3-5 minutes. If you do this, you will get full credit for the discussion.

Career Interest Essay - 15% total

For this assignment, you'll research an area of human services that you're interested in. You'll also interview someone who works in that area from the community. The purpose of this assignment is to give you a better sense of what kinds of career opportunities are available in human services and a better idea of what people do on a day to day basis.

Self-Care Plan - 10% total

For this assignment, you will take a number of self-assessments to assess where your self-care practices are currently at. From here, you'll develop a maintenance self care plan and an emergency self care plan using the templates provided in the assignment instructions.

Qualities of a Human Service Professional Mini Essay - 10% total

In this Assignment, you will write an essay where you talk about the skills important for a human services professional to have, while also assessing your own strengths and room for growth. You will choose at least five qualities/skills that a human services professional you need to embody. You will explain why each of these is important, providing examples from your own experience. You'll finish by assessing your own skills in light of what you know is required in the human services careers.

Final Exam Collective Study Guide- 5% total

Before the exam I will post a study guide of short-response questions to Canvas. Each student will be randomly assigned one section of the study guide. You will post your responses to your section of the study guide to a Google Document for the entire class to view (link will be sent out before the assignment) and also submit this to Canvas. You must submit to both the Google Document and Canvas to get full credit for this assignment. The benefit of this assignment is that you will have access to the completed study guide without having to do the whole thing yourself, can correct any incorrect answers/clarify any answers you see that your peers may have made when

completing their section, and have something to make other study tools from (i.e. flashcards, notes, jeopardy games, etc.)

Final Exam- 20%

Due by Friday of Finals Week at 11:59pm

The final exam is directly based on the lecture objectives, course videos, and assigned readings. The exam will consist of a mixture of multiple choice, matching, and short answer questions. Exam questions will be similar to the module quizzes and the guided notes, making both of these module exercises good consistent preparation for the exams. Otherwise, the best way to study for the exam is through completing the study guide and making a study tool (i.e. flashcards, self-quizzing, making a jeopardy game, etc), as I develop the exam questions directly from this document. The exam will be on Canvas, open-book, open-note, and you will have 120 minutes to complete it. This does NOT mean the exam will be easier, so please make sure to spend time studying in advance of the exam. In the past, students who did not study and attempted the exam got Cs on average. As such, I recommend taking a few hours to prepare for the exam.

Communication with Students

While I generally am very responsive over email, please allow 24 hours during the week for a response and 48 hours on the weekend. In addition, I am available to meet with you during my office hours. If for some reason you are unable to make this time, please email me and we can try and find another time that works. Additionally, I will always give you detailed feedback on your work and/or respond to reflective questions that are part of many of the guided note assignments.

If you actually read the syllabus and see this note by the end of week 1, please send me a message and I will give you 2 points extra credit on the midterm exam

Teaching Philosophy

I want to see you succeed! Both in this course and as you move towards a career! As a professor, it is my goal to present you information in a variety of ways (through readings, activities, lectures, discussions) and make it clear what information I am going to test you on. I will provide clear instructions for all assignments and be open to answering all questions about them. In turn, it is your responsibility to take advantage of all of the things that I provide to you including but not limited to lecture slides, videos, worksheets, the collective study guide, office hours, and study tips. If you ask for help, I'm more than willing to help - but you do have to ask.

I also really like to help my students figure out their career path/next steps to achieving their goals. I'm more than willing to write letters of recommendation for any student who is doing well in the course! Please take the time to come to my office hours and let me get to know you better so I can see how I can help you move forward towards the

job/career/university you imagine in your future! Or if you're not sure where you're headed, I'd also love to talk to you about the things you're considering.

If you see this note in the syllabus because you actually read it, send me a message by the end of Week 1 and I will give you 2 points extra credit on your midterm exam!

Study Skills Advice

While I'm sure there are people out there who are naturally geniuses, the 99.99% of the rest of us have to learn how to study and organize our time to meet our goals. I strongly suggest that you keep some kind of calendar so that you're aware of when assignments are due and can balance this alongside your other classes and work/family obligations. I also recommend that you put in the time to complete the module assignments, do the course readings, and study for exams. From my experience, if you simply show up to class, you likely will not get higher than a C in the class. There are many ways you can study from flashcards to outlining readings to reviewing notes and lecture slides to forming a study group with your classmates to watching youtube videos about the topic at hand.

I try to set up this course so that students will succeed! The readings connect to the lectures, videos, and activities in class, and this content all directly is what I will test you on. Additionally, the course assignments are set up to help you develop study skills. Part of the reason that I assign the Collective Study Guide assignment is so that you all learn ways that you could work together with your peers in future courses. This assignment also directly highlights the material that you need to review to do well on the exams - so that you don't waste time reviewing things that aren't relevant.

Civility and Respect Statement

The open exchange of information and ideas is essential to the democratic system of government. A cornerstone of democracy in America is that citizens have voluntarily observed certain rules of behavior that establish a tone of respect and civility for all. Discussion of some political or social issues can lead to emotionally charged debate. It is our hope that all participants in college civic engagement activities remember that we are an educational institution trying to create a safe space for listening and speaking, for dialog and learning. Displays of anger, rudeness, impatience, or a lack of respect detract from the open exchange of ideas, prevent fair discussion of the issues, and can discourage people from participation, and learning. Let's focus on having mutually respectful conversations in order to promote further civic engagement.

SCHEDULE OF ASSIGNMENTS

Week 1 - Intro to Human Services

- Week 1 Weekly Journal
- Week 1 Quiz

- Chapter 1

Week 2 - Historical Context and Contemporary Focus

- Week 2 Weekly Journal
- Week 2 Quiz
- Week 2 Flipgrid Discussion
- Chapter 2

Week 3 - Ethical Standards & Voices in the Workplace I

- Week 3 Weekly Journal
- Week 3 Quiz
- Chapter 3 and Chapter 10

Week 4 - Social Welfare, Social Problems, Poverty, and Intersectionality

- Week 4 Weekly Journal
- Week 4 Quiz
- Week 4 Flipgrid Discussion
- Chapter 4

Week 5 - Human Service Settings and Healthcare

- Week 5 Weekly Journal
- Week 5 Quiz
- Qualities of a Human Service Professional Mini Essay
- Chapter 5

Week 6 - Mental Health and Voices in the Workplace II

- Week 6 Weekly Journal (first step of career interest essay - take Alex's Outline assignment)
- Week 6 Quiz
- Chapter 6 and Chapter 11

Week 7 - Families, Children, Schools

- Week 7 Weekly Journal
- Week 7 Quiz
- Week 7 Flipgrid Discussion
- Chapter 7

Week 8 - Older Adults

- Week 8 Weekly Journal
- Week 8 Quiz
- Chapter 8
- Career Interest Essay

Week 9 - Trauma Informed Care

- Week 9 Weekly Journal
- Week 9 Quiz
- Week 9 Flipgrid Discussion (ask students to share what they wrote their career interest essay about/what they learned)
- Chapter 9

Week 10 - Becoming a Professional

- Week 10 Weekly Journal

- Week 10 Quiz
- Collective Final Exam Study Guide (each student assigned 5 questions)
- Self Care Plan Assignment (could be an in class assignment if desired)
- Chapter 12

Final Exam Week - FINAL EXAM DUE BY FRIDAY AT 11:59 PM

REQUIRED TECHNICAL SKILLS:

All UCC students should possess basic computer and internet skills, and/or inquire with a UCC Career Coach for this fundamental computing instruction.

STUDENT TECHNOLOGY HELP DESK

Comprehensive IT, Technology, and Student Computer Help are available in the UCC Library-Success Center. Hours In Person: 7AM-7PM Monday – Friday, Student Technology Help Chat available from 8AM-5PM Monday-Friday (Chat function bubble appears at the bottom, right-hand corner of the page) or contact austin.miller@umpqua.edu or via phone 541-440-4711.

OTHER UCC TECHNICAL SUPPORT AND RESOURCES

UCCOnline: ucconline@umpqua.edu or 541-440-7685

UCC Help Desk: helpdesk@umpqua.edu or 541-440-7808

Self-Service Banner Reset: call Admissions office at 541-440-7743

Canvas 24-hour Support Hotline: 855-782-5890

Laptops are available for checkout to students through the UCC Library. Wi-Fi hotspots are also available for check out. A reduced cost MS Office program is available through the bookstore and a free version is available online. You can find information about accessing Office 365 at the bottom of the Technology for Students web page.

TECHNOLOGY USE GUIDELINES

In order to support the activities for this course, UCC provides access to computers for students. The College established an Acceptable Use Policy. College Information Technology resources may be used for lawful and permitted purposes only.

UCC TUTORING

This course is supported by UCC tutors and academic coaches through the Success Center, located in the Library & Learning Commons. Tutors are trained to share learning and study strategies during tutorial sessions and can help you understand and reinforce concepts that you are learning in this class. Tutors and academic coaches provide free

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course tutoring, writing help, academic skills consultations, as well as tips and strategies for time management, note-taking, and test-taking skills. Tutoring is available online via Zoom, in-person in the Success Center. To find out more information, visit the Success Center, call 541-440-7831, or email tutoring@umpqua.edu.

ACADEMIC INTEGRITY

UCC is committed to providing our students quality education that upholds excellent academic standards. Academic integrity means academic honesty in presenting one's work as one's own, and the ethical adherence to guidelines set by individual instructors and the college. Academic dishonesty (plagiarism, misrepresentation of work, cheating, use of online websites for test answers, etc.) jeopardizes our students' educational experiences, and the educational mission of UCC. Therefore, UCC has a zero-tolerance policy regarding all forms of academic dishonesty. For more information regarding possible violations, penalties, and procedures, see the UCC Student Code of Conduct Section 5506.

ARCHIVING OF STUDENT WORK

To protect the original work of students from plagiarism and to uphold the high academic standards and integrity of UCC, any written assignment in this course may be submitted to an internet-based plagiarism detection service such as [TurnItIn](#) by the student or the instructor. All submitted written assignments will be archived and may be referenced for the purpose of detecting plagiarism.

ADA COMPLIANCE & PRIVACY STATEMENTS

Canvas conforms with the W3C's Web Accessibility Initiative Web Content Accessibility Guidelines (WAI WCAG) 2.0 AA and Section 508 guidelines. Other Accessibility Statements for teaching technology are provided in the UCC Canvas Help.

- [Canvas Accessibility and VPAT Statement](#)
- [Canvas Privacy Policy](#)
- [Zoom Privacy Statement](#)
- [Zoom Accessibility Statement](#)
- [Panopto Accessibility and VPAT Statement](#)
- [Panopto Privacy Statement](#)
- [Microsoft Office Accessibility and VPAT Statement](#)
- [Microsoft Office Privacy Statement](#)
- [Flipgrid Accessibility Statement](#)
- [Flipgrid Privacy Statement](#)

Communicable Disease Policy

Students shall take reasonable and necessary steps to prevent the spread of communicable/infectious disease. Any student with a communicable disease should follow all advice from their healthcare provider and any OHA or CDC guidance. Since any disease may adversely affect academic performance, a student with a communicable disease is encouraged to seek advice from Student Services 541-440-7859.

Inclusion, Diversity, and Equity Statements

UCC affirms values that foster a fully inclusive and welcoming environment while promoting scholarship, innovation, and a campus climate that reflects a deep appreciation and acceptance of diversity. UCC is dedicated to supporting education and personal growth to prepare students for their lives after graduation, thereby enhancing the broader community. By responding respectfully and effectively to people of all cultures, backgrounds, abilities, and lifestyles, we recognize and affirm the values, worth, and dignity of all individuals, families, and communities. For more on UCC's commitment to inclusion and equity visit the Inclusion, Diversity, and Equity Action Leadership (IDEAL) Committee.

NON-DISCRIMINATION

It is the policy of UCC that there will be no discrimination or harassment on the grounds of sex, race, color, marital status, sexual orientation, gender identity, religion, national origin, age, pregnancy, mental or physical disability, uniformed/military service or veterans' status, or any other protected status or activity in accordance with applicable law, in any educational programs, activities, or employment. Persons having questions about equal opportunity, discrimination, or Title IX issues should contact Student Services 541-440-7859 or the Title IX Coordinator 541-440-7763. Additional information can be found on the UCC website: Equal Opportunity Non-Discrimination, and Title IX

TITLE IX

UCC is committed to providing an academic and work environment free of unlawful sex harassment under Title IX. This includes acts of sexual harassment, sexual violence, domestic violence, dating violence and stalking. Learn more about UCC's policy, procedure, and resources, including talking to someone confidentially or to file a report, by visiting the UCC Title IX page. Unless there is child abuse involved, confidential employees will not share information until you express interest in moving forward with filing a report. The Title IX Coordinator can be reached at titleix@umpqua.edu or 541-440-7763. Pregnancy Rights & Responsibilities: Title IX makes it illegal to

discriminate on the basis of pregnancy and related conditions. All student pregnancy concerns and pregnancy related absences are coordinated by the Accessibility Services office. You may not anticipate any academic needs associated with your pregnancy, however, your needs may change as your pregnancy progresses. Disclosure of your condition early in the pregnancy will help in making the planning process more proactive. To disclose your pregnancy to ensure proper accommodations and support, please contact Accessibility Services at (541) 440-7900. For additional information related to pregnancy rights and responsibilities please contact Accessibility Services or UCC's Title IX Coordinator at titleix@umpqua.edu.

ACCESSIBILITY

Any student who feels they may need an accommodation for any type of disability should contact the Accessibility Services Office in the LaVerne Murphy Campus Center. If you plan to use academic accommodations for this course, please contact your instructor and Accessibility Services as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the "Term Accommodations" letter sent by email. To request academic accommodations for a disability, please contact the Accessibility Services office at (541) 440-7900 or Oregon Relay 1-800-735-2900.

CONSUMER & GENERAL INFORMATION

UCC is required by the Higher Education Act of 1965, as amended, to disclose certain information to enrolled students, prospective students, parents, employees, and others. It is provided on the UCC website.

UCC STUDENT SERVICES, TRIO & VETERANS CENTER

We are committed to your success as UCC students and developing professionals. Please take advantage of the many resources we provide across campus. The UCC Veterans Center is in ESB 17. TRIO (Transfer Opportunity Program) is in ESB 10 and 15. Career Coaching, Academic Advising, mentoring, leadership development opportunities, wellness resources, financial aid, extracurriculars, financial resources, and career exploration are offered by UCC Student Services.

SELF-CARE AND CAMPUS RESOURCES:

As students, we must remember the importance of taking care of ourselves through stressful times in our own personal lives, and in managing the impact difficult issues may have on us. Here is a sampling of resources available to all students:

- [Mental and Emotional Health](#)
- [Food Assistance](#)

- [Learning Support](#)