

SYLLABUS FOR HUS-1010

INTRODUCTION TO HUMAN SERVICES

COURSE DESCRIPTION

The course provides a broad overview of the human services field. Students learn the qualities and skills required of workers in the field while also examining their own strengths and abilities to help others. Students will gain a perspective on social work's history, practice settings, techniques, and issues that arise in the areas of law, ethics, values, and human diversity.

COURSE TOPICS

- Foundations of human services
- Ethical standards and cultural competency
- Current trends and issues
- Practical applications
- Communication and interpersonal skills

COURSE OBJECTIVES

After completing this course, you should be able to:

- CO 1** Describe the impact of historical events, legislation, and social movements in human services.
- CO 2** Apply ethical principles to real-world scenarios, demonstrating cultural competency awareness.
- CO 3** Discuss current trends and emerging issues in the field.
- CO 4** Utilize theoretical frameworks to assess clients' needs.
- CO 5** Enhance communication skills to collaborate effectively with professionals in related fields.
- CO 6** Review policy change at local, state, and national levels.

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

Required Textbook(s)

- Martin, M. (2022). *Introduction to human services: Through the eyes of practice settings* (5th ed.). Pearson.
Print ISBN-13: 978-0136801771
eText ISBN-13: 978-0136801993

Additional Learning Resources

- Walsh, J. (2014). *Theories for direct social work practice* (3rd ed., Kindle version]. Cengage Learning.
ISBN-13: 978-1285966120
- Schmid, H., & Greenspan, I. (2024). [Human service organizations, disruptive extreme events, and organizational resilience: An introduction to the special issue on human service organizations in times of the COVID-19](#). *Human Service Organizations: Management, Leadership & Governance*, 48(3), 213–222.
- Mosley, J. E., & Smith, S. R. (2018). [Human service agencies and the question of impact: Lessons for theory, policy, and practice](#). *Human Service Organizations: Management, Leadership & Governance*, 42(2), 113–122.

COURSE STRUCTURE

Introduction to Human Services is a three-credit, online course consisting of six modules. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Foundations of Human Services**
Course objectives covered in this module: CO 1, CO 2
- **Module 2: Ethical Standards and Cultural Competency**
Course objectives covered in this module: CO 1, CO 2, CO 3

- **Module 3: The Role of Human Services Professionals**
Course objectives covered in this module: CO 2, CO 3, CO 4
- **Module 4: Addressing Client Needs; Trends and Challenges**
Course objectives covered in this module: CO 3, CO 4, CO 5
- **Module 5: Exploring Specialized Practice Settings in Human Services**
Course objectives covered in this module: CO 5, CO 6
- **Module 6: Expanding Horizons in Human Services**
Course objectives covered in this module: CO 6

ASSESSMENT METHODS

For your formal work in the course, you are required to participate in online discussion forums, complete written assignments, complete case study analyses, complete quizzes, and complete a final project. See below for details.

Consult the Course Calendar for due dates.

Promoting Originality—One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).



Discussion Forums

You are required to complete **six** discussion forums. These forums provide an opportunity to share your learning with classmates and apply key concepts. The forums may include case vignettes and YouTube videos, both of which serve as catalysts for classroom discussions. They encourage you to reflect on real-world contexts and connect to the course content.



Written Assignments

You are required to complete **three** written assignments. The written assignments are on a variety of topics associated with the course modules. You will be required to answer a series of challenge questions requiring you to actively apply what you have learned from chapter readings and module concepts.



Case Study Analysis

You are required to complete **two** case study analyses. The case studies are on a variety of topics associated with the course modules. These cases promote critical thinking and problem-solving skills as you assess complex cases and evaluate diverse perspectives. This not only enriches learning but also prepares you for the multifaceted challenges encountered in the field of human services.



Module Quizzes

You are required to complete **six** module quizzes. The quizzes are multiple choice and assess a variety of topics associated with the course modules. You may take the quiz multiple times throughout the semester. Your highest score will be recorded in the gradebook.



Final Project

Your project will delve into the current trends in the human services field, putting a spotlight on how societal changes, technological advancements, and emerging needs are shaping the delivery of services. The final project is divided into two parts. First, there is a written paper where you'll have the opportunity to explore and analyze these trends in depth. Second, you'll create a video presentation to showcase your findings and perspectives in a dynamic and visually appealing format.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Online discussions (6)**—20%
- **Written assignments (3)**—30%
- **Case study analyses (2)**—10%
- **Module quizzes (6)**—10%
- **Final project**—30%
 - Part 1: Written paper—15%
 - Part 2: Video presentation—15%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical

grades are as follows:

A	= 93–100	C+	= 78–79
A–	= 90–92	C	= 73–77
B+	= 88–89	C–	= 70–72
B	= 83–87	D	= 60–69
B–	= 80–82	F	= Below 60

To receive credit for the course, you must earn a letter grade of C or better (for an area of study course) or D or better (for a course not in your area of study), based on the weighted average of all assigned course work (e.g., exams, assignments, discussion postings).

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course, how to schedule exams, and how to get the most from your educational experience at Thomas Edison State University.
- Arrange to take your examination(s) by following the instructions in this Syllabus and the Online Student Handbook.
- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with web-based learning, be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Course Calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and submitting the final project.

- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process—not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) web page and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)

- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)