

# Instructor Guide for HDFS 262- Introduction to Human Services

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## Course Description

HDFS 262 explores the human services profession and related fields, with emphasis on prevention, intervention, and remediation. This course facilitates the understanding of the wide range of careers and settings in the human services and related fields. It also prepares students for HDFS (Human Development and Family Studies) beginning practicum. An emphasis is placed on the centrality of social justice and equity in the Human Services profession.

This course was designed using student-centered learning, culturally responsive teaching, and incorporates open pedagogy by asking students to provide input and suggestions into improving the textbook. In addition the course and materials were developed according to the principles of Universal Design and Transparency in Learning and Teaching (TILT).

The course integrates with the open textbook, [Introduction to Human Services: An Equity Lens Textbook 2e](#).

## Course Learning Outcomes:

Upon successful completion of HDFS 262 the student will:

1. Identify the core principles and historical orientations of the Human Services field.
2. Articulate the centrality of social justice and multicultural equity in the practices of the Human Services profession.
3. Describe the characteristics of effective helping professionals and settings.

## Course Scope and Structure

This course pack incorporates a variety of instructional materials, such as the textbook chapters, videos, quizzes, visuals, assignments and discussions.

Each unit follows this structure:

- Students participate in person, 2 days a week for 1.5 hours each meeting

- Each week prior to coming to class students are expected to complete the chapter readings for the week as well as complete the pre-class questionnaire.
- There is a quiz taken in Moodle each week. The quiz includes 10 questions and is in the form of multiple choice questions, True and false and/ or short essay questions. The quiz is aimed at assessing students' knowledge of the information covered that week as well as supporting students' process of applying theory to practice.
- Readings each week include chapters from the textbook in addition to other resources applicable to the theme being addressed each week. As much as possible, readings/ resources shared are multi-sensory so that students have opportunities to receive information from multiple means e.g. readings might be paired with a podcast or a video.
- Each class meeting includes opportunities for students to reflect and share their reflections with either the instructor and/ or with peers. For example at the end of a class meeting students write their take-aways on sticky notes and leave it with the instructor.
- Beginning in week 4 through week 8 Human Services professionals are invited to the class to speak about the work they do. Students are invited to ask questions. This also encourages students to begin planning for their interview assignment as well as their practicum.
- At least once a week, students have opportunities to work in groups. For example they engage in think/pair/share activities where they are given a particular topic based on what the class is discussing, asked to individually think about their experiences with the topic, then work together in a group with peers, then they are asked to share their work with the rest of the class.
- In addition to the activities stated above students are also required to complete 3 reflection papers throughout the course. The first is due week 4, the second paper is due week 6 and the third due week 9. This process facilitates an understanding of reflective practices and sets a framework for students developing reflective practices.
- An interview paper is also a requirement of this class. Students identify a human services professional to interview, meet with that professional and then write a short paper. This activity provides an opportunity for students to find out more about a particular area of the human services professional they are interested in.
- Students develop and submit a research paper based on a topic they are interested in. In preparation for this assignment they receive information about resources on campus. One of the librarians also shared information with students about the research process. During the last week of the term students present their research to the class. The final research paper is submitted through Moodle.

# Notes to Future Instructors:

Some of the contents of this class can be triggering for some students. It is important to let students know this at the beginning of the course and also give warnings the week various topics might be presented.

It is important at the beginning of class to engage in self regulating activities and also remind students about available resources on campus.

Some topics require more time than others. It is important to slow down and cover these topics and to make a plan around this.

It is important to plan with guest speakers the topics you'd like for them to speak about as well as the overall objective/ goal for having them come to your class. Linked to this is the length of time for their presentation.

The first 4 weeks are foundational weeks. It is important to help students make sense of their own identities so that they can take a more critical look at the history of the profession as well as recent happenings in the field. Slowing down is OK

Students learn through multiple means, including content that engages different senses is important. For some students a video or a visual may be a better tool than reading the text.

Prorizing building community is key. This includes “getting to know you” activities not only on the first days but also throughout the length of the class.