



College of Education

*Preparing Professionals for Changing
Educational Contexts*

CED 300 – INTRODUCTION TO HUMAN SERVICES AND COUNSELING (3 Sem Hours)**

Department of Educational and Clinical Studies

**** This is an intensive writing “Milestone Course”**

Instructor Information:

Office Phone:

Email:

Office Hours:

Office:

Note: *The “Quick Start” link on the homepage is an important component of this Syllabus and you are therefore required to be familiar with its contents and directions.*

COURSE DESCRIPTION

Introduction to the field of human services and counseling. Topics include various perspectives on human services and counseling such as trends in human service delivery, counseling theories and practice, crisis intervention, intervention programs, and ethical issues. *Prerequisites: ENG102*

As noted by the asterisks above, this is a Milestone Course in the Human Services Major. As a result, it requires students to engage in intensive writing activities and to demonstrate mastery of college-level writing skills as described

in the most recent edition of the Publication Manual of the American Psychological Association.

Weak writers are advised to postpone enrollment in this course until such time as they have obtained appropriate writing skill through coursework or the campus

Writing Center or Academic Success Center.

UNIVERSITY UNDERGRADUATE LEARNING OUTCOMES (UULOs)

The content of this course targets the UULOs in the following ways:

<i>UULO:</i>	<i>How/Where UULO is Addressed:</i>
Intellectual Breadth and Lifelong Learning: 3. Apply models to evaluate problems 4. Transfer knowledge to new settings 5. Demonstrate life-long learning skills 6. Achieve success-goal setting, career skill	Mod 5: Child Welfare Case Study Mod 13: Faith-Based Agencies Mod 1: Personal Curriculum Mod 1: Resumé
Inquiry and Critical Thinking 2. Access and collect needed information 3. Interpret information 4. Recognize complexity and perspectives 6. ID, analyze, and evaluate reasoning	Mod 6: Adolescent Services Mods 3 and 5: Drawing inferences Mod 4 and 7: Active Listening Mod 9: Homelessness project
Communication 1. Demonstrate general academic literacy 6. Apply electronic technologies for communication	Writing Mastery Paper All Unit Assignments (Online Course)
Global/Multicultural Knowledge & Awareness 1. Demonstrate knowledge of world culture 2. Experience/interpret diverse perspective 3. Interpret concept of social justice 4. Display curiosity of other cultures	Mod 15: International Human Services Mod 15: International Human Services Mod 15: International Human Services Mod 15: International Human Services
Citizenship and Ethics 1. Acquire knowledge of political, economic, & social institutions 2. Rights & obligations of citizens 6. Learn and apply ethical reasoning	Mod 1: Human Services Practice Settings; Mod 2: Historical Influences Mod 3: Ethics and social justice Mod 3: Apply Kitchener's Model to Bailout

NATIONAL STANDARDS ADDRESSED

Standards Addressed in this course: Council for Standards in	Standard 11: Historical Development of Human Services Standard 12: Interaction of Human Systems Standard 13: Promotion and Inhibition of Human Functioning Standard 14: Information Management
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Human Services Education	<p>Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes</p> <p>Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions</p> <p>Standard 17: Development of Interpersonal Skills</p> <p>Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system</p> <p>Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice</p> <p>Standard 20: Self-Development</p>
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KNOWLEDGE OBJECTIVES AND RELATED STANDARDS

Upon completion of this course students will have achieved the following objectives:

Objective 1: Commit to an ongoing process of self-evaluation, self-understanding, and growth into the kind of stable, well adjusted person who is dedicated to a career meeting the needs of others	
Standard 17: Interpersonal Communication	
Standard 20: Self-Development	
17-b	Dealing effectively with conflict
17-c	Establishing rapport with clients
17-d	Developing and sustaining behaviors that are congruent with the values and ethics of the profession
20-a	Conscious use of self
20-b	Clarification of personal and professional values
20-c	Awareness of diversity
20-d	Strategies for self-care
20-e	Reflection on professional self

Objective 2: Acquire knowledge of the function of Human Services system of the U.S. (as well as the student's own country, in the case of international students)

Standard 11: The curriculum shall include the historical development of human services

Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

11-a	The historical roots of human services
11-b	The creation of the human services profession
11-c	Historical and current legislation affecting services delivery
11-d	How public and private attitudes influence legislation and the interpretation of policies related to human services
11-e	Differences between systems of governance and economics
11-f	Exposure to a spectrum of political ideologies
11-g	Skills to analyze and interpret historical data for application in advocacy and social change
16-c-1	Case management
16-c-5	Location and use of appropriate resources and referrals
18-f	Legal and regulatory issues and risk management

Objective 3: Develop an understanding of basic administrative and managerial concepts related to program planning and evaluation and legal responsibilities

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

Standard 14: The curriculum shall provide knowledge and skills in information management.

Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.	
12-c	Changing family structures and roles
12-d	An introduction to the organizational structures of communities
12-e	An understanding of the capacities, limitations, and resiliency of human systems
12-g	Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism
12-h	Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems
13-a	The range and characteristics of human services delivery systems and organizations
13-b	The range of populations served and needs addressed by human services professionals
13-d	Economic and social class systems including systemic causes of poverty
13-f	International and global influences on services delivery
14-a	Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems
14-c	Compiling, synthesizing, and categorizing information
14-f	Using technology for word processing, sending email, and locating and evaluating information
15-a	Analysis and assessment of the needs of clients or client groups
15-d	Program design
18-d	Developing budgets and monitoring expenditures

Objective 4: Practice, develop, and value the skills associated with active listening and other techniques of clinical interaction with clients.	
Standard 17: Interpersonal Communication	
Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice	
Standard 20: Self-Development	
17-a	Clarifying expectation
17-b	Dealing effectively with conflict
17-c	Establishing rapport with clients
17-d	Developing and sustaining behaviors that are congruent with the values

	and ethics of the profession
19-a	The least intrusive intervention in the least restrictive environment
19-b	Client self-determination
19-e	Belief that individuals, services systems, and society can change
20-a	Conscious use of self
20-b	Clarification of personal and profession values
20-c	Awareness of diversity

Results

Upon completion of this course, members of the learning community will have developed habits of reflection and self-analysis for the purpose of advancing the development of insights and interpersonal skills necessary for successful interaction in a professional helping situation. They will also have developed a foundation of knowledge of the U.S. (and/or native) human services system, with an appreciation of the multi-faceted nature of human services work.

REQUIRED TEXTBOOK

Martin, M. E. (2013). *Introduction to Human Services: Through the Eyes of Practice Settings* (3rd Ed.). Boston: Allyn & Bacon/Pearson.

Caution: If you buy a book online, be sure you receive it BEFORE the course begins. Students who rely on Internet sellers sometimes wait weeks after the start of the semester before receiving their text. This is not a valid excuse for missing assignments.

OTHER REQUIRED READING (provided for you in a course module)

West, G. R. (2011). *Picking Your Nose in Class and Other Ways to Ruin Your Academic Career: An Insider's Practical Guide to Etiquette for College Students*. Ashland, OH: Atlas Books. Chapter 5
 Also available in the "faculty authors" section of the Rebel Bookstore

COURSE REQUIREMENTS

There are four areas of activity in this course on which you will earn your final grade. These areas include:

Writing Master Paper	100 Points
Module Assignments (8 @ 62.5 pts ea)	500
Discussion Responses (8 @ 12.5 pts ea)	100
Chapter Quizzes (15 @ 20 pts ea)	300
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	1000 Points

Your performance on the module assignments will be assessed as a ratio of points earned divided by points possible for each assignment in accordance with the Performance Evaluation Rubrics (see below). Your final course grade will be determined from the total number of points earned according to the following scale.

Grade Breakdown:

Percent and Points	A 94-100 (940 pts)	A- 90-93 (900 pts)
B+ 87-89 (870 pts)	B 84-86 (840 pts)	B- 80-83 (800 pts)
C+ 77-79 (770 pts)	C 74-76 (740 pts)	C- 70-73 (700 pts)
D+ 67-69 (670 pts)	D 64-66 (640 pts)	D- 60-63 (600 pts)
F 59 & below (590 pts)		

PERFORMANCE EVALUATION RUBRICS

The ability to clearly communicate orally and in writing is critical in the Human Services profession because much of your time is spent either in counseling, advising, explaining, directing, and other communication activities. Far too many people, for example, create and send email messages without editing them for correct spelling, grammar, missed words, etc. and then simply send them off, leaving it to the recipient to figure out what is meant.

In your written assignments you should get into the habit of carefully reviewing every word you send into cyberspace. The standard for writing quality is the latest edition of the Publication Manual of the American Psychological Association. You do not need to cite your textbook in your Assignments, but outside sources you refer to DO need to be cited. Pay particular attention to the APA Manual regarding writing style and grammar, as those are the standards used in the grading rubric.

An online Grammar Guide is linked to this course for your use in all writing assignments, especially the Writing Mastery assignment. This is a valuable source of information that you should refer to for all your writing, especially if you are not an accomplished writer.

Your modules will be graded according to the following rubric.

Provides guidelines for grading quality of written Assignments. Credit may range from 0 to 6 points. On rare occasions students receive an "Exceptional" to notify them that the instructor recognizes the superiority of their effort, but no additional points are usually awarded.

Objective/Criteria	Performance Indicators			
	Needs Improvement	Marginal	Meets Expectations	Exceptional
Grammar and Spelling	Not Submitted or Spelling and/or grammar errors fail to meet standards of college writing. Grade range: F	Barely acceptable errors in spelling and grammar. Grade range: C+ to D	Few spelling and/or grammar errors resulting in acceptable to very good writing product. Grade range: A to B-	No errors in spelling or grammar. Few people meet this standard
Original Ideas	Not Submitted or Product simply repeats source material with little or no original contribution from student. Grade range: F	Product reflects little engagement with topic and unimaginative response. Grade range: C+ to D	Product reflects positive student engagement with material and creation of an original reaction of opinion or insight. Grade range: A to B-	Product reveals a clearly mature and deeply insightful response; reflects a unique perspective that contributes significantly deeper understanding of the issue. Few people meet this standard

COURSE COMPONENTS

Writing Mastery Paper

UNLV instituted two major general education initiatives two years ago:

1. the **University Undergraduate Learning Outcomes** (UULOs); and
2. early junior-level courses that are writing-intensive **Milestone Courses**.

This course addresses both of those initiatives. In the Writing Master Paper you will reflect on the extent to which you have encountered and engaged in the various UULOs during your learning experience at UNLV up until this time. Your paper will be graded according to the strict guidelines set forth in both the *American Psychological Association Manual of Style* and the Grammar Guide provided as a link on the course site main page.

Details of this assignment are provided within the Writing Mastery module.

Completing this paper is **REQUIRED** for passing the course. If you do not submit the paper you will automatically fail the course, regardless of the quality of the rest of your work. If **you miss the deadline, you will still be required** to submit the paper at half its original point value. Because this is an upper-level “Milestone” course, you are required to at least pass the writing competency requirement. Failing grades on the Mastery Writing paper will result in a grade of “F” for the course, regardless of the quality of the other work.

Modules

You will complete fifteen module assignments that correspond to the fifteen chapters of the text. Each chapter represents a major topic of knowledge from the various fields that comprise the various professions defined as “Human Services.” All assigned work must be submitted by the deadline for the week (see “Course Schedule” link).

When you click on “Unit 1” you will enter an area that contains all modules for that unit. When you then click on a specific module, you will enter an area that provides all the required assignments, including:

³⁵/₁₇ a “Module Assignment” link to open a description of your assigned work for the module

³⁵/₁₇ a “Video Overview” link that will direct you to a list of videos that introduce the course and individual chapters

³⁵/₁₇ additional learning resources (case studies, readings, etc.)

³⁵/₁₇ a “Submit Assignment” link (in modules that require that you submit written work) and

³⁵/₁₇ a “Module Quiz” link that will take you to the quiz for the current module

³⁵/₁₇ A Discussion Link to post your assignment and respond to peers

Note that there are only eight modules that require you to submit written work (Modules 3, 4, 5, 7, 9, 10, 11, and 14). Thus, you find the “Submit Assignment” link only in these modules. The other modules require you to simply study the chapters and complete the quizzes.

You may work ahead of the schedule, if you like, but you must submit all assigned work by the specified deadline for each unit.

Quiz Information

The 15 open-book quizzes will be equally weighted and taken online. Each quiz will consist of 20 multiple-choice items. Each student will receive a different, randomly generated quiz, and once you start it you will have two hours to complete and submit the work.

You are under the Honor Code to work alone on each Study, using only your textbook as a reference. You will receive immediate feedback regarding your performance and your scores will be accumulated in the online course Gradebook.

NATURE OF THE COURSE

This is an “**asynchronous**” (self-paced) online course and is intended for students who need little or no guidance from the instructor and are either knowledgeable of WebCampus or are able to gain familiarity quickly and solve their own problems regarding the use of Blackboard.

The entire course will be made available to you on the first day of the session. You are free to work ahead and complete the course on your own schedule. You **MUST**, however, complete all required work by the deadline provided in the Course Schedule.

The instructor does not answer questions about how WebCampus/Blackboard works. Technical problems you encounter, if any, must be **quickly** directed to the IT Help Desk at **(702) 895-0777**.

Caution: Because this is a large, fast-moving, tightly structured, self-directed course, there is no time to make up missed work. Should you find that for some reason you cannot meet deadlines, you should calculate your grade based on receiving a “0” grade for all missed work and then decide if you wish to accept

that grade or drop the course. Please don't ask for exceptions to this rule. In the case of emergencies, by contacting me quickly after the emergency, I may be able to work out a special arrangement, assuming you experienced a verifiable emergency. **No extra credit work will be provided. Simply do the work on time and none will be needed.**

Important Note: Carefully study the schedule found in the course links for due dates.

The instructor reserves the right to amend this syllabus at any time; but in the vast majority of cases this means adding administrative information that may have initially been overlooked.

COMMUNICATION WITHIN THE COURSE

As listed on the first page of the syllabus, your primary method of contacting me is through the private email included in the course links ("Course eMail") and through the community Café, explained below.

COURSE EMAIL

Please contact me through the private Course eMail system within WebCampus. Please refrain from using my other UNLV email address. This will ensure that your message is received.

THE COMMUNITY CAFÉ

You may virtually "drop in" to the Community Café, the informal discussion board for the community of learners. Here you will find messages from students who wish to post comments or questions to everyone.

ANNOUNCEMENTS

When there are unexpected changes that have to be made or other course updates, I usually communicate those through Announcements that I send to everyone.

VARIOUS UNLV POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly.

Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:

[http://www.unlv.edu/registrar/calendars.](http://www.unlv.edu/registrar/calendars)