



CED 300: Introduction to Human Services and Counseling
Department of Counselor Education, School Psychology, and Human Services

SEMESTER/YEAR HERE (e.g., Fall 2020)

3 Credit Hours

Class Location/Time: Online

Instructor:

Email:

Office:

Office Phone:

Office Hours:

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

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. **Prerequisite:** ENG 102

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.

COURSE OBJECTIVES

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 (*Standards 17, 20*)
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 (*Standards 11, 16, 18*)
3. Develop an understanding of basic administrative and managerial concepts related to program planning and evaluation and legal responsibilities (*Standards 12-15, 18*)
4. Practice, develop, and value the skills associated with active listening and other techniques of clinical interaction with clients. (*Standards 17, 19*)

Commented [HD1]: This information above (semester year, contact information) should be updated with the information related to you and your course. Make sure to accurately add office hours and how your students can contact you.

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

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. (2017). *Introduction to Human Services: Through the Eyes of Practice Settings* (4th 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.

*You may purchase a copy of this textbook without the supplemental software; your assignments for this course are derived from the text itself.



COURSE INSTRUCTIONAL METHODS

This is an **accelerated** online, fully asynchronous course, and will be provided entirely through Canvas. Since this is an online course, we have the opportunity to facilitate deep learning!

Communication with Instructor

Since this is a summer course, the instructor does not hold regular office hours. Please contact the instructor by e-mail with any questions about the course. The instructor may take up to 48 hours to respond to your e-mail, so please send messages 48 hours ahead of the time that you need the answer. That is, emails sent over the weekend will be responded to within 48 hours from the following Monday; additionally, emails sent after 5:00 pm on Fridays will be responded to on the following Monday.

Class Expectations

Given the accelerated online nature of this class, you are expected to be an independent learner and “keeper” of your own time management. Please take full advantage of the discussion boards and other resources made available to you, including your classmates. **CAUTION:** In order to successfully manage yourself in this class, it is recommended that you avoid the “rumor game” in regards to specific requirements and assignments of this class. Please carefully review your syllabus as many of your questions and concerns can be answered through a simple review of your syllabus and course calendar.

Note: All times and dates in this syllabus are LOCAL to Las Vegas, Nevada USA. There will be **NO** opportunity for make-up of assignments including papers and exams. Please note that technical issues that may arise and prevent you from completing assignments is **not** an acceptable excuse for late submissions. Therefore, it is **highly recommended** that you be prepared to complete the online assignments ahead of the due date. This will give you time to sort out technical issues early on in the time period. You are **strongly encouraged** to consider this recommendation and adjust your schedule accordingly. Please, do not wait until the last minute to complete the modules. If you are having trouble accessing WebCampus, contact the Help Desk at 702-895-0777 or email at: ithelp@unlv.edu.

Additionally, you are expected to have access to a computer and the internet. If you do not own your own computer, there are various computer labs located across our campus. It is also important that you are familiar with the technology in order to utilize Canvas effectively. If you have any questions or concerns regarding the suitability of your equipment and software please contact the Office of Information Technology (<http://oit.unlv.edu/>) for assistance.

IMPORTANT NOTE: This class will utilize the *module* format, where each module is an individually contained learning unit and experience. Additionally, this class is largely *self-paced* and thus you are welcome to work through each module and assignment *ahead* of schedule. However, please note that while you may move *ahead* in completing your modules and assignments, you must absolutely **NOT** fall *behind* in completing the modules or any assignments. That is, all assignments and modules **MUST** be completed by the posted due dates and times, no exceptions. Given the timeline of this course, there will be no extensions on due dates. All times are local to Las Vegas Nevada, USA (PST).

AGAIN: Technology, or other computer-related issues, will **NOT** be considered an acceptable reason or justification for not having an module/assignment completed and submitted on time.

LEARNING ACTIVITIES AND EVIDENCE OF ACHIEVEMENT

Learning activities for this course will include reading, discussion board posts, the Writing Mastery Paper, and module quizzes. More detailed information about each form of assessment will be given in the explanation of each activity below, as well as in Canvas. Reading the text and additional readings will be essential and required for achieving and measuring successful outcomes. Each of the quizzes will cover the reading in the module, and your ability to submit insightful discussion posts will be dependent on your dedication to reading and understanding the material presented in the text.

Successful human services professionals are collaborative, not combative. Please make a point to respond to others respectfully, even if you completely disagree with their opinions. Also, proofread your responses carefully before you post them to make sure that they will make sense not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussions as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more “traditional” classroom setting.

Introduction Discussion Board Post (10 points)

Post an introduction of yourself on the introduction blackboard discussion board. For this first discussion board, please introduce yourself to your fellow classmates. Tell us: (1) what your major/minor(s) are and why you have or will choose this educational path (2) what you would like to do when you graduate, and (3) post a picture that represents you (it can be of yourself or something that represents you).

Discussion Board Posts (15 at 6 pts. each)

You should respond to all questions and follow the directions given for each discussion board post. Responses to these questions should be comprised of thoughtful reflection, knowledge derived from the course readings, relevant personal experiences, and other pertinent information that other class members might find useful. Opinions you present should be supported with information from the text or other reputable sources. Each entry should be original in content (entries will be intermittently submitted to Turnitin) and should not replicate information in another student’s entry. You are encouraged to review your classmates’ responses to all questions and to comment on posts in a respectful manner.

Discussion posts reflections are based on discussion questions listed each week on Canvas. They are due weekly as scheduled, no later than 11:59pm Las Vegas, NV local time, per the calendar. Discussion posts may be written in first person.

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, 6th edition*, 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. 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.

Your paper will be graded according to the strict guidelines set forth in both the *American Psychological Association Manual of Style 6th ed.* and the Grammar Guide provided as a link on the course site main page.

Quizzes (20 pts. each)

There will be 15 quizzes throughout the course. These are open-book quizzes, but are time-limited. Quizzes will cover content in the chapter of the textbook covered in the module. You may not consult outside sources or other people. Quizzes will be available all week the week they are due, but once you begin, you must finish the quiz in one sitting. You have two chances to take each quiz, with your highest score being the final score recorded. Please plan ahead for unforeseen technical difficulties and take the quizzes ahead of time, over a stable internet connection. **Note:** Two out of three weeks of this course have six quizzes. This is time intensive and will require proper planning to accomplish.

EVALUATION

The following table shows the assignments contained within this course, and the assigned weighting to determine the final course grade.

GRADING POLICIES

Your course grade will be determined by the following point system:

Discussion Board (15 at 6pts each, intro DB at 10pts)	100 points
Quizzes (15 quizzes at 20 pts each)	300 points
Final Mastery Paper	100 points
Total	500 points

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-

390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
360-364.9 points (70-72.9%)	C-
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

Due Dates and Late Work

All assignments are due as posted on the syllabus course schedule below. **All course work must be completed on time.** Given the intense nature of this course, no late work will be accepted under any circumstances.

Class Schedule, Topics, Due Dates

Additional work may be assigned to meet course requirements. Subject to change.

Unit	Module Deadlines
<i>Note. Before beginning Unit 1, please review all course material (syllabus, schedule with due dates, and assignment directions) in Canvas. Explore all tabs and areas of the course on Canvas to familiarize yourself (e.g. units, modules, quizzes, discussion board, gradebook, etc.).</i>	
<p><u>WEEK ONE</u> Unit 1 (Modules 1): August 26th – September 1st</p>	<p><u>Complete Modules 1:</u> Quiz 1 due Sunday September 1st, at 11:59pm PST Introduction Discussion Board due Friday _____ Discussion Board 1 due Sunday, September 15th, at 11:59pm PST</p>
<p><u>WEEK TWO</u> Unit 1 (Module 2): Sept 2nd – Sept 8th</p>	<p><u>Complete Modules 2:</u> Quiz 2 due Sunday September 8th, at 11:59pm PST Discussion Board 2 due Sunday, September 15th, at 11:59pm PST</p>
<p><u>WEEK THREE</u> Unit 1 (Module 3): Sept 9th – Sept 15th</p>	<p><u>Complete Module 3:</u> Quiz 3 due Sunday, September 15th, at 11:59pm PST Discussion Board 3 due Sunday, September 15th, at 11:59pm PST</p>

Commented [HD2]: Each date in each week should be updated each semester throughout this entire calendar (in unit and module sections)

<p><u>WEEK FOUR</u> Unit 2 (Module 4): Sept 16th – Sept 22nd</p>	<p><u>Complete Module 4:</u> Quiz 4 due Sunday, Sept 22nd, at 11:59pm PST Discussion Board 4 due Sunday, September 15th, at 11:59pm PST</p>
<p><u>WEEK FIVE</u> Unit 2 (Module 5): Sept 23rd – Sept 29th</p>	<p><u>Complete Module 5:</u> Quiz 5 due Sunday, September 29th, at 11:59pm PST Discussion Board 6 due Sunday, September 15th, at 11:59pm PST</p>
<p><u>WEEK SIX</u> Unit 2 (Module 6): Sept 30th – Oct 6th</p>	<p><u>Complete Module 6:</u> Quiz 6 due Sunday, Oct 6th, at 11:59pm PST Discussion Board 7 due Sunday, October 6th at 11:59pm PST</p>
<p><u>WEEK SEVEN</u> Unit 3 (Module 7): Oct 7th – Oct 13th</p>	<p><u>Complete Module 7:</u> Quiz 7 due Sunday, Oct 13th, at 11:59pm PST Discussion Board 8 due Sunday, September 15th, at 11:59pm PST</p>
<p><u>WEEK EIGHT</u> Unit 3 (Module 8): Oct 14th – Oct 20th</p>	<p><u>Complete Module 8:</u> Quiz 8 due Sunday, Oct 20th, at 11:59pm PST Discussion Board 9 due Sunday, September 15th, at 11:59pm PST</p>
<p><u>WEEK NINE</u> Unit 3 (Module 9): Oct 21st – Oct 27th</p>	<p><u>Complete Module 9:</u> Quiz 9 due Sunday, Oct 27th, at 11:59pm PST Discussion Board 10 due Sunday, October 27th at 11:59pm PST</p>
<p><u>WEEK TEN</u> Unit 4 (Module 10): Oct 28th – Nov 3rd</p>	<p><u>Complete Module 10:</u> Quiz 10 due Sunday, Nov 3rd, at 11:59pm PST Discussion Board 11 due Sunday, September 15th, at 11:59pm PST</p>
<p><u>WEEK ELEVEN</u> Unit 4 (Module 11): Nov 4th – Nov 10th</p>	<p><u>Complete Module 11:</u> Quiz 11 due Sunday, Nov 10th, at 11:59pm PST Discussion Board 12 due Sunday, September 15th, at 11:59pm PST</p>

<p><u>WEEK TWELVE</u> Unit 4 (Module 12): Nov 11th – Nov 17th</p>	<p><u>Complete Module 12:</u> Quiz 12 due Sunday, Nov 17th, at 11:59pm PST Discussion Board 13 due Sunday, November 12th at 11:59pm PST</p>
<p><u>WEEK THIRTEEN</u> Unit 5 (Module 13): Nov 18th – Nov 24th</p>	<p><u>Complete Module 13:</u> Quiz 13 due Sunday, Nov 24th, at 11:59pm PST Discussion Board 14 due Sunday, September 15th, at 11:59pm PST</p>
<p><u>WEEK FOURTEEN</u> Unit 5 (Module 14): Nov 25th – Dec 1st</p> <p>Mastery Paper Due Dec 1st</p>	<p><u>Complete Module 14:</u> Quiz 14 due Sunday, Dec 1st, at 11:59pm PST Mastery Paper Due Dec 1st, at 11:59pm PST</p>
<p><u>WEEK FIFTEEN</u> Unit 5 (Module 15): Dec 2nd – Dec 8th</p>	<p><u>Complete Module 15:</u> Quizzes 15 due Sunday, December 8th, at 11:59pm PST Discussion Board 15 due Sunday, December 8th at 11:59pm PST</p>