

FHS 215

Exploring Family & Human Services

4 CREDITS

CRN: 12321

COURSE PURPOSE, GOALS THEME & OUTCOMES

This is a general issues course (as opposed to a professional development course) and covers a representative cross section of key issues, perspectives and analyses related to the field of human services.

This course is designed to explore: (a) the field of human services and prevention science, (b) past, current and future societal efforts to assist individuals, youth and families; (c) use of the ecological model in conceptualizing the issues



impacting families and the structure of human services, (d) the impact of family, peers and community on a range of issues facing individuals, children and families, (e) the influences of dominant culture on institutions of education and human services. The goals for the course include helping students:

What's in this syllabus:

How to succeed in this course	2
Course Requirements	3
The Fine Print	5
Grading Scale	10
Course Schedule	11

- Understand historical and current societal efforts to assist individuals, youth, and families
- Understand how human services are organized in Oregon
- Reflect on their values and professional self as related to the human services
- Understand and use the ecological model in conceptualizing societal efforts of assistance and the structure of the human services.
- Recognize the effects of the changing nature of family in relation to health, education, and human service delivery
- Analyze the role of the dominant culture in presenting information about cultural diversity and the resulting impact on human service policy and delivery.

HOW TO SUCCEED IN THIS COURSE:	PARTICIPATION	READINGS, VIDEOS AND PODCASTS	ASSIGNMENTS
<p>1. COME TO CLASS</p> <p>2. PARTICIPATE IN CLASS DISCUSSIONS</p> <p>3. KEEP UP WITH READINGS</p> <p>4. BE PROACTIVE AND ACTIVELY ENGAGED WITH YOUR ASSIGNMENTS</p> <p>5. COME TO OFFICE HOURS!</p>	<p>ATTENDANCE: YOU HAVE 2 ABSENCES TO USE FOR HEALTH OR EMERGENCY PURPOSES. ANY ABSENCES BEYOND 2 WILL RESULT IN A LOSS OF 5 POINTS FOR EACH ADDITIONAL ABSENCE. IF YOU LEAVE CLASS BEFORE ATTENDANCE IS TAKEN THEN YOU WILL BE MARKED ABSENT.</p> <p>ACTIVE PARTICIPATION: PARTICIPATE IN CLASS AND ASK QUESTIONS. MAKE SURE TO KEEP UP WITH THE READINGS AS WE WILL DISCUSS THESE IN CLASS.</p>	<p>WE ARE USING A BACKWARD CLASSROOM DESIGN for this class. This means that a lot of the content you will be learning through outside readings, videos and podcasts. Class time will be spend critically assessing and actively applying this knowledge through class activities such as case studies and book clubs.</p> <p>TO DO WELL IN THE COURSE, YOU WILL NEED TO KEEP UP WITH THIS OUSIDE CONTENT LEARNING</p>	<p>In-Class Activities</p> <p>Book Choice and Reflection Paper</p> <p>Site Report and Presentation</p> <p>Human Service History Project</p> <p>TEXTS:</p> <p>1. INTRODUCTION TO THE HUMAN SERVICES: THROUGH THE EYES OF PRACTICE SETTINGS</p> <p>BOOK CHOICE from approved topic list.</p>

Required Texts

1. Martin, M. (2013). *Introduction to the Human Services. Through the Eyes of Practitioners.* (3rd Ed) Pearson Education

TEACHING TEAM

INSTRUCTOR

KARRIE P WALTERS, PH.D
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Course Requirements

ENGAGEMENT: PREPARATION AND PARTICIPATION

You are expected to come to class thoroughly **prepared**. “Thoroughly prepared” is defined as, “having all materials needed for the class, or test before entering the classroom; having read the reading sufficiently to verbally discuss ideas, concepts, issues, and practices from the readings. You are also required to **participate** and be actively engaged. There are three levels of engagement:

- **Behavioral Engagement:** Display behaviors that are associated with concentration, attention and the creation of a respectful, collaborative learning environment
- **Emotional Engagement:** Be intentional about putting forth an attitude of interest, respect and value for the learning occurring in the course.
- **Cognitive Engagement:** Treat each class discussion as a conversation in which you are an active participant. During class, relate current information to that previously learned/discussed and apply this information to problem situations.

INSIDE CLASS ASSIGNMENTS (30 points)

We are using a backwards format in this classroom. This means that a lot of the content learning is done outside the classroom (through your readings, videos and podcasts), and the time inside the classroom is spent actively and critically engaging with this content with your instructor, GE and peers. Two main formats for this engagement will be through **in-class book clubs and small group case studies**.

OUTSIDE CLASS ASSIGNMENTS (150 points)

1. Book Reflection Paper (50 points): In this project, you will read the book connected with your chosen specialty topic for the course. This paper includes 1) a summary of the main themes of the book, 2) a reflection into professional insights learned from the book and 3) a reflection on the impact this book had on your own personal values and goals. More details for this paper can be found on canvas.

2. Site Report and Small Group Presentation (30 points.)

This assignment has three parts. *The first step* is to choose a human service organization and gather information regarding the structure and services of the organization. Do NOT ask the organization to give you a tour or set up a meeting. Appropriate ways to obtain this information is looking online and through their brochures. When determining which

organizations to research, consider the nature of the work that is of greatest interest to you and select agencies that offer these opportunities. For the *second part*, you will explore the range of professional working at that agency. Chose 3 different roles of professionals in the agency to explore further. The *third part* of the assignment is to summarize your findings from part one and part two *in a user-friendly document* and then to discuss your findings with a small group. In addition to turning in a digital copy, please bring a hard copy into class to discuss with peers. More detailed information, including a rubric, can be found on Canvas.

3. Human Services History Project (70 points). For your final project, you will create an integrated visual/text project that covers the history of services for your chosen topic from the 1800's to present day. (A list of approved topics will be provided to you on canvas). This project should also explore 1) the impact of the bi-directionality of the macrosystem and exosystem on this history (i.e. how did the beliefs about this issue impact the services that were delivered.) and 2) the impact of individual, family and community advocacy on this history. This project can be delivered in a range of formats, such as a blog, a website, a power-point or a video. More detailed information, including a rubric, can be found on Canvas.

GRADING SCALE AND CONTACT HOURS

Grading for the course will be determined by performance on discussion group posts, class quizzes, and class projects. Please keep in mind that plusses/minus (+/-) are not used in this course. Each of these activities will contribute to part of the overall course grade. The points for each activity are:

In-Class Activities (including book club journals and case studies)	30 points
Book Reflection Paper	50 points
Site Report and Presentation:	30 points
Human Service History Project:	70 points
Midterm and Final Exams	20 points

Total points for class = 200 points

A = 90% of total possible points = 180 - 200 points

B = 80% of total possible points = 160 - 179 points

C = 70% of total possible points = 140 - 159 points

D = 60% of total possible points = 120 - 139 points

F = less than 60% of total possible points = < 120 points

EDUCATIONAL FORMAT	UG HOURS	EXPLANATION/JUSTIFICATION
CLASSROOM BASED CONTENT HOURS	30 HOURS	
LECTURES	30 HOURS	20 LECTURES @ 1.5 HOURS
OUTSIDE READINGS	40 HOURS	
MARTIN	13 HOURS	(~288 PAGES)
BOOK OF CHOICE	10-14 HOURS	
Articles/Videos/Podcasts	14 HOURS	
OUTSIDE ASSIGNMENTS	30 HOURS	
BOOK REFLECTION PAPER	8 HOURS	(~4-5 PAGES WRITING)
SITE REPORT	5 HOURS	
HS HISTORY PROJECT	15 HOURS	
EXAMS	20 HOURS	
MIDTERM	8 hours study, 2 hours to take	
FINAL	8 hours study, 2 hours to take	

COURSE SCHEDULE

WK	CLAS S	DATE	TOPIC	READINGS/ASSIGNMENTS
1	1	09/30	No class – Rosh Hashana	
	2	10/02	Introduction to class and to the field of human services.	
2	3	10/07	Working within a multicultural and ecological framework	Martin: CH 1 - Introduction to the Human Services Profession I; 2 - History and Evolution of Socioal Welfare Policy
	4	10/09	Values and Ethics in the Human Services	Martin: CH 3 - Professional Ethics and Values in Human Services; 4 - Skills and Intervention Strategies Book choice started
3	5	10/14	Elder Services and Hospice <i>In-class case study</i> <i>HS practice in action: Hearts for Hospice</i> <i>HS research in action: Dr. James Muruthi</i>	Martin, CH 7 - Aging and Services for Older Adults; 10 - Healthcare and Hospice Video on canvas
	6	10/16	Conceptualizing “Dis”ability: Historical and Current Approaches <i>HS practice in action: danceability; senior and disability services</i>	Article on canvas
4	7	10/21	Early Intervention Services and human services in public schools <i>In-class book club</i>	Martin CH 11 - Substance Abuse and Treatment Video on canvas

WK	CLAS S	DATE	TOPIC	READINGS/ASSIGNMENTS
			<p><i>HS practice in action: EC Cares</i></p> <p><i>HS program in action: El masters; School Psychology masters; Spec Ed. And Ed. Leadership masters</i></p>	
	8	10/23	<p>Site Presentations</p> <p><i>In-class presentation activity</i></p>	<p>Site Handout and Presentations Due on Canvas by 2pm</p>
5	9	10/28	<p>Poverty and homelessness: Foundational concepts and historical approaches</p> <p><i>HS practice in action: Sheltercare, First place family center</i></p>	<p>Martin CH 9- Homelessness</p> <p>Video/podcast on canvas</p>
	10	10/30	<p>Poverty and homelessness: Current Human Services Approaches</p> <p><i>In-class case study</i></p> <p><i>HS practice in action: Looking Glass Station 7; Carry it Forward</i></p>	<p>Article on canvas</p> <p>Book Choice – ½ complete</p>
<p>Online Midterm. Open book. Opens October 30th, 5:00pm. Closes Sunday, Nov. 3rd at midnight.</p>				
6	11	11/04	<p>Trauma informed care and mental health services</p> <p><i>HS practice in action: SAFE center; Cahoots; Courageous kids</i></p>	<p>Martin, CH 8- Mental Health and Mental Illness, and 14- Violence, Victim Advocacy, and Corrections</p> <p>Article on canvas</p>
	12	11/06	<p>Addiction and Substance Abuse: Current Approaches</p> <p><i>In-class book club</i></p> <p><i>HS practice in action: White Bird, Willamette family</i></p>	<p>Video/podcast on canvas</p>

WK	CLAS S	DATE	TOPIC	READINGS/ASSIGNMENTS
			HS research in action: Justin Caouette, Phd.	
7	13	11/11	Child Welfare: Historical and Current Approaches HS practice in action: CASA, DHS	Martin, CH 5 - Child Welfare Services Article on canvas
	14	11/13	Child Welfare: A Focus on Prevention <i>In-class case study</i> HS practice/research in action: 90 by 30 with Jeff Todahl	Video/podcast on canvas Book Choice – finished reading
8	15	11/18	Juvenile Justice and Corrections in the HS HS practice in action: Sponsors HS research in action: Jean Kjellstand, PhD	Book Reflection Paper Due at 2pm Article on canvas
	16	11/20	Immigration, Refugee and International Human Service Work <i>In-class case study</i> HS practice in action: Lane County Youth Services	
9	17	11/25	Public Health and Community Services <i>In-class book club</i> HS practice in action: HIV Alliance; Promise Neighborhoods HS research in action: Obesity prevention research	Martin, CH 13 - Faith-Based Agencies Article on canvas

WK	CLAS S	DATE	TOPIC	READINGS/ASSIGNMENTS
			HS programs in action: CFT masters program	
	18	11/27	Prevention in the Human Services: Current Research in the Field of Prevention Science HS research in action: CPHS research faculty HS programs in action: Prev. Sci masters program	Martin CH 15 - Macro Practice and International Human Services
10	19	12/02	Careers and Future Planning the Human Services	HS History Project Due
	20	12/04	Final Project Presentations <i>In-class presentation activity</i>	
<p>Online Final. Open book. Opens December 5th, 5:00pm. Closes Sunday, Nov. 8th at midnight.</p>				

THE FINE PRINT

CLASS GROUND RULES

The following ground rules have been established to help you navigate this course successfully. The rules target those areas in which students in large classes, especially students new to the university, have had difficulty in the past and for which set expectations have proved helpful.

Attendance

The information fundamental to this class will be delivered during class meetings; regular attendance is essential. You are given two absences to use **for health or emergency purposes**. Any **absences beyond 2 will result in a loss of 5 points for each additional day you are absent**. If you email the instructors 24 hours in advance of an unavoidable

absence, additional assignments *may* be assigned in order to make up the absence, depending on the nature of your situation. There is no guarantee an exception will be made. If you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor's discretion.

Late assignments

Life happens unexpectedly, so plan for this when preparing your assignments and give yourself a bit of leeway so you do not have to turn things in late. Assignments will be deducted points for every day the assignment is late unless **prearranged** a different due date with the instructor, and only for *unique, unusual or unforeseeable* circumstances.

Ethics and Academic Standards

This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred. Participation in this class does not confer confidentiality.

Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Indigenous Recognition Statement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

Using Pronouns and Personal Preference

The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren't using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information.

<https://studentlife.uoregon.edu/pronouns>

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

Reporting Title IX Experiences

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

Both the instructor and the teaching assistants of this course are student-directed employees. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#). Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on safe.uoregon.edu, respect.uoregon.edu, titleix.uoregon.edu, or aaeo.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity, [Lillian Duran](mailto:LillianDuran@uoregon.edu), 541-346-2502, LillianDuran@uoregon.edu. Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance->

procedures) and/or consult with the College Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu).

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>