



FRHD*2400 Introduction to Human Services

COURSE OUTLINE – WINTER 2021

1. CALENDAR DESCRIPTION

This course explores the roles, responsibilities and competencies of work in human services, emphasizing the development of professional knowledge, skills and ethical values for working with individuals and families in a variety of settings. Major topics covered in this course will include working with diverse populations, developing professional communication skills, professional values and ethical practice, self-awareness, self-care, career exploration, program planning and implementation

Credit Weight: 0.5 credits

Course Hours: 3-0 (24 lecture; 8 lab/seminar)

Pre-Requisite(s): 1 of FRHD*1010, FRHD*2060, FRHD*2270, FRHD*2280, PSYC*2450

Co-Requisites(s): N/A

Restriction(s): FRHD*2300, FRHD*2350. Restricted to students in BAsC CYF,CYF:C,ADEV, ADEV:C, FSHD

2. COURSE DESCRIPTION

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3. TIMETABLE

Lecture: Tues 11:30 am – 1:20 pm

Seminars: (01) Tues 7-7:50 pm (02) Tues 8-8:50

NOTE: Students must attend the seminar/skill lab in which they have registered, and are unable to switch seminars without permission.

Location: Lectures & Seminars ONLINE Zoom link – see courselink site

You are expected to attend lectures and seminars in real time. Ensure you have set up a Zoom account using your uoguelph email address, open this prior to selecting Zoom link for lecture or seminar on courselink CONTENT tab.

Final Exam: NO EXAM

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Lynda M. Ashbourne, PhD, RP, RMFT, Associate Professor, FRAN

Email: lashbour@uoguelph.ca

expect response by next working day, during daytime working hours, do not expect response on weekends. Put course code FRHD*2400 in subject line.

Telephone: 519-824-4120 ext. please use email only for contact during W'21 semester

Office: not accessible during W'21 semester

Office Hours: **ONLINE:THURSDAYS 10:00-11:30 am (use Zoom link on Courselink Content tab)**

Teaching Assistants: Leslie Vesely ivesely@uoguelph.ca

Bianca Ugucioni buguccio@uoguelph.ca

Email: [Remember to put course code FRHD*2400 in subject line]

5. LEARNING RESOURCES

Required Resource(s):

O'Hara, A., Weber, Z. & Levine, K. (2016) *Skills for human services practice: Working with individuals, groups, and communities*. Oxford University Press

- *This book is available at the University Bookstore. It is also available for short-term loan (2 hours) through Course Reserves at the Library.*

Vowel, C. (2016). *Indigenous writes: A guide to First Nations, Métis & Inuit issues in Canada*. Portage & Main Press.

- *This book is available as an e-book or soft cover through Portage & Main Press: <https://www.portageandmainpress.com/product/indigenous-writes/>. It is also available through ARES Course Reserve as an e-book with access limited, so you will not always be able to access this during busy times, for example near due date for book club.*

Recommended Resource(s):

APA 7 Style Guide [Style & Grammar Guidelines] <https://apastyle.apa.org/>

OR/ Purdue Online Writing Lab (OWL): APA 7 Style Guide

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html

See courselink Content Tab for additional instructor-recommended resources, updated throughout the semester.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Identify and describe various careers in the Human Services.
2. Demonstrate oral and written skills to communicate effectively as professionals

3. Describe key components for the effective use of social media for networking and professional identity development
4. Describe and incorporate skills in self-reflection and effective use of self (i.e. understanding of the self in practice/professional contexts)
5. Identify and compare regulations/guidelines/practices for various human and social services
6. Describe the importance and key principles of Human Rights and Equity in the workplace and apply these principles in interactions in class, seminar, and online
7. Describe key components of effective program planning and implementation
8. Describe and apply appropriate cultural competency skills in group tasks and written assignments
9. Describe and apply practices relating to self-care and personal well-being
10. Assess your own learning as an emerging professional and identify additional opportunities for further growth.

Course Organization: The organization of this course is “learner-centred” – placing greater responsibility or learning on the learner (i.e., student) than in more traditional classrooms. Course instruction and assignments are designed with this in mind. This course is divided into two parts, the lecture portion and the seminar portion. Both are provided in an online context for W’21 semester. If you should miss a lecture or seminar you will be missing a building block for the next class.

Seminars: In line with preparing for practicum placements, the seminars provide opportunities to discuss, in a smaller group, the personal and professional elements of human service work and to gain comfort in interpersonal interactions in a professional context. As such, the seminars comprise an essential and required part of the course.

Important: Students are expected to attend each seminar unless prior notification is given to the Teaching Assistant.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<p>All submission deadlines are 5 pm to COURSELINK DROPBOX (submissions after 5 pm will be considered one day late until 5 pm next working day, and then two days late, etc.). Extensions for extenuating circumstances outside of your control must be requested IN ADVANCE of due date wherever possible. PLAN NOW to ensure that your assignments are prepared in advance of due dates – poor planning is not an extenuating circumstance.</p>			
<p>1 Jan 12</p>	<p>Introduction to Course</p>		<p>No seminars</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
2 Jan 19	Critical Reflection	TEXT <i>O'Hara, Weber & Levine (2016)</i> Chapter 1 Practicing Critical Reflection Review description of Assignment 4.4 in preparation for this class.	Seminar #1 Getting to Know You & Self-Awareness (begin Learning Journal) <u>Assign 1 due Thursday Jan 21 5pm CourseLink dropbox</u>
3 Jan 26	Effective Communication	TEXT Chapter 5 Effective Communication	Seminar #2 Effective Communication <u>Pre-reading reflection for Book Club (Assign 4.1) due Thursday Jan. 28 5 pm – CourseLink dropbox</u>
4 Feb 2	Social Media, Networking & Identity	TEXT Chapter 2 Professional Values and Ethical Practice Review before class the links to Professional Codes of Ethics on courseLink site. Guest Speaker: Jane Robson, Practicum Coordinator	Seminar #3 Ethics/Social Media
5 Feb 9	Self-Awareness and Self-Knowledge	TEXT Chapter 3 The Practitioner's Use of Self in the Professional Relationship	No Seminars – <u>begin reading Vowel (2017) <i>Indigenous Writes</i> for Book Club (Assign 4)</u> <u>Assign 2 (2 parts) both due Thursday Feb 11 5pm – submit to separate CourseLink dropboxes</u>
Reading Week Feb 15-19 No class, No seminars			

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
6 Feb 23	Stress & Well-being	TBA	Seminar #4 Revisit Self-Awareness and Stress Management <u>Questions for Book Club (Assign 4.2) due Wed Feb 24 5 pm – CourseLink dropbox</u>
7 Mar 2	Indigenous Perspectives	Vowel (2017) Focused reading on Chapters 1, 2, 9, 20, 21, and at least one of the chapters in Myth Busting section (your choice).	Seminar #5 <u>in person BOOK CLUB (Assign 4.3) Tues Mar 2 during seminars</u>
8 Mar 9	Revisit Critical Reflection & Cultural Humility in Human Services Context	TBA	No Seminar <u>Assign 3 due Thursday Mar 11 5 pm – CourseLink dropbox</u>
9 Mar 16	Diversity in Practice	TEXT Chapters 9 & 10 Cultural Diversity in Practice: Working with Indigenous Peoples & Working with Immigrants and Refugees Guest Speakers from Student Experience U of Guelph: Alexis Charles (she/her), Coordinator, Cultural Diversity Programs Jarred Sanchez-Cacnio (they, them), Sexual and Gender Diversity Advisor	Seminar #6 Final seminar
10 Mar 23	Teamwork & Understanding Conflict	TEXT Chapters 13 & 15 Working Effectively in Teams & Understanding and Managing Conflict	No Seminars <u>Assign 4.4 due Thursday Mar 25 5 pm – CourseLink dropbox</u>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11 Mar 30	Introduction to Program Design	ARES reading: Kellogg Foundation Chapter 1 Introduction to the Logic Model In Class Program Planning Quiz	No Seminars <u>In person PROGRAM PLANNING QUIZ Tues Mar 30 during class</u>
12 Apr 6	Wrap Up	No Reading	No Seminars

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class with announcement posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Assignment #1 Careers	1,2,10	Thurs Jan 21 5 pm	5%
Assignment #2 Social Media	2,3,4,10	Thurs Feb 11 5 pm (both parts)	2.1 – 10% 2.2 – 5% Total: 15%
Assignment #3 Ethics	1,2,4,5,8,10	Thurs Mar 11 5 pm	20%
Assignment #4 Book Club	2,4,8,10	4.1 due Thurs Jan 28 4.2 due Wed Feb 24 4.3 in Sem Tues Mar 2 4.4 due Thurs Mar 25	4.1 – 10% 4.2 – 5% 4.3 – 5% 4.4 – 15% Total: 35%
Program Planning Quiz	7	In Class Tues Mar 30	5%
Participation in Seminars & Learning Journals	4,6,9,10	Seminars 1-6 Journals due 5 pm prior to Seminars 2-6	20%
Total:			100%

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

All course assignments must be submitted to CourseLink Dropbox – due date & time is indicated on dropbox folder.

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software: In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [hyperlink to the website] and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.