



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development  
Department of Counseling, Health & Kinesiology  
EDHS 3322\_001\_11559 Introduction To Human Services  
Fall 2024**

**Instructor:** Gillian Rodriguez, MA, LPC

**Meeting Day & Time:** Mondays and Wednesdays 3:30 p.m. – 4:45 p.m.

**Location:** Madla 205

**Contact Information:** grodriguez@tamusa.edu

**Student Hours:** By appointment in-office or online

**Office Location:** Classroom Hall Building Office 214K

**Required Textbooks:**

Title: Theory, Practice and Trends in Human Services: An Introduction, 7<sup>th</sup> Edition

Author: Edward Neukrug

ISBN 13: 978-0357935972

ACCESS Program: Students may access a free digital copy via Brytewave on Blackboard.

Otherwise, texts are available for purchase through TAMUSA Bookstore or online.

**Course Description:**

This 3-hour course will provide students an introduction into the human services profession. This will include topics such as a history of human services, populations who may use these services, and a variety of agencies that utilize human services professionals such as non-profit, community, and government sectors.

**Student Learning Outcomes:**

At the successful completion of this course:

- Students will articulate an overview of generalized knowledge regarding the historical, current and future contexts of human services.
- Students will identify key roles, including professional, client/consumer, and macrolevel systemic roles (nonprofit, government and community) in human services.
- Students will examine and apply critical thinking skills to consider core cultural competencies and blend cultural empathy into foundational theories of human services.
- Students will review both peer-reviewed literature and mainstream media to examine case studies varied in sociocultural contexts with aim to initiate exposure to real-world human service scenarios.
- Students will demonstrate knowledge related to contemporary ethical and legal issues applicable in human services

## COURSE ASSIGNMENTS

The assignments for this course have been developed to estimate the progressive acquisition of learning and provide evidence of student learning outcomes. Descriptions of the assignments and their related submission portals are provided within your BlackBoard learning environment.

Overview of Assignments	Related Points (%)
Syllabus Quiz	(5%)
Discussion Posts (4)	(20%)
Article Review Paper	(15%)
Professional Identity (“My Why”) Project	(25%)
Midterm Examination	(15%)
Final Examination	(20%)
<b>TOTAL</b>	<b>100 (100%)</b>

### Description of Course Assignments

#### **Discussion Post #1**

Welcome to Human Services! For some of you, this is your first Human Services course, and for others, you’ve been at this for several semesters. As we begin our semester together, this discussion will focus mainly on your entry into this educational pathway and profession.

1. Introduce yourself by sharing your name, your major, and where you consider home.
2. Extend the discussion to include how you selected Human Services as a course of study, a major, and even a career. What made you choose this field?
3. Share one thing you hope to learn about human service work and discuss your aspirations for adapting this knowledge to real-life circumstances in a career. What do you want to do with this?

After your post, return to the discussion forum throughout the week to read a selection of your peers’ posts and provide substantive replies to at least one of their conversations and one comment in your initial thread. Replies to your peers are due by midnight on the assigned date, and are worth 5 (5%) points toward your overall course grade.

#### **Syllabus Quiz**

Review your course syllabus and complete this brief quiz related to the content. This assignment is due by 11:59pm on the date assigned, and is worth 5 (5%) points toward your overall course grade.

#### **Discussion Post #2**

Human service professionals must follow legal and ethical standards that are distinct from other professions and informal helpers. While much education and training is required, ultimately we still only human, after all.

In your discussion:

1. Define and describe a minimum of one legal and one ethical consideration across human services that may have a resulting conflict or dilemma.
2. Review and reflect upon the historical contexts of human services.

3. Choose and expand upon how technology plays a role in human services.

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least one of their conversations and one comment in your initial thread. Replies to your peers are due by midnight on the assigned date, and are worth 5 (5%) points toward your overall course grade.

### **Mid-Term Examination**

Your midterm examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 1-5 of your textbook, in-class lecture material, and slides and is worth 15% of your overall course grade. Please allow a minimum of two hours to complete your exam. The exam will be administered via Blackboard asynchronously on the date assigned, and will be open for a full 24 hours, closing at midnight. Each exam will have one attempt and questions will be displayed in a scrolling format on screen.

### **Discussion Post #3**

Before this course, you may not have realized all of the skills, techniques, and individualized needs that interpersonal communication and "the helping interview" require. These include active listening, empathy, verbal and non-verbal skills and more. In your discussion:

1. Identify **at least one** skill in the "the helping interview" that are important for helping.
2. Expand your understanding of this skill by describing how you might apply it now as a student and as a professional in the future.

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least one of their conversations and one comment in your initial thread. Replies to your peers are due by midnight on the assigned date, and are worth 5 (5%) points toward your overall course grade.

### **Discussion Post #4**

Human services professionals serve a wide swath of individuals, families, groups, communities and beyond. Within these are many variations in culture, traditions, values, and overall worldviews. In your discussion:

1. Choose a culture or worldview different than your own, and identify how an individual may encounter a human service professional "in the real world."
2. Next, expand on how human services may (or may not) be experienced differently by an individualistic culture versus a collectivistic culture.
3. As a human services professional, how can you apply cultural empathy and other ethical principles during times of uncertainty?

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least one of their conversations and one comment in your initial thread. Replies to your peers are due by midnight on the assigned date, and are worth 5 (5%) points toward your overall course grade.

### **Article Review**

You will use the library databases to identify and review a peer-reviewed journal article from a relevant journal (example: the *Journal of Human Services*) that reports the findings of primary

research regarding a human services topic, ***and*** associated ethical, legal, and personal/self-care implications. Choose an article published within the last five years and reflects your personal interests. This paper should be a maximum of five paragraphs (three-five sentences each), and should follow the subsequent format and content requirements:

- **Paragraph 1:** Introduction of the article including a **brief** 1-2 sentence summary of the article along with 3-5 sentences about the background/history of the topic and rationale for the study
- **Paragraph 2:** Identification and description of the method that was implemented
- **Paragraph 3:** Review of the key findings and how those align with the author(s) research questions and hypotheses
- **Paragraph 4:** Identification of limitations and how these might be improved upon
- **Paragraph 5:** Your impressions of the practical value of the study for informing practice.

Your submitted document should include an APA-formatted title page, main text, and reference page (this includes within-text citations, and a reference page citing the article selected, as well as any other unoriginal material you cite). This assignment is due by 11:59pm on the assigned date, and is worth 15% toward your overall course grade.

### **Professional Identity Project (“My Why”)**

#### **Part I.**

Identify and research a human services profession in which you are interested, specifically a profession you are inspired to pursue. You must use a ***minimum of TWO*** peer-reviewed journal articles that discuss elements of your chosen profession (example: Journal of Crisis & Human Behavior, article reviewing burnout among newly emerging crisis professionals).

#### **Part II.**

Locate and choose a human services professional to meet with. You are encouraged to meet with someone outside of your immediate family/network. This can include: counselors, social workers, case managers, healthcare professionals, educators, researchers, advocates, nonprofit administrators, or other role (approval required if not in this list).

#### **Part III. Create a Visual Presentation**

- I. Choose a format: Powerpoint, Canva Presentation, or other visual presentation
- II. Create Outline: 1 cover slide, 6 content slides, 1 references slide
  - a. Cover Slide
  - b. Slide 1: Introduction (overview of yourself and who you interviewed)
  - c. Slide 2: My Why (what gives you professional purpose, what motivates you)
  - d. Slide 3: My What (Identify your intended professional identity/field)
  - e. Slide 4: My How (List objectives for creating your intended professional identity)
  - f. Slide 5: My When (Create timeline from current day to intended identity status)
  - g. Slide 6: My Where (Expand on where you are inspired to work; geography/job)
  - h. Slide 7: Conclusion (What you learned from this project)
  - i. Slide 8: References

This assignment will be due no later than 11:59 P.M. CST on the date assigned and will be submitted via blackboard assignment tab. You will individually present your visual to the class

on either 11/18 or 11/20 (to be randomly assigned). This assignment in total is worth 25% of your course grade.

### **Final Examination**

Your final examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 6-12 of your textbook, in-class lecture material, and slides and is worth 20% of your overall course grade. Please allow a minimum of two hours to complete your exam. The exam will be administered via Blackboard asynchronously on the date assigned, and will be open for a full 24 hours, closing at midnight. Each exam will have one attempt and questions will be displayed in a scrolling format on screen.

### **FINAL GRADE ALLOCATION CRITERIA**

<b>Total Points Earned</b>	<b>Related Letter Grade</b>
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

### **IMPORTANT UNIVERSITY POLICIES AND RESOURCES**

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

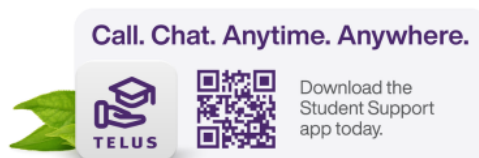
Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are

experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit [tamusa.edu/studentcounseling](http://tamusa.edu/studentcounseling)

Crisis support is available 24/7 by dialing 988 OR calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and

students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or

stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Use of Generative AI Permitted Within Guidelines: Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.



## Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

## Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>)

Important Fall 2024 Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic “W”
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>.

Week	Topics and Assignments	Materials
1 8/26 8/29	Introduction to Course Review Objectives, Materials, & Schedule <b>DUE 8/30/24: Syllabus Quiz</b> <b>DUE 8/30/24: Discussion Post #1</b>	Syllabus Acquire textbook Familiarize yourself with Blackboard
2 9/4	Defining the Human Service Professional <b>NO CLASS: 9/2/24 (LABOR DAY HOLIDAY)</b>	Chapter 1
3 9/9 9/11	History & Current Issues in Human Service <b>DUE 9/13/24: Discussion Post #2</b>	Chapter 2
4 9/16 9/18	Standards in the Human Service profession Ethics, Credentialing, Skills, Competencies	Chapter 3
5 9/23 9/25	Theoretical Approaches to Human Services work <b>DUE 9/27/24: Article Review Paper</b>	Chapter 4
6 9/30 10/2	The Helping Interview Skills, Process, Case Management	Chapter 5
7 10/7 10/9	Development of the Person Lifespan, Cognitive and Personality Development	Chapter 6
8 10/14 10/16	<b>DUE 10/16/24: Mid-Term Examination</b> <b>Via Blackboard; open 24 hours; due by midnight</b>	<b>10/14: IN CLASS</b> <b>REVIEW</b>
9 10/21 10/23	Couples, Family and Group Helping <b>DUE 10/25/24: Discussion Post #3</b>	Chapter 7
10 10/28 10/30	Organizational & Community Change Role of Consultation & Supervision	Chapter 8
11 11/4 11/6	Career Development Processes & Resources <b>DUE 11/8/24: Discussion Post #4</b>	Chapter 12
(Continued next page)		

12 11/11 11/13	Culturally Competent Helping Cultural Empathy, Relational Cultural Theory Working with Varied Client Populations <b>DUE 11/15/24: PROFESSIONAL IDENTITY “MY WHY” PROJECT (VISUALS/POWERPOINTS)</b>	Chapter 9 & 10
13 11/18 11/20	<b>11/18/24: “As” will present</b> <b>11/20/24: “Bs” will present</b>	IN-CLASS PRESENTATIONS
	NO CLASS: HAPPY THANKSGIVING	
14 12/2 12/4	Research, Evaluation & Assessment	Chapter 11
15	<b>12/11/2024: FINAL EXAMINATION</b> <b>Via Blackboard; Open 24 hours, Due by midnight</b>	

**IMPORTANT: ALL ASSIGNMENTS ARE SUBMITTED VIA BLACKBOARD BY MIDNIGHT ON THE ASSIGNED DUE DATE.**

**LATE WORK PENALTY (EXAMS NOT INCLUDED):**

1 DAY = 11 POINTS DEDUCTED; MAX = B

2 DAYS= 30 POINTS DEDUCTED; MAX = PASSING

AFTER 2 DAYS = WORK WILL NOT BE ACCEPTED, ZERO POINTS