

## Tompkins Cortland Community College

# Master Course Syllabus

**Course Discipline and Number: HUMS 105**

**Year: 2024-2025**

**Course Title: Introduction to Human Services**

**Credit Hours: 3**

**I. Course Description:** The purpose of this course is to identify agencies in the community that provide human services. Emphasis is placed on examination of the particular mission, objectives, organization, staffing patterns, and funding of such agencies. The interaction of various roles of the human services network is also examined. The course is intended for human services students, as well as for interested community members. The instructional modes include lecture, seminar, agency visits, and presentations. Prerequisites: None. 3 Cr. (3 Lec.) Fall and spring semesters.

## II. Additional Course Information:

1. HUMS 105 is the first core course in the Human Services AS, AAS, and Certificate and is required for the Direct Support and Direct Service Provider I (DSP I) Credentials.
2. HUMS 105 is a prerequisite for HUMS 200, HUMS 229, and HUMS 232
3. Students interested in Human Services should review available microcredentials that include HUMS 105.
4. HUMS 105 is typically offered in both synchronous and asynchronous modalities.

## III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the need for Human Services/Social Work and distinguish between the functions and scopes of practice for these professions
2. Identify institutions and agencies in varying communities which provide human services in reaction to perceived/demonstrated needs or problems
3. Apply critical thinking to inform and guide ethical/professional judgments
4. Understand, communicate with, and effectively interact with people across diverse cultures, groups, and social institutions
5. Describe the differing levels of social work practice, social welfare policy, and its relationship to practice

## IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

**Tompkins Cortland ILOs      N/A**

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline

- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline. ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program  
**Human Services AS/ AAS**

**PLO:** Communicate effectively with agency personnel and clients using diverse communication skills including writing, speaking, and listening.

**SLO #4:**

Understand, communicate with, and effectively interact with people across diverse cultures, groups, and social institutions.

**PLO:** Explain and deploy standards for ethical practice (including competency in assessing/reporting child abuse/neglect), and illustrate a working knowledge of NYS and Federal Confidentiality regulations

**SLO #3**

Apply critical thinking to inform and guide ethical/professional judgments.

**PLO:** Apply basic concepts of psychological and social development to helping relationships, to better understand human behaviors in social contexts

**SLO #4**

Understand, communicate with, and effectively interact with people across diverse cultures, groups, and social institutions

### **SUNY General Education Outcomes N/A**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ GENERAL EDUCATION CATEGORY - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

## V. Essential Topics/Themes

1. The History and Practice of Social Welfare
2. Mental Health: Emotional and Behavioral Problems
3. Family Problems and Services to Families
4. Human Diversity
5. Issues in Aging and Medical Issues in Social Work

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Four Exams	40-50%
2. One Reaction Report	12.5-20%
3. One Agency Overview Paper and Presentation	20-25%
4. Attendance, Punctuality, Participation	12.5-20%

## VII. Texts – ☒ Required    ☐ Recommended    ☐ Used for more than one course (list courses)

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|---|
| 1. Zastrow, C. <i>Introduction to Social Work and Social Welfare: Empowering People</i> . 12 <sup>th</sup> ed., 2017. Brooks/Cole Publishing. |
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Editions listed are current as of date of syllabus. More recent editions may be used.

## VIII. Bibliography of Supplemental Materials

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| 1. McIntosh, P. (2003). "White privilege: Unpacking the invisible knapsack" (S. Plous (Ed.), <i>Understanding Prejudice and Discrimination</i> (pp. 191–196). McGraw-Hill.   |
| 2. Myers, John E.B. "A Short History of Child Protection in America." (from <i>A History of Child Protection In America</i> .) <a href="https://us.sagepub.com/sites/default/files/upm-binaries/35363_Chapter1.pdf">https://us.sagepub.com/sites/default/files/upm-binaries/35363_Chapter1.pdf</a> |

Editions listed are current as of date of syllabus. More recent editions may be used.

## IX. Other Learning Resources

<b>Audiovisual:</b> Required course videos: 13 <sup>th</sup> : Matt Shepard is a Friend of Mine; Dear Zachary; Legacies of Social Change; Wish Horse (all available through the Ensemble Video System)
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<b>Electronic:</b>
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<a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a> <a href="https://hsctc.org/">https://hsctc.org/</a> <a href="https://oasas.ny.gov/training">https://oasas.ny.gov/training</a> <a href="https://www.nysmandatedreporter.org/Default.aspx">https://www.nysmandatedreporter.org/Default.aspx</a>
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<b>Other:</b> None specified
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**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*