

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

HSCO 500

INTRODUCTION TO HUMAN SERVICES COUNSELING

COURSE DESCRIPTION

This course explores the historical context and the current structure of the Human Service field. Students will be exposed to the primary intervention strategies utilized in human services including interviewing, case management and facilitating groups. The special populations served in the Human Service profession will be examined. Topics including values and ethical dilemmas, the social welfare system, diversity, program planning, organizing and changing systems, legal issues, staying current and avoiding burnout will be considered.

RATIONALE

This course will serve as an introduction to the Human Service field. It provides the student with an awareness of the challenges and the wide range of services included in this field.

I. PREREQUISITES

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Describe the historical roots of human services and the creation of the human service profession.
- B. Identify personal attitudes and values about the human services field.
- C. Integrate the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education into personal practice, especially as they relate to client confidentiality and appropriate use of data.

- D. Recognize various populations being served by the human services profession and differentiate between these populations' unique needs.
- E. Examine the role of diversity (including, but not limited to, ethnicity, culture, gender, and socioeconomic status) and its impact on the human services profession.
- F. Describe historic and current legislation affecting human service delivery.
- G. Compare biblical standards and practices to standards in human services.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student will complete Discussion Board Forums in 2 parts over the course of 2 modules/weeks. In the first module/week, the student will be presented with a thought-provoking prompt to which he/she will post a 250-word response in a new thread. The thread must include at least 2 references to the textbook. Then, in the following module/week, the student will read his/her classmates' threads and post a 150-word reply to at least 3 of the classmates. Each reply must include at least 1 reference to the textbook.

- D. Research Paper

Throughout this course, the student will assemble the various parts of his/her Research Paper. A Topic, Annotated Bibliography, Working Outline, and Final Draft will all be submitted throughout the duration of the course. This 10–12-page paper will be on a topic of interest regarding a social problem related to human services. The student will utilize at least 10 peer-reviewed resources for this assignment. Current APA format will be strictly adhered to throughout all elements of the paper.

- E. Quizzes (4)

Each quiz will be open-book/open-notes and have a 1-hour time limit. The student will need to carefully review all the reading to answer 20 questions successfully.

VI. COURSE GRADING AND POLICIES

- A. Points

Course Requirements Checklist	10
Discussion Board Forums	
Thread (4 at 50 pts ea)	200
Replies (4 at 30 pts ea)	120

Research Paper	
Topic	90
Annotated Bibliography	100
Working Outline	100
Final Draft	150
Quizzes (4 at 60 pts ea)	240
	Total 1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

D. Limits of Confidentiality

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

HSCO 500

Textbook: Martin, *Introduction to Human Services* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Martin: chs. 1–2 2 presentations	Course Requirements Checklist DB Forum 1 – Thread Research Paper – Topic	10 50 90
2	Martin: chs. 4–5 2 presentations	DB Forum 1 – Replies Quiz 1	30 60
3	Martin: chs. 6–7 2 presentations	DB Forum 2 – Thread Research Paper – Annotated Bibliography	50 100
4	Martin: chs. 8–9 2 presentations	DB Forum 2 – Replies Quiz 2	30 60
5	Martin: chs. 10–11 2 presentations	DB Forum 3 – Thread Research Paper – Working Outline	50 100
6	Martin: chs. 12–13 3 presentations	DB Forum 3 – Replies Quiz 3	30 60
7	Martin: chs. 14–15 4 presentations	DB Forum 4 – Thread Research Paper – Final Draft	50 150
8	Martin: ch. 3 2 presentations	DB Forum 4 – Replies Quiz 4	30 60
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.