Course No. & Title: HUSV 350 IDDL2, Human Service Seminar
Semester and Term: FALL 2017
Dates: October 23 – December 16, 2017
Location: Online
Campus Location: Distant Learning

Course Description:
The seminar course is designed as a culminating experience incorporating primary readings and case studies. Students will be stimulated to discover what is really essential, mastered the art of inquiry and draw on intuition and inner wisdom toward an increased capacity for compassion and giving. The course will be an opportunity for students to explore and discern current issues and personal interests. In the process students will discover new capacity within themselves to make a sustained contribution in the human service field.

Instructor & contact information:
Tony Devine. Ed.D.
Email: tdevine@bridgeport.edu

Required Textbooks:


To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/

Learning Outcomes:
Upon completion of this course the student should be able to discover and gain profound insights into:

- The complexities of human existence and relationships in our contemporary world
- The psychological and emotional resiliency of human nature and relationships
- Diversity and common experience.
- Loss and grief issues from a variety of perspectives and experiences.
- A discipline for discerning what is absolutely essential resulting in the capacity to can make the highest possible contribution towards the things that really matter
- Integrating personal life experiences to be better equipped in assisting others in the human services field
Assignments and Grading Criteria – 100 POINTS

Weekly Online Discussions Participation
40 points (5 Points/Week – 8 Weeks)
Participation in the Weekly Online Discussion is a key component to completing this course successfully. The discussion questions will be based on the primary readings and related articles and content posted in the course materials. You must actively participate in the course by engaging and making thoughtful comments relevant to the readings and class material in the weekly online discussions. Each student is expected to give a thoughtful response to each of the weekly online questions within the first 1-3 Days of the Course Week. In addition each student is to give at least three replies to comments posted by peers in your weekly online group within. Ideally most of the discussion will have occurred with the first 5 days of the Course Week. Posting made after the course week will not count in the grading. The idea is to be engaged continuously throughout the entire online course. Detailed instructions will be given during the course.

Reaction Papers – Two Papers based on Primary Readings
36 points. 18 Points/Paper. 4 Pages of Content
A reaction paper is a formal essay that explains your thoughts, feelings, and reactions to the required readings. It is not a review of the material. It should be organized as any other formal essay and include an introduction, an analysis of your reaction and the expectations you had prior to the reading or experience, and a summary of your conclusions. A partial list of reaction points include:
   a) Describe your reaction to the author’s perspectives
   b) How will insights gained from this book be helpful to you in your work in the human services field?
   c) How is your own worldview developed as a result of insights gained?
   d) What significant critical thinking questions occurred as a result of your research?

Additional instructions will be given during the course. In writing your papers it is important for you to show critical thinking in comparing the concepts and perspectives to your own personal belief system and experience as well as the ways you can use them in your work in human services.

Papers are to be a minimum of four pages of content, NOT including titles and references. They should be double-spaced, properly labeled with student name and course name, references from the reading must be cited properly using APA in the paper and a reference list should be included. All papers must be submitted via Turnitin in the online course and the Turnitin scores should be less than 5%. Further details will be given during the course.
Case Study
24 Points
Select a person in the human services field, whom you do not know, for the case study. Write a 6-page narrative summary (not including title and references pages) of your interview and assessment.

Develop a list of questions to ask him or her assessing their experience:

- With resiliency and their capacity to can make the highest possible contribution towards the things that really matter
- What gives them meaning in life
- With relationships (i.e. significant others, family and friends)
- With the art of inquiry and finding imaginative powerful answers
- With work and life balance that enables them to contribute in a sustained way and avoid burn out.
- In comparison and contrast with your experience
- With the findings from the class readings and discussions with your classmates
- Their ability in being better equipped in assisting others in the human services field

Paper must be submitted via Turnitin in the online course and the Turnitin score should be less then 5%. Use APA Format for in paper reference and the reference section. Further details will be given during the course.

WEEKLY AGENDA - Description of Weekly Sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Agenda and Topics</th>
<th>Assignments Due either During or by the Last Day of Course Week</th>
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</table>
| Week 1 | • Introductions  
      • Syllabus & Grading Review  
      • Read The Happiness Advantage, PP 3-36.  
      • Read material in weekly content area of online course  
      • Creating online teams | • Respond to online group discussion questions based on readings |
| Week 2 | • Read The Happiness Advantage, Principles 1-3  
      • Read material in weekly content area of online course  
      • Creating online support team among colleagues | • Respond to online group discussion questions based on readings |
| Week 3 | **Read** The Happiness Advantage, Principles 4-6  
Read material in weekly content area of online course | **DUE:** Reaction Paper #1 - The Happiness Advantage  
Respond to online group discussion questions based on readings |
|---|---|---|
| Week 4 | **Read** The Happiness Advantage, Principles 7, Spreading the Happiness Advantage  
Read material in weekly content area of online course | Respond to online group discussion questions based on readings |
| Week 5 | **Read** Tuesdays with Morrie, All Chapters Between and Including “The Curriculum” and “The First Tuesday.”  
Read material in weekly content area of online course | **DUE:** Case Study  
Respond to online group discussion questions based on readings |
| Week 6 | **Read** Tuesdays with Morrie, All Chapters Between and Including “The Second Tuesday” and “The Fifth Tuesday.”  
Read material in weekly content area of online course | Respond to online group discussion questions based on readings |
| Week 7 | **Read** Tuesdays with Morrie, All Chapters Between and Including “The Sixth Tuesday” and “The Tenth Tuesday.”  
Read material in weekly content area of online course | **DUE:** Reaction Paper #2 - Tuesdays with Morrie  
Respond to online group discussion questions based on readings |
| Week 8 | **Read** Tuesdays with Morrie, All Chapters Between and Including “The Eleventh Tuesday” and “Afterward.”  
Read material in weekly content area of online course | Respond to online group discussion questions based on readings |
# Course Performance and Grading Criteria

In general, the end of course performance criteria or expectation for each letter grade can be defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements &amp; Performance Criteria</th>
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</table>
| A     | Students achieving this level will have demonstrated the following:  
1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.  
2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.  
3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.  
4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.  
5. All assignments completed and submitted within the time allowed. |
| B     | Students achieving this level will have demonstrated the following:  
1. All of the “A” work, but with less accomplishment.  
2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.  
3. A critical stance, with some effort, not always successful, to defend that stance.  
4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.  
5. Very clear expression of thoughts and ideas. |
| C     | Students achieving this level will have demonstrated the following:  
1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.  
2. Some attempt to take a critical stance, but with little effort or success in defending that stance.  
3. Some attempt to find personal meaning.  
4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses, which create difficulties. |
| D     | Students achieving this level will have demonstrated the following:  
1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.  
2. Generally lacking in critical stance or in a defense of that stance.  
3. Lack of understanding or an attempt to find personal meaning. |
| F     | Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression. |
Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
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<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
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<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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</tbody>
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**NOTE:** Any changes to the Syllabus will be announced in the online class and/or through e-mail.