FMSC 383 (WB11): “Delivery of Human Services to Families”

Semester: Winter 2016
Classroom/Time: Online

Instructor: Amanda Berger, Ph.D.
Office Hours: By appointment only
Email: ATBerger@umd.edu

NOTE: Please ONLY contact me through ELMS. I cannot guarantee that any emails sent to this address will be answered in a timely manner (or at all). Messages through ELMS should receive a response within 48 hours.

Required Text:


*Note: This is the 3rd edition of the book. If you buy the 1st or 2nd edition, you are still responsible for the new material in the 3rd edition.*

Course Description:

This course presents an overview of the human services delivery system with a focus on families. It will explore the historical and social contexts as well as the theoretical orientations and value systems that shape the delivery of human services. Students are also expected to use this course as an opportunity to examine their own values and attitudes about human services. We will examine: 1) economic and cultural barriers that prevent families from accessing human services; and 2) social policy, ethical, and legal issues surrounding human services for families.

Course Learning Objectives:

Upon completing this course, the student will be able to:
1. Become knowledgeable about theories and methods of helping individuals and groups in various human services settings.
2. Be able to use ethical guidelines to make appropriate ethical decisions and understand and be able to apply knowledge about laws protecting clients’ rights.
3. Have the skills required to identify, find, apply for, and successfully carry out a human services internship, and be able to write a memorandum and a brief program/project proposal with budget in spreadsheet format.
4. Be able to explain the principles of cultural competence that shape the experiences and disparities of vulnerable families and populations.
5. Be able to explain practical and theoretical components of health and human service administration, in terms of both general and fiscal management.
6. Have the skills to analyze and critique the range of social structures and systems such as health, legal, and economic that affect family well-being.
Program Competencies Addressed in this Course:

The following competencies for the Delivery of Human Services to Families are addressed in this course: Through this course students will be able to evaluate policy and programmatic interventions to address social and behavioral factors that influence family well-being.

Course Requirements:

Online Content
All course content will be accessible through ELMS: http://ng.elms.umd.edu/. If you are not yet familiar with this system, please log on and explore its features.

Using ELMS, you can:
- Access the syllabus, lecture slides, and assignments
- Post on the discussion boards
- Take tests
- Submit assignments and papers
- Check your grades/feedback on assignments (click on “Grades”)
- Email me (click on “Inbox”)

You will be expected to regularly check your ELMS account for updates regarding the course. Also, you will be expected to check your university email account regularly for university-wide announcements. Failure to check your inbox/email, errors in forwarding messages, and returned messages (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc.

To ensure that you are able to keep up with the work, you will need a computer that is fully functional with Microsoft Word and PowerPoint. All assignments must be compatible with these programs – so if you use a MAC, you need to make sure you are sending PC-compatible files. You will also need reliable internet service. Barring a major weather event, no deadline extensions or special accommodations will be made for any computer problems you encounter during this semester. I encourage you to create a back-up plan in the event your computer crashes or you lose internet service (neither of these will be an excuse for late or missed assignments). Also, if you are using wireless internet, make sure that your connection is reliable – losing internet service in the middle of an assignment or test may result in an incomplete submission. Of course, you can always access computers on campus or at local libraries or internet cafes – again, make sure you have a back-up plan in place ahead of time.

Assignments
Assignments and discussion board posts will be posted 48 hours before the due date (except for the program papers, which will be posted earlier, and the tests, which will only have a two-hour window). All assignments should be proofread for spelling and grammar – even if the rubric for an assignment does not include points for spelling/grammar errors, points will be deducted if these errors are egregious or consistent! Additionally, assignments should be written and formatted according to American Psychological Association (APA) style rules. This is especially important when you cite references – and I do deduct points for incorrect citation and reference format! See the APA PowerPoint on ELMS or this website http://owl.english.purdue.edu/owl/resource/560/01/ for more information on APA format.
FMSC Agreement (5 points)
You will be expected to read, sign, and submit is form, which outlines passages from the Code of Academic Integrity and the Code of Student Conduct. This will be available on ELMS under “Assignments” and must be submitted electronically on ELMS on the first day of the term (1/4/16). You will not receive grades on any other assignments unless this is submitted.

Introduction Assignment (5 points)
Due on the first day of the term (1/4/16), you will need to submit an introductory assignment. In this assignment, you will describe yourself, your interests in human service delivery and in this course, and your career aspirations. You will also upload a current photo of yourself (you will make this photo your “avatar” on the new CANVAS system). Remember, since we will likely not be meeting in person, this is your opportunity to make an impression!

Discussion Board (5 points each, 40 points total)
After reading each day’s assigned readings, you will be expected to participate in an online discussion. Beginning 48 hours before the discussion post is due, a new entry on the discussion board will be posted on ELMS; it will generally relate to the assigned reading for that day. To earn full credit, all entries must be submitted by 11:59 pm on the due date. Although there are 15 opportunities for discussion board posts, only 8 are required. Note that because of this, NO discussion board posts will be accepted late for partial credit! The posts must meet the following requirements:

1) The post must be at least 100 words. (1 point)
2) The post must respond to the original question and at least one other student’s posting (meaning you must answer the discussion question AND reference another student’s post, UNLESS you are the first to reply to the entry, in which case you only need to answer the original question). (1 point)
3) The post must be thoughtful and well-written – note that there are no “right” or “wrong” answers here, as long as you have put thought into your answer. (2 points)
4) The post must include at least one reference to course content (including an APA-style in-text citation). Note that you do NOT need to include a reference, but you DO need to include an in-text citation. See the APA materials on ELMS for more information on this. (1 point)

Human Services in the News (20 points)
For this assignment, you will find a current (within the past 6 months) news story related to the delivery of human services to families and will answer questions based upon the article. Make sure the article originates from a reputable news source (such as an online magazine or newspaper) and not an editorial or blog. Make sure you think of how the article relates to families - not just individuals - as this is an FMSC course!

Career Map (20 points)
This assignment will allow you to begin planning for an internship and career in the field of human services. The purpose of this assignment is to familiarize yourself with: (a) the range of human service positions available that are of interest to you, and that you feel will give you experience for your dream job; (b) the qualifications necessary to attain these positions; and (c) the resources available to help you search for these positions.
Career Interview (20 points)
Informational interviews with individuals already working in the field in which you are interested give you information about how to prepare for and obtain a job that matches your career goal. This is an especially good opportunity for those of you who will be completing an internship in the next couple of years. Interviews must be conducted in person and in a professional manner (attire, etc.). Use the “Dos and Don’ts” by Katherine Hansen, (http://www.quintcareers.com/informational_interviewing-dos-donts.html) which explains how to use informational interviews to clarify your career goals, to get ideas on how to reach your goals, and to begin to build a professional network.

Vulnerable Populations Assignments (10 points for proposal, 30 points for presentation, 10 points for response, 50 points total)
For this assignment, you prepare a PowerPoint presentation about a human services topic of your choosing – you must pick a topic that is not already covered in depth in this class. You can either focus on 1) a specific vulnerable population (such as women who have experienced intimate partner violence, individuals with physical disabilities, children with developmental delays, recent immigrants to the United States, etc.), OR you can focus on a specific social justice issue (such as female genital mutilation, human trafficking, etc.).

Tests (30 points each, 120 points total)
At four points during the term, you will be given an online test covering the material in the reading, PowerPoints, and media selections – the content will rely especially heavily on the reading and PowerPoints. The format will be multiple choice and true/false questions. These will all be administered on Blackboard, and you will NOT be allowed to use your book, notes, other materials, or the assistance of other students. The maximum allotted time for each test is 60 minutes and you will only have one chance to take each test, so make sure you take the test when you have time to complete it AND make sure your internet connection is reliable and will not be interrupted before completion (which results in a submission of your tests). Reloading the page, pressing the “back” button, or navigating away from the page will also result in a submission of your test as-is. In order to accommodate people’s busy schedules, tests will be available for a 2-hour block of time prior to being due (from 7:00-9:00am on scheduled days), but remember that you only have 60 minutes to complete your test – after 60 minutes you will be locked out and will not be able to re-access your answers. No extensions will be given for tests unless pre-approved.

Program Proposal Paper (20 points per component paper, 60 for final paper, 120 points total)
You will turn in a final paper at the end of the term, but you will also be turning in drafts of paper sections throughout the term (“component papers”). I will post tutorials of common challenges before each section is due. For additional guidelines on how to write each section, see: How to Write an Excellent Proposal (to be posted on Blackboard, under Course Documents). A copy of the rubric for the final paper can be found at the end of this syllabus.

The component papers do NOT have to be written in paragraph format (you can submit detailed outlines), although you are welcome to turn them in already in paragraph format. Each component paper must have numbered pages, a title page (in APA style), a typed honor code at the base of the title page, a reference page (with APA style references), and a copy of the rubric copy and pasted after the references (each component paper will have a unique rubric). The pages should have a headers and page numbers (in APA style). All papers must be double
spaced with 12-point Times New Roman or 11-point Calibri font and one-inch margins. Even though the component papers may be submitted in outline format, students must cite any and all sources used to write and construct their ideas for their papers. If you have any questions about how to cite your sources, please ask your instructor prior to submitting your papers.

The final paper WILL be in paragraph format. The final paper must have numbered pages, a title page (in APA style), a typed honor code at the base of the title page, a reference page (with APA style references), and a copy of the rubric copy and pasted after the references. The final paper will combine all sections of the component papers into a cohesive paper AND will include one new section. The final paper should be a minimum of 8 and maximum of 10 pages long, double-spaced, with 12-point Times New Roman or 11-point Calibri font and one-inch margins. The pages should have a headers and page numbers in APA style. The budget spreadsheet, title page, and reference pages do NOT count as pages.

Component Paper 1: DUE 1/8/16 by 11:59pm
Include:
• Need/Problem
• Population to be Served
• Purpose of Program

Component Paper 2: DUE 1/12/16 by 11:59pm
Include:
• Theory
• Logic Model

Component Paper 3: DUE 1/17/16 by 11:59pm
Include:
• Measurable objective and assessment
• Key activities that will be carried out in order to achieve the objective
• Budget narrative
• Budget spreadsheet

Final Paper: DUE 1/22/16 by 11:59pm
Include:
• All previous sections
• Program fits with organization’s mission

Course Policies:

Academic Integrity
The University’s code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

• CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
• FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

The Honor Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

*You will be expected to read, sign, and submit the FMSC agreement form (found on ELMS and at the end of this syllabus) by the first day of the term; this form outlines passages from the Code of Academic Integrity and the Code of Student Conduct. Students are on their honor to complete their homework assignments using their own words and ideas. Students are on their honor to complete their assignments using their own words and ideas – this is especially critical in an online course. Any student found doing otherwise will be subject to the maximum university penalties.*

**Attendance**

Though there is no attendance policy in this class, it is expected that you will keep up with all work – including daily discussion board postings. If you are unable to participate the day of an exam, there will be no make-up opportunities unless pre-approved by the instructor. Exceptions may be made in the case of a family emergency, health problem, university-scheduled conflict, or religious service (you must notify me of university-scheduled or religious conflicts by the second day of class – 1/5/16). You will need to obtain approval from the instructor and you may be asked to provide documentation of the event in question.

**Late Assignments**

*All assignments must be completed and turned in by 11:59pm on the due date listed on the Course Schedule in order to receive full credit.* There will be a 10% point deduction per day on late assignments, unless pre-approved by the instructor. Discussion board posts, tests, and the final paper cannot be completed/submitted late. Assignments received more than 4 days past the due date will not be accepted. Do not wait until the last minute to complete these – assignments submitted at 12:01 are still considered late!

**Inclement Weather / University Closings**

Because the course is an online course, you will still be responsible for your work, regardless of weather-related university closings. However, if a weather-related situation arises in which power outages or telephone-related problems prevent you from accessing online resources, alternate arrangements may
be made, and the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

**Religious Observances**
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance by the second day of class – 1/5/16.

**Diversity**
Diversity in the student population will be highly valued in this course. We will be discussing the diversity in families and family structure between and within cultures and socioeconomic levels, and context is an important component of this course. As such, it is expected that you will consider your own cultural perspective as well as be respectful and open-minded towards other students’ perspectives. Whenever possible, class topics and discussions will be approached from a diverse perspective.

**Available Support Services:**

**Special Accommodations / Disability Support Services**
All students with documented learning challenges must inform me of their need for special arrangements for assignments and/or exams (and must provide documentation of these needs) by the second day of class, 1/5/16. If you do not inform me prior to this date, I cannot guarantee any special accommodations can be made. Students with appropriate documentation of a learning disability and/or attention deficit/hyperactivity disorder, or other disability, may choose to access reasonable accommodations through Disability Support Services. For information about those services and other available support, students should contact DSS-LD Services, Shoemaker Building at 301-314-9969. Additionally:

- The Learning Assistance Services (LAS) offers help with study skills and time management, as well as test preparation, grammar review, support for returning students, English as a second language, and more specialized help in learning. Interested students may contact LAS, Shoemaker Building at 301-314-7693.

- The Counseling Center provides free and confidential services by professional counselors to all UM students. Many students take advantage of these services when encountering a variety of personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. You may schedule an appointment in person or by phone at 301-314-7651.

- The Center for Healthy Families provides free and confidential services by professional therapists to all UM students (individuals, couples, and families). Many students take advantage of these services when encountering personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. You may schedule an appointment by phone at (301) 405-2273.
Grading Procedures:

Grading
Grades are NOT NEGOTIABLE, although you are welcome to contact me throughout the term to clarify feedback, check on progress, or discuss ways of improving grades.

FMSC Agreement 5 points
Introduction 5 points
Discussion Board 40 points (8 x 5 points each)
Human Services in the News 20 points
Career Map 20 points
Human Service Interview 20 points
Vulnerable Populations Proposal 10 points
Vulnerable Populations Presentation 30 points
Vulnerable Populations Response 10 points
Tests 120 points (4 x 30 points each)
Paper Components 60 points (3 x 20 points each)
Final Paper 60 points
Total Points Possible 400 points

Grade Scale
*I do NOT calculate percentages, and I do NOT round up. Your grade is your point total.*

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>386+</td>
<td>A+</td>
<td>(4 GPA Points)</td>
</tr>
<tr>
<td>373-385.999</td>
<td>A</td>
<td>(4 GPA Points)</td>
</tr>
<tr>
<td>360-372.999</td>
<td>A-</td>
<td>(4 GPA Points)</td>
</tr>
<tr>
<td>346-359.999</td>
<td>B+</td>
<td>(3 GPA Points)</td>
</tr>
<tr>
<td>333-345.999</td>
<td>B</td>
<td>(3 GPA Points)</td>
</tr>
<tr>
<td>320-332.999</td>
<td>B-</td>
<td>(3 GPA Points)</td>
</tr>
<tr>
<td>306-319.999</td>
<td>C+</td>
<td>(2 GPA Points)</td>
</tr>
<tr>
<td>293-305.999</td>
<td>C</td>
<td>(2 GPA Points)</td>
</tr>
<tr>
<td>280-292.999</td>
<td>C-</td>
<td>(2 GPA Points)</td>
</tr>
<tr>
<td>266-279.999</td>
<td>D+</td>
<td>(1 GPA Points)</td>
</tr>
<tr>
<td>253-265.999</td>
<td>D</td>
<td>(1 GPA Points)</td>
</tr>
<tr>
<td>240-252.999</td>
<td>D-</td>
<td>(1 GPA Points)</td>
</tr>
<tr>
<td>&lt;240</td>
<td>F</td>
<td>(0 GPA Points)</td>
</tr>
</tbody>
</table>

Incomplete Grades
Unless a student can demonstrate that near catastrophic events have led to a case of extreme hardship, grades of “Incomplete” will not be given for this section of FMSC 383. If such events do occur, a grade of “Incomplete” must be negotiated with the instructor before the final exam and may only be possible if the student has completed the majority of assignments/exams.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Media</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Jan</td>
<td>Introduction</td>
<td>Martin: Chapter 1</td>
<td>* Discussion Board Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APA format slides</td>
<td>* FMSC Agreement and Introduction</td>
</tr>
<tr>
<td>5-Jan</td>
<td>Ethics &amp; Values Skills &amp; Intervention Strategies</td>
<td>Martin: Chapter 3</td>
<td>* Discussion Board Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martin: Chapter 4</td>
<td>* Discussion Board Chapter 4</td>
</tr>
<tr>
<td>6-Jan</td>
<td>History of Human Services</td>
<td>Martin: Chapter 2</td>
<td>* Discussion Board Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Human Services in the News</td>
</tr>
<tr>
<td>7-Jan</td>
<td>Test 1</td>
<td></td>
<td>* Test 1 (Chapters 1-4 &amp; APA format slides)</td>
</tr>
<tr>
<td>8-Jan</td>
<td>Program Paper Part 1</td>
<td></td>
<td>* Program Paper, Part 1</td>
</tr>
<tr>
<td>9-Jan</td>
<td>Child and Family Services Adolescents Services</td>
<td>Martin: Chapter 5</td>
<td>* Discussion Board Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martin: Chapter 6</td>
<td>* Discussion Board Chapter 6</td>
</tr>
<tr>
<td>10-Jan</td>
<td>Human Services in Schools</td>
<td>Martin: Chapter 12</td>
<td>* Discussion Board 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media: Precious</td>
<td>* Career Map</td>
</tr>
<tr>
<td>11-Jan</td>
<td>Test 2</td>
<td></td>
<td>* Test 2 (Chapters 6, 5, &amp; 12)</td>
</tr>
<tr>
<td>12-Jan</td>
<td>Program Paper Part 2</td>
<td></td>
<td>* Program Paper, Part 2</td>
</tr>
<tr>
<td>13-Jan</td>
<td>Homelessness Violence</td>
<td>Martin: Chapter 9</td>
<td>* Discussion Board Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martin: Chapter 14</td>
<td>* Discussion Board Chapter 14</td>
</tr>
<tr>
<td>14-Jan</td>
<td>Mental Health</td>
<td>Martin: Chapter 8</td>
<td>* Discussion Board 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media: The New Asylums</td>
<td>* Vulnerable Populations Proposal</td>
</tr>
<tr>
<td>15-Jan</td>
<td>Substance Abuse</td>
<td>Martin: Chapter 11</td>
<td>* Discussion Board 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Human Services Interview</td>
</tr>
<tr>
<td>16-Jan</td>
<td>Test 3</td>
<td></td>
<td>* Test 3 (Chapters 8, 9, 11, &amp; 14)</td>
</tr>
<tr>
<td>17-Jan</td>
<td>Program Paper Part 3</td>
<td></td>
<td>* Program Paper, Part 3</td>
</tr>
<tr>
<td>18-Jan</td>
<td>Aging and the Elderly Faith-Based Agencies</td>
<td>Martin: Chapter 7</td>
<td>* Discussion Board Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martin: Chapter 13</td>
<td>* Discussion Board Chapter 13</td>
</tr>
<tr>
<td>19-Jan</td>
<td>Health Care and Hospice</td>
<td>Martin: Chapter 10</td>
<td>* Discussion Board 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media: The Cost of Dying</td>
<td>* Vulnerable Populations Presentation</td>
</tr>
<tr>
<td>20-Jan</td>
<td>Social Justice The Future of Human Services</td>
<td>Martin: Chapter 15, Epilogue</td>
<td>* Discussion Board Chapter 15, Epilogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Vulnerable Populations Response</td>
</tr>
<tr>
<td>21-Jan</td>
<td>Test 4</td>
<td></td>
<td>* Test 4 (Chapters 7, 10, 13, 15, &amp; Epilogue)</td>
</tr>
<tr>
<td>22-Jan</td>
<td>Final Program Paper</td>
<td></td>
<td>* Program Paper, Final</td>
</tr>
</tbody>
</table>

NOTE: All textbook reading assignments should be accompanied by review of the “lecture” for that chapter, which can be found under the “Modules” tab.

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
Final Paper Rubric

**Style and Format (0-2.5 points)**
- 1-inch margins, Times New Roman 12-point font (0.5 point)
- Proofread, free of grammatical and spelling errors, and no first-person (1 point)
- Running head, header, page numbers, and section headers are used (1 point)

**Need/Problem (0-4.5 points)**
- Section begins with a statement of the need or problem (1.5 points)
- Need/problem is demonstrated to warrant a human service program (1.5 points)
- Need/problem is thoroughly explained with citations (1.5 points)

**Population to be Served (6 points)**
- Prevalence in the general population is discussed (1.5 points)
- Prevalence in the target population is discussed (1.5 points)
- Population or group that the program targets is specified (1.5 points)
- Number of people to be served is given; inclusion/exclusion criteria are given with rationale (1.5 points)

**Purpose of Program (0-4.5 points)**
- The primary goal or purpose of the program is described (1.5 points).
- The means by which the goal will be achieved, or type of intervention, is described (1.5 points).
- Need/problem is shown not to be addressed by programs already available to the target population (use real world examples to show what your program provides that is not already available?) (1.5 points).

**Theory (0-6 points)**
- The theory is clearly identified and cited with a primary source (1.5 points).
- The basic assumptions of the theory are described (1.5 points).
- The relationship between theory and program is clearly described (1.5 points).
- The theory is demonstrated to be appropriate for the program (e.g., culturally, developmentally, etc.) (1.5 points).

**Program fits with organization’s mission (0-3 points)**
- Organization for which program is proposed is named and described (1 point).
- Organization’s mission is clearly described (preferably quoted) and cited (1 point).
- Relationship between organization’s mission and program’s goal is described (why is this organization the best place for your program?) (1 point).

**Logic Model (0-5.5 points)**
- The logic model is appropriately formatted (this should be a table, with the title of the program at the top, on a landscape-orientation page) (0.5 point).
- All resources needed for the program are identified and organized by program activity (1 point).
- All activities for the program are identified (include activities such as recruitment, program activities, evaluation, etc.) (1 point).
- All activities have a specific output (1 point).
• One to two SMART (specific, measurable, achievable, realistic, and time-bound) outcomes are clearly identified (1 point).
• Anticipated impacts are described (1 point).

Measurable Objective and Assessment (0-7.5 points)
• A measurable outcome/objective is described (1.5 points).
• A description of why the outcome/objective will achieve program goal(s) is provided (1.5 points).
• The timeframe (by date or in weeks/months) by which it is to be achieved is stated (1.5 points).
• An empirical method for measuring it is identified and cited with a scholarly reference (1.5 points).
• The proportion of participants who are expected to achieve a specific score/outcome is given WITH a cited rationale for why you think this proportion will achieve that score (1.5 points).

Key Activities (0-6 points)
• Each of the key activities of your program is described (1.5 points).
• Information is given on how often activities will occur and on the overall time period of the program (1.5 points).
• Applying the program’s theory, a rationale is given for why it is expected to achieve the program objective is provided (1.5 points).
• A rationale is given for why the activities are appropriate for participants (1.5 points).

Budget Narrative (0-4.5 points)
• A brief narrative is provided that outlines all of the categories and types of expenses to be incurred from your program (1.5 points).
• An overview of staff qualifications and responsibilities is provided and justified, including position titles and FTE equivalence (1.5 points).
• The utility for all resources and supplies (aside from staff) are explained and justified (1.5 points).

Budget spreadsheet (0-6.5 points)
• The budget spreadsheet is appropriately formatted (this should be a table, with the title and time period of the program at the top) (0.5 point).
• Table includes all of the categories and types of expenses to be incurred from your program, with dollar amounts (1.5 points).
• Overall budget is provided and feasible for a pilot program (1.5 points).
• Staff salaries are provided and appropriate for project, given time/budget/training (1.5 points).
• Resource and supply costs are provided and appropriate for project, given time/budget limitations (1.5 points).

References (3 points)
• References are cited in each section for all statements/facts that are not common knowledge.
• In-text citations are in correct APA format (1 point).
• Reference page references are in correct APA format (1 point).

Honor Code and Rubric (0.5 point)
• Rubric pasted at end of paper (0.25 point).
• Signed honor statement (0.25 point).

Total:_____/60 points
ACCOMMODATION FOR STUDENTS WITH DISABILITIES
All students with documented disabilities must see their instructor at the beginning of the semester if special arrangements need to be made for assignments or exams. Only students who have registered with Disability Support Service are eligible for accommodations. Students with questions about disability support services may call 314-7682.

ACADEMIC INTEGRITY
The Department of Family Studies, as a unit within the University at College Park supports and abides by the University’s Code of Academic Integrity.* This code states, “All members of the University community—students, faculty, and staff—share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.”

Definitions
The Code of Academic Integrity of the University of Maryland defines "ACADEMIC DISHONESTY" as "any of the following acts, when committed by a student:

CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate and provision of this Code.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

STUDENT CONDUCT
Additionally, the Office of Judicial Programs advises that: “Faculty members are responsible for management of the classroom environment. Classroom disruption should be seen as a disciplinary offense, as defined by the University's Code of Student Conduct.* The term ‘classroom disruption’ means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include repeatedly leaving and entering the classroom with authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults.”

CLASSROOM COMMUNITY
This course requires University level work and, as such, requires University-level participation. Every student will be expected to treat his or her peers as members of a scholarly community, to provide useful critique, and to refrain from destructive or harassing commentary. Do not talk while your peers are talking. Turn off cell phones when you arrive. Do not disrupt the class by packing up your materials before our meeting time has ended.

RELIGIOUS HOLIDAYS
Family Studies, as a unit of the University of Maryland, supports the policy that students should not be penalized because of observances of their religious belief. Students shall be given an opportunity, wherever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the students’ responsibility to inform the instructor of any intended absences for religious observations in advance. Notice should be provided in writing as soon as possible but no later than the end of the scheduled adjustment period.

COMPLIANCE
Yes, I have read the syllabus for FMSC 383, Delivery of Human Services to Families; Winter 2014, including the passages from the Code of Academic Integrity and the Code of Student Conduct, and I understand all requirements of this class.

Student’s Signature: ___________________________________________________________

Date: _______________________________________________________________________

*Copies of these documents are available from the Office of Judicial Programs, 2118 Mitchell Building or on the web at http://www.inform.umd.edu/jpo/. Students are encouraged to obtain copies of these documents and read them in their entirety.