

***Human Studies**

***2025-2026 Syllabus**

Part 1: Course Information

Instructor Information

Instructor: Ashley Dudley

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Textbook & Course Materials

Required Text

- Succeeding in Life and Career, Foundations of Human Studies, 11th Edition, Frances Baynor Parnell, ISBN: 978-1-63126-215-9

Recommended Texts & Other Readings or Resources

- Other readings will be provided as the semester progresses.

Course Requirements

- A gmail/google account will be required to submit class assignments.

Course Structure

Human Studies is a combination of lecture, individual, group, and lab activities. The course is very interactive and allows students to complete many hands-on activities to provide an effective, beneficial learning environment.

Part 2: Student Learning Outcomes

1. Overview of Human & Social Services

- 1.1 Historical Milestones: Research and summarize the significant milestones in the history of human services and dietetics fields.

2. Career Investigation

- 2.1 Career Preparation: Compare and contrast occupations by education and licensing requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education for a chosen occupation.
- 2.2 Employability Skills: Research the management skills required of individuals to be productive members of society. Identify the employability skills related to time management, organizational planning, and professionalism necessary for success in diverse environments.
- 2.3 Confidentiality and Ethics: Describe the importance of confidentiality in developing professional and therapeutic relationships. Demonstrate an awareness and understanding of how to approach ethical dilemmas that arise in academic, professional, and personal situations.

3. Human Needs

- 3.1 Levels of Human Growth: Describe the different levels of human growth (using research such as Maslow's hierarchy of needs) and articulate the different characteristics of each level.
- 3.2 Nutrition and Development: Apply basic concepts of nutrition across the life span to optimize development. Research the importance of balanced nutrition on human development and productivity, and the correlation to mental health and wellness.
- 3.3 Goals and Decision Making: Explain the relationship between goals, values and decision making. Analyze the impact they have on human growth and development. Differentiate between the types of goals and create a S.M.A.R.T. goal for each type.
- 3.4 Self-Esteem and Self-Image: Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem and self-image

4. Relationships

- 4.1 Interpersonal Relationships: Evaluate factors that impact human growth and development in areas related to interpersonal relationships. Explain how to build healthy relationships and how their role impacts human growth and development.
- 4.2 Conflict Resolution: Identify the various types of conflict and create strategies for

using effective conflict resolution methods. Research the outcomes and impacts of using negative conflict resolution methods including peer pressure and bullying/cyberbullying.

5. Communication Skills

5.1 Communication Techniques: Practice using appropriate communication techniques including verbal and nonverbal communication as well as active listening skills.

5.2 Professional and Informal Communication: Compare and contrast skills for communicating professionally as well as informally in everyday social interactions. Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques.

6. Mental Health

6.1 Stress and Response to Crisis: Investigate the physiological effects of stress and crisis using research from the National Institute of Mental Health. Synthesize the information to identify the types of crises and create a graphic illustration of appropriate responses, management strategies, and technology available to meet individual and family needs during crisis situations.

6.2 Mental Health Disorders: Identify types of mental health disorders as well as signs and symptoms and treatment options for each disorder including but not limited to GAD, depression, eating disorders, and substance abuse.

The following standards are recommended for students continuing in the Dietetics and Nutrition program of study.

7.1 Food safety and Sanitation Procedures: Compile a list and critique safety and sanitation procedures related to handling, preparing, storing and serving food. Review general laboratory safety procedures, including but not limited to prevention and control procedures. Incorporate safety procedures and complete safety test with 100 percent accuracy.

7.2 Nutrition Principles: Evaluate nutrition principles, food plans, and specialized dietary plans.

7.3 Food Preparation: Demonstrate food preparation techniques including knife skills, measuring skills, and reading a recipe. The following standards are recommended for students continuing in the Human and Social Science program of study.

8.1 Ecological Factors Related to Development: Research and analyze the ecological factors that promote and inhibit the optimal development of individuals, children, and families.

8.2 Major Research Methodologies: Differentiate between the major methodologies used in research on human growth and development. Compare and contrast the benefits and consequences of each, including ethical issues involved with each method.

- 8.3 Development Theories: Research theories associated with development of individuals, children, and families. Theories to research include, but are not limited to: a. Developmental Theory b. Behavioral Theory c. Cognitive-Behavioral Theory
- 8.4 Theories of Mental Health: Research and summarize the theories of mental health. Research should include key people in the development of the theory, main points of the theory, and supporting evidence. Theories to research include, but are not limited to: a. Motivational Theory b. Behavioral Theory c. Ecological Theory
- Students will complete seatwork as assigned.
 - Students will participate in lab assignments as assigned.
 - Students will make a 100 percent on safety tests given.

Part 3: Grading Policy

Late Work Policy

Work is due by assigned date given by instructor. Student work missed due to absences will be submitting within 3 days of days missed. Teacher discretion will be used with variations to this rule.

Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Grades will be posted to Aspen on a weekly basis.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

This can be modified, but must match the district scale.

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

Important note: For more information about grading at Channel Islands, visit the academic policies and grading section of the university catalog

Part 4: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

- Attendance and participation in all classwork will impact grade.

Participate

Participation is required in seatwork, group work, and lab work for this course.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will effect the student's grade.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the teacher deems it necessary. All incomplete course assignments must be completed within time frame determined by teacher.

Academic Dishonesty Policy

Cheating and dishonesty of any type will not be tolerated. A zero will be given if a student is caught cheating. Administrator involvement will occur if necessary. Student is expected to do his or her own work at all times throughout this class.

Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing.
 - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
 - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
 - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
 - I will focus and put forth effort on the test .
- Being honest and not cheating
 - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.