

Cerro Coso College
Course Outline of Record Report
 02/23/2022

HMSVC101 : Introduction to Human Services

General Information

Author:	• Melissa Bowen
Course Code (CB01) :	HMSVC101
Course Title (CB02) :	Introduction to Human Services
Department:	Allied Health
Proposal Start:	Spring 2019
TOP Code (CB03) :	(2104.00) Human Services
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000504275
Curriculum Committee Approval Date:	10/26/2018
Board of Trustees Approval Date:	12/13/2018
External Review Approval Date:	12/13/2018
Course Description:	The purpose of this course is to introduce students to the human service professions and their role in helping people to cope with the problems of living. The course provides a historical overview and contemporary theories, as well as description of service delivery models of human services and allows the student to understand the client as a whole person in a specific context. The course addresses competence, professionalism, legal and ethical issues in human services.
Submission Type:	Add Distance Education Adding online as a delivery method in the COR.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling
Alternate Master Discipline Preferred:	• Psychology • Sociology • Counseling
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	

<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	<ul style="list-style-type: none"> • Pass/No Pass • Letter Grade Methods Course Prior To College Level (CB21) Not applicable.
Rationale For Credit By Exam/Challenge No value	Retake Policy Description Type: Non-Repeatable Credit	<input checked="" type="checkbox"/> Allow Students To Audit Course
Course Support Course Status (CB26) No value		

Associated Programs		
<input checked="" type="checkbox"/> Course is part of a program (CB24)		
Associated Program	Award Type	Active
CC Human Services	A.S. Degree Major	Summer 2018
CC Human Services Worker COA	Certificate of Achievement	Summer 2018
Addiction Counseling Studies Certificate of Achievement	Certificate of Achievement	Fall 2022
Addiction Counseling Studies Associate in Science Degree (In Development)	A.S. Degree Major	Fall 2022

Transferability & Gen. Ed. Options	
Course General Education Status (CB25) No value	
Transferability Transferable to CSU only	Transferability Status Approved

Units and Hours	
Summary	
Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3

Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory****ENGLC040 - Improving Basic Writing Skills**

Students of HMSV C101 are expected to be able to read college-level textbooks and write a critique of Human Services vignettes. These critiques must be written in clear and grammatically correct prose. ENGL C040 prepares students for success in this task.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications**Methods of Instruction**

Methods of Instruction	Other
Rationale	Practice Scenarios

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Skills Development and Performance
Rationale	No value
Methods of Instruction	Problem Solving
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Library
Rationale	No value
Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value
Methods of Instruction	Performance
Rationale	No value
Methods of Instruction	Presentations (by students)
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	Informational Interviews
Rationale	No value

Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Demonstration
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	Guest Lecturers
Rationale	No value
Methods of Instruction	Case Study
Rationale	No value
Methods of Instruction	Audiovisual
Rationale	No value
Assignments	
<p>- A. Reading and writing a report on books or articles related to human services as well as giving a oral presentation to class. Example, "A Child Called It". B. Field research : Visiting a human services agency, writing a paper and giving a oral presentation to the class. C. Library research: Researching different types of human services agencies, mission statement, population served, funding , and programs offered. Written and oral report.</p>	
Methods of Evaluation	Rationale
Other	<p>Oral and written case studies and scenario analyses. Example: Jane is a 75 year old white female brought in by her 60 year old husband, Robert, because she is having problems with mood and memory. You have been asked (along with another county employee, in a county car) to give her a ride to a medical assessment appointment Her husband insists that he must come along and be part of the interview with the doctor, but Jane does not want him there. Generate a list of professional, legal, and ethical questions and concerns that you have about this scenario. Describe how you will approach getting the information you need, analyzing the cumulative information. Suggest possible ways of responding to both Jane and Robert.</p>
Tests	

Quizzes and Tests on identification and description of basic concepts.

Example: Identify one role or kind of human service worker and describe how this particular role relates to the more general purpose of human services. Social Workers and/or Case Managers help clients to connect with community agencies which will

Distance Education Description: how outcomes are evaluated

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Woodside, M. and McClam, T.	An Introduction to Human Services	Cengage Learning	2015	1-285-74992-8

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify the history, purpose and scope of human services profession, including types of service delivery, assessment, treatment plan, and referrals. Expected SLO Performance: 70.0

Describe the use of self in the helping relationship, identifying effective helping skills, demonstrating empathy, suspending judgment, use of empowerment, strengths perspective, and total environment as a resource. Expected SLO Performance: 70.0

Allied Health
Addiction Studies Certificate of Achievement

Articulate the broad concerns and practices of the addiction counseling field.

Apply and demonstrate the components of cultural competence in human services, identifying special and vulnerable populations. Expected SLO Performance: 70.0

Identify and apply the use of communication skills, such as active listening, verbal and nonverbal communication. Expected SLO Performance: 70.0

<i>Allied Health</i> Addiction Studies Certificate of Achievement	Describe seven or more traits of an effective helping person including establishing a helping relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy.
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Identify and apply crisis and intervention strategies, including legal and ethical issues.

Expected SLO Performance: 70.0

Recognize and describe the importance of self care, stress, burnout, and stress management.

Expected SLO Performance: 70.0

Outline

Course Outline

- A. What does it mean to be a Helper?
 - 1. Why be a Helper?
 - 2. What is helping and why is it needed?
 - 3. What are Human Services Helpers?
 - 4. Helping whom and how
 - 5. Where might you work and what might you do?
- B. Attitudes and Values of Helping
 - 1. Helper attitudes and beliefs
 - 2. The Strengths Perspective
 - 3. Suspending Judgment
 - 4. Supporting Informed Choice
 - 5. Using Language appropriately
 - 6. Being honest; genuine; authentic and trustworthy
 - 7. Values; Ethics and Confidentiality
 - 8. Respecting differences
 - 9. Being aware of yourself
 - 10. Avoiding conflicts of interest
 - 11. Maintaining Appropriate Boundaries
- C. Awareness of Others: Addressing Oppression and Culture
 - 1. What is Culture?
 - 2. What is Oppression?
 - 3. Culture and Helping
 - 4. Cultural Competence
 - 5. Becoming a Culturally Competent Workers
- D. The Helping Relationship
 - 1. Relationships and Use of Self
 - 2. Establishing a Helping Relationship
 - 3. Skills in Effective Helping
 - 4. Identifying Feelings
 - 5. Demonstrating Empathy
 - 6. Helping that leads to Empowerment
 - 7. Being present; attend; validate and confirm
 - 8. Providing information; referrals and advocacy
- E. Active Listening Skills
 - 1. Listening Skills
 - 2. Verbal Tools
 - 3. Recognizing Nonverbal Behavior
- F. The Helping Interview and Problem-Solving Process
 - 1. The Effective Helping Interview
 - 2. Problem Solving Skills
 - 3. The Use of Forms; Note Taking and Record Keeping
 - 4. Interview Types and Settings
- G. Crisis Intervention

1. Defining a Crisis
 2. What is Crisis Intervention?
 3. Dealing Suicide Thoughts
 5. Assessing Suicide Lethality
 6. Principles for Responding to a Suicide Situation
 7. Techniques of Suicide Intervention
 8. Referrals in Suicide Situation
 9. Self Care in Suicidal Situations
 10. Working with Loved Ones
- H. Case Management and Service Coordination
1. Case Management in Human Services
 2. Key Principles of Case Management
 3. Elements of Case Management
 4. Screening; Intake; and Enrollment
 5. Assessing needs; crisis intervention; goals and service plan.
 6. Delivery of services; advocacy; follow-up and reassessment.
 7. Documentation in Case Management
 8. Application of Helping Skills
 9. Barriers in Provision of Case Management
 10. Improving Your Case Management Abilities
- J. A Family Approach in Human Services
1. What is a Family?
 2. What is a Healthy Family?
 3. Individual Development
 5. Family Boundaries; Roles; Life Cycle; and Stress
 6. Strategies for Helping Families
- K. A Group Approach to Human Services
1. What is a Group?
 2. Task Groups versus Treatment Groups
 3. Essential Group Concepts: Purpose; Structure; Composition; and Rules
 4. Group Leadership
- L. Class Advocacy and Community Organization
1. Empowerment in Advocacy
 2. Preparing for Advocacy and Community Organization
 3. Gathering Data for Advocacy
- M. Human Services Management and Supervision
1. Human Services Program Management
 2. Management and Supervision Skills
 3. Styles of Supervision
 4. Challenges of the New Supervisor
- N. Interpersonal Violence
1. Causes
 2. Types of Abuse and Neglect
 3. Violation of rights
 4. The Cycle of violence
 5. Responses to being abused
 6. Myths About Abuse
 7. Partner and Child Abuse
 8. Developing a Safety Plan
 9. Working with the Abuser
- O. Aging and Older Adulthood
1. Social and Demographics
 2. Aging; Ageism; and Myths About Aging
 3. Social Theories about Aging
 4. Normal Biological Aging versus Illness
 5. Successful Aging
 6. Diversity and Oppression in Aging
 7. Working with Family and Caregivers
 8. Trends in Gerontology
- P. HIV/AIDS Diseases
1. What is HIV and AIDS
 2. How HIV/AIDS transmitted; detected; and treated?
 3. Common Concerns of People with HIV/AIDS
 4. Providing appropriate support and services.

Q. Developmental Disabilities

1. Types of Developmental Disabilities
2. Social; Legal and Ethical Issues
3. Developmental Disabilities and Families
4. Interdisciplinary Practice in the Disabilities Field

R. Working with Grief and Loss

1. What Constitutes a Loss?
2. Responses to Grief and Loss
3. Phases of Grief and Loss
4. Coping Strategies

S. Caring for the Caregiver

1. Attention to Self
2. Stress and Burnout
3. Stress Management Techniques
4. Assertiveness and Setting Limits
5. Working with Difficult Situations
6. Getting Supervision; Consultation; and Support

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face

Online

iTV

hybrid

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.

Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.

Student-Student contact will include the following: discussion forums. Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, pdfs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No.