Course Outline of Record Report

10/12/2021

HMSVC104 : Field Work in Human Services

General Information

Author:	• Melissa Bowen
Course Code (CB01) :	HMSVC104
Course Title (CB02) :	Field Work in Human Services
Department:	Allied Health
Proposal Start:	Spring 2019
TOP Code (CB03) :	(2104.00) Human Services
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000244209
Curriculum Committee Approval Date:	10/04/2013
Board of Trustees Approval Date:	11/14/2013
External Review Approval Date:	02/25/2014
Course Description:	This course provides the student with the complete experience of working in a human services setting. Students have the opportunity to apply information, develop and practice skills, participate in a supervisory relationship, receive performance evaluation, and provide feedback to other human services trainees. Students are required to pass a drug screening, and if required by the agency, may need to have a Live Scan at their own expense. Student may need to fulfill other site specific requirements before beginning the internship. To pass this course students must complete 108 intern hours with a human services agency.
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 • Social Science • 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.

- Letter Grade Methods
- Satisfactory Progress

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ 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

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)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	144
Total Course Out-of-Class Hours	72
Total Student Learning Hours	216
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 Classs
Lecture Hours	2	4
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	36
Laboratory	108
Activity	0
Total	144
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

Time Commitment Notes for Students

108 hours field work internship with a human services agency.

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
108 hours field work internship with a human services agency.	Laboratory	6	0

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

HMSVC103 - Preparation for Field Work in Human Services

HMSV C103 prepares students for internship in the human services setting. In this class students integrate theory about human services occuations into workplace practices by role-playing work place situations, by interivewing people working in different human services settings, by discussing and analyzing workplace situations in order to practice professional responses.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
Students are required to pass a drug test. 	No Value

Specifications

Methods of Instruction

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	Presentations (by students)

Rationale	No value

Methods of Instruction	Performance
Rationale	No value

Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Library
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Job Shadowing
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Guest Lecturers
Rationale	No value

Methods of Instruction	Informational Interviews
Rationale	No value

Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

Methods of Instruction	Demonstration
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	Field Trip
Rationale	No value

Methods of Instruction	Audiovisual
Rationale	No value

Methods of Instruction	Case Study
Rationale	No value

Assignments

- **A.Â Field work at an approved site for internship. B.Â Library research on specialized topics for written report and presentation to class. C.Â Reading from articles, books and professional journals for written report and presentation to class.A.Â Field work at an approved site for internship. B.Â Library research on specialized topics for written report and presentation to class. C.Â Reading from articles, books and professional journals for written report and presentation to class.**

Methods of Evaluation	Rationale
Other	Field work with a human services agency, completing 108 hours, followed up by evaluation by supervisor.
Research Paper	Student written and oral presentations on a specific topic in the human services field. Example: Research paper on Domesitc Violence
Tests	Essay exams based on human services scenarios. Example: An African American male, age 40, comes to your human services agency who reports he has had negative experiences in the past with your agency. He complains, "Nobody ever helped me and I doubt anyone can. I just can't take it anymore!" He seems a little disoriented and has slurred speech. You suspect he may be under the influence of alcohol. He presents with an angry demeanor. The receptionist whispers to you, "He has always been a very difficult client. He never follows through on our recommmendations or treatment plan" During the in-take he tells you that his partner, Rudy, has just been diagnosed with HIV positive. How would you develop rapport? Be specific. What information would you want to get from him? What would you do regarding your belief that he may be intoxicated? What referrals would you make? Identify and explain the cultural issues? Idenitfy and explain the crisis, legal and ethical issues.
Participation	Journal and term paper citing and explaining personal and professional growth from internship experience.

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
Kiser, P.	The Human Services Internship:Getting the Most from your Experience, 4th Ed.	Cengage Learning	2016	1305087348

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Conduct a screening interview with attention to legal and ethical, clinical, and cultural factors.

Expected SLO Performance: 70.0

Present an actual case study, including his/her reasoning and decision making process related recommended referrals and ethical or legal situation.

Expected SLO Performance: 70.0

ISLOs Core ISLOs	Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly

Present an assessment process with emphasis on client strengths.

Expected SLO Performance: 70.0

Present a team treatment plan, including the student's role in the treatment, with emphasis on the clinical/ethical limits of entry level worker involvement and generating a list of community resources to be use for contact information.

Expected SLO Performance: 70.0

Receive and incorporate internship site supervisor evaluation and feedback into work performance including personal and professional growth.

Expected SLO Performance: 70.0

Demonstrate the ability to seek, find and utilize information relevant to effective workplace performance by conducting interviews with other human services professionals.

Expected SLO Performance: 70.0

ISLOs
Core ISLOs

Students who are completing a program will be able to access, evaluate, and effectively use information.

Outline

Course Outline

DETAILED TOPICAL OUTLINE:
A. Introduction to field work as a training experience
1. Beginning field work contrasted with those related to certifications and licenses
2. Roles; responsibilities; and ethics in the workplace
3. Understanding forms; records; and evaluations.
4. Making a training contract with your field placement supervisor
B. Conducting an interview and taking action in the field
1. Understanding the setting
2. Using referral
3. Asking for and receiving supervision for specific needs
4. Communicating the limits of your training and responsibilities to clients.
C. Special topics related to professional practice (to be selected by instructor)
1. Case management and human services in schools
2. Issues related to HIV and AIDS
3. Involving families in treatment
4. Utilizing community resources
5. Child abuse reporting
6. Elder abuse reporting
7. Assessing dangerousness to self
8. Assessing dangerousness to others
9. Confidentiality and the limits of confidentiality
10. Issues in working with different cultures (specific groups; e.g. African American; Latino American; Native Americans; Asian Americans; Gays and Lesbians; victims of crime; ex-combatants)
11. Diversity in the work team.
12. Working effectively with client religious issues
13. Preventing burnout
14. Issues working with disabilities (specific groups; e.g. deaf; blind; mobility impaired; learning disabled; developmentally disabled)
15. Issues working with mental health diagnoses (specific groups; e.g. eating disorders; conduct disorders; personality disorders; mood disorders; sleep disorders)
16. Issues in working with clients who have chronic illness (specific diagnoses; e.g. cancer; heart disease; chronic fatigue; aids)
17. Issues in changing specific behaviors (e.g. social phobias; smoking; eating disorders; study habits; work habits; personal hygiene)

Lab Outline

Students complete 108 hours of Field Work at a human services agency.
An agency supervisor is required.
A. Field work as a training experience
1. Agency specific policies on roles, responsibilities, and ethics
2. Agency specific forms, records, and evaluations.
3. Orientation and training
B. Professional practice topics
1. Case management and human services in schools.
2. Issues related to HIV and AIDS.
3. Involving families in treatment.
4. Utilizing community resources.

5. Child abuse reporting.
6. Elder abuse reporting.
7. Assessing dangerousness to self.
8. Assessing dangerousness to others.
9. Confidentiality and the limits of confidentiality.
10. Clients with illnesses.
a. Specific diagnoses – i.e., chronic illness.
b. Terminal illness – i.e., cancer.
c. Acute illness – i.e., heart attack.
11. Clients with disabilities.
a. Mobility impaired.
b. Hearing impaired.
c. Visually impaired.
d. Learning disabled
e. Developmentally disabled blind
12. Mental health diagnoses.
13. Social Behavior Changes.
C. Teamwork in field work
1. Different cultures
a. African American
b. Latino American.
c. Native Americans.
d. Asian Americans
e. Gays and Lesbians.
f. Victims of crime.
g. Ex-combatants.
2. Diversity in the work team.
3. Working effectively with staff and client religious issues.
4. Preventing burnout.

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

Online
Face 2 Face
Interactive 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?

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing w/section 53200) of chapter 2."
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?

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.

The total size per campus should be no greater than 20.