HMSVC113 : Intervention Skills in Human Services

General Information

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Course Code (CB01) :	HMSVC113
Course Title (CB02) :	Intervention Skills in Human Services
Department:	Allied Health
Proposal Start:	Fall 2019
TOP Code (CB03) :	(2104.00) Human Services
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000516898
Curriculum Committee Approval Date:	09/18/2015
Board of Trustees Approval Date:	11/03/2015
External Review Approval Date:	12/03/2015
Course Description:	The course introduces students to assessment and treatment skills used in the helping professions. Topics include the helping interview, assessment, goal setting, cognitive interventions, and behavior management techniques.
Submission Type:	Improvement to Program of Study Add Distance Education Need to add Master in Social Work for faculty requirements but that is not an option in the drop down. Also,program name should be changed to "Social Work and Human Services" (SWHS) to be in line with industry standards and C-ID.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling
Alternate Master Discipline Preferred:	• Counseling • Psychology • Social Work
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
- Pass/No Pass

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)	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 Classs
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

ENGLC070 - Introductory Composition

Students of HMSV C113 are expected to analyze and respond to college-level readings, compose essays, incorporate outside sources into their writing using proper documentation techniques, and revise for coherence, unity, and development. ENGL C070 prepares students for these tasks.

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	Outside reading
Rationale	Reading assignments from textbook and case studies

Methods of Instruction	Written work
Rationale	Written analysis of case studies and vignettes.

Methods of Instruction	Lecture
Rationale	Lectures on principles of skills in intervention

Methods of Instruction	Peer analysis, critique & feedback
Rationale	Feedback provided in role playing scenarios.

Methods of Instruction	Presentations (by students)
Rationale	Final project power point presentation.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Midterm and final examination.

Methods of Instruction	Group Work
Rationale	Role playing.

Methods of Instruction	Guest Lecturers
Rationale	Industry partners will share their field work experiences.

Methods of Instruction	Audiovisual
Rationale	Movies/videos/DVDs illustrating and demonstrating skills in intervention.

Methods of Instruction	Case Study
Rationale	Students will analyze case studies and apply skills to these examples from the field.

Methods of Instruction	Discussion
Rationale	Discussions on principles of skills in intervention

Assignments

- **A. Reading assignments from textbooks, journals, newspapers and magazines. B. Interview with a human service worker and present a written report and/or oral presentation. C. Observation of intervention session and present a written and/or oral report.**

Methods of Evaluation	Rationale
Tests	Quizzes on reading assignments in textbook to reflect knowledge of principles and skills of intervention. Exams consisting of objective and essay questions that evaluate students' knowledge of case management principles and ability to apply principles to case studies.
Other	Short analysis papers (3 to 5 pages) based on intervention scenarios. Example: Given a detailed description of a client's history and in-take interview, students write a service plan for the client.
Other	Paper summarizing an assessment interview and successful techniques for serving clients. Example: Students interview a case manager and then write a summary of the case manager's views on the most effective client management approaches, challenges in effectively serving clients, best ways to coordinate services among agencies and importance of professional development activities.
Distance Education Description: how outcomes are evaluated	Participation - Online courses will use discussion forums. Research Paper - Both online and onsite papers can be submitted via Turnitin.com or online. Quizzes and exams - Quizzes and exams can be taken online via a learning management system.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Cormier, S., Nurius, P., & Osborn, C.	Interviewing and Change Strategies for Helpers, 8th Ed.	Cengage	2017	ISBN-10: 1-305-27145-9 ISBN-13: 978-1-305-27145-6

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Describe the significant characteristics of effective helping relationships including self knowledge, values, diversity, and legal and ethical issues.

Expected SLO Performance: 70.0

Differentiate between verbal and non-verbal communication and their effects on the helping relationship.

Expected SLO Performance: 70.0

Demonstrate skills in listening and active responses when working with clients and co-workers.

Expected SLO Performance: 70.0

Analyze client's needs to formulate approaches and interventions.

Expected SLO Performance: 70.0

Evaluate components of an effective treatment plan with sensitvity to cultural diversity.

Expected SLO Performance: 70.0

Outline

Course Outline

A. Knowing oneself as a helper
    1. Characteristics of effective helpers
    2. Values; diversity and ethics
B. Effective Helping Relationships
    1. Facilitative conditions
    2. Emotional Objectivity
    3. Relationship enhancement variables and interpersonal influence
C. Non-Verbal Behavior
    1. Recognizing non-verbal behaviors in self and others
    2. Effective use of non-verbal behavior
D. Effective Responses
    1. Listening responses
    2. Action responses
E. Formulating and Understanding Problems
    1. What is an assessment?
    2. Approaches to assessment
    3. Diagnostics and limitations of diagnostic categories
    4. Assessing strengths and coping resources
    5. Intake interview
    6. Mental Status Exam
    7. Notes and record keeping
    8. Client self-monitoring assessment
F. Defining and Evaluation Outcome Goals
    1. Treatment goals
    2. What and how to measure
    3. Cultural issues in goal setting and measurement
G. Treatment Planning: The question how to help
    1. Factors affecting treatment selection
    2. Decision rules in treatment plan
    3. Informed and Empowered Consent
H. Interventions
    1. Symbolic modeling and participant modeling
    2. Cognitive modeling of problem solving
    3. Cognitive restructuring of interpretations
    4. Reframing and stress reduction
    5. Meditation and relaxation
    6. Use of imagery
    7. Systematic desensitization
    8. Self-management strategies: self-monitoring; stimulus control; self-award; self-efficacy

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
Hybrid
Interactive

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?

All assignments in distance education courses (online, hybrid and iTV) of HMSV C113 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that the evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use powerpoint, videos and written lecture notes

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: discussion forums, learning management system message, announcements, and feedback to individual students work
Student-Instructor contact MAY include: chat/zom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums
Student-Student contact MAY include: chat/zoom, learning management system message, group work, 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?

None.

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. Faculty will use the Canvas accessiblity checker, along with other resources provided by our Distance Education Director to ensure 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 Value