

Human Services Program
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE: HSV 101 Introduction to the Human Services Profession
with Field Practice (3 credits)
(formerly HSV 151 and PSY 151)

COURSE DESCRIPTION: This introductory course covers the historical aspects of human services, the requirements and skills of the human services worker, administration and funding of agencies, and the dynamics of work in the profession with a 15 hour service learning requirement at a human service organization required of all students.

COURSE COMPETENCIES: After completing this course the student should be able to demonstrate competence in the following areas with respect to an introduction to human service professional issues.
Participant empowerment and assessment

- (1) The student is able to support participant to develop strategies to make informed choices, follow through on responsibilities and take risks.
- (2) The student is able to promote participant partnerships in design of support services, consulting the person and involving him/her in the process.
- (3) The student is able to provide the participant with opportunity to be a self advocate, to speak on his/her own behalf, and provide information on peer support.
- (4) The student is able to provide information about human, legal, civil rights, and other resources, and assists participant to use information for self advocacy and decisions about life, work, and social relationships.

Communication, collaboration, and facilitation of services

- (5) The student learns and uses terminology appropriately, explaining, as necessary, to ensure participant understanding.
- (6) The student shows an understanding of the need for and maintains collaborative professional relationships with the participant; all support team members follow ethical standards of practice and recognize their own personal limitations.

Service networking, advocacy, and support services

- (7) The student identifies the needs of participant for community supports, working with participant's informal system, and assists with identifying community connections.
- (8) The student shows ability to research, develop, and maintain information on community and other resources relevant to the needs of participants.
- (9) The student is able to assist participant to recruit and train service providers for support, as needed.
- (10) The student identifies advocacy issues by gathering information, reviewing, and analyzing all aspects of the problem.
- (11) The student has current knowledge of laws, services, and community resources to assist and educate participants to secure supports.
- (12) The student shows ability to facilitate, assist, and/or represent the participant when there are barriers to his/her service needs and lobbies decision makers, when appropriate, to overcome barriers.

- (13) The student interacts with and educates community members and organizations, when relevant to needs.

Crisis intervention and documentation

- (14) The student demonstrates an ability to maintain records, collecting, compiling, and evaluating data, submitting records to appropriate sources in a timely fashion.

- (15) The student maintains standards of confidentiality and ethical practice.

Professionalism and organizational involvement with "best practices"

- (16) The student demonstrates understanding of the need for required training, professional development, and keeping current on new information.

- (17) The student shows skill in educating participants, coworkers, and community about issues by providing information, support, and facilitating training.
- (18) The student explores with participant his/her vocational aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.
- (19) The student assists participant in identifying job/training opportunities and marketing his/her capabilities and services.
- (20) The student collaborates with employers and school personnel to support the participant, adapting the environment, and providing job supports.
- (21) The student contributes to program evaluations, helping to set organizational priorities to ensure quality.

CONTENT OBJECTIVES: Upon completion of the course content and assignments, the student should be able to:

- (1) assist participants to identify alternatives when faced with the need to make a decision and to understand the potential outcomes of all alternatives and help to identify barriers, balancing support for participant with professional responsibilities and ethics.
- (2) provide planning opportunities for participant to make informed choices by developing strategies to determine participant needs and encouraging scheduled meetings to discuss, with the participant, those needs and potential outcomes of decisions, information regarding peer supports, and self advocacy.
- (3) seek out current information on human, legal, and civil rights in order to make referrals to advocacy and other organizations with informed consent of the participant, while encouraging the participant to explore options and seek alternatives.
- (4) understand technical terms in the field and use these appropriately in work with other peers, participants, and community members, in order to sensitively facilitate goal setting for all participants.
- (5) maintain confidentiality of participant information and works cooperatively with support team personnel contributing to the participant's well-being.
- (6) use formal and informal meetings to learn about and assess participant's needs, collaborating with family and friends, when appropriate, and incorporating relevant information to support the participant's decisions through community and other resources.
- (7) assist in management and training of support services, while identifying any advocacy issues from a current knowledge of law, services and community resources available to the participant, communicating with service providers and breaking barriers, when necessary.
- (8) record data coherently, accurately, and objectively, using proper judgment in balancing report requirements with privacy needs, assuring that participants are aware of rights to access of personal information and consent for release of information.
- (9) describe professional competencies and need for training, and other professional development as an on-going requirement to stay current in the field.
- (10) provide others with information about self advocacy, family support and community outreach, helping to identify participant needs for career and job aspirations and enhancements through job training, employment, rehabilitation activities while firmly identifying the participant's skills, abilities, and limitations for such advancement.

COURSE CONTENT: The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor, based on individual class needs and interests.

1. Human Services as a Professional Career: the history, funding streams, needs for, and other components of the professional work in human services.
2. Providing for participant's rights--human, legal, and civil--through community resources.
3. Decision-making responsibilities and roles: the participant, the worker, and the agency.
4. Confidentiality: The right of participants; need to know; need for maintenance of records.
5. Support services: Identifying, implementing, referral, and evaluating.
6. Community resource development of service systems.
7. Advocacy for participants and workers in human services profession.

8. Ethical actions on behalf of participants, agencies, and workers.
9. Professional issues in human services: compensation, education, benefits, status, and future outlooks.
10. Career choices: working with families, adolescents, community concerns, the elderly.

CLASS METHODS: The class will be taught using lecture, discussion, demonstration, and small group activities. Films will be used to enhance topics of discussion and to illustrate actual agency operation and human service work. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S): (In use as of Fall semester, 2005. Subject to change)

Mandell. Introduction to Human Services: Policy & Practice. Pearson, 2003.

Each student will need to have the required text(s) available at the Bunker Hill Community College Bookstore.

EVALUATION TECHNIQUES: Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level I competencies: Basic knowledge of history, principles of profession, current state of service provision and delivery, and professional career opportunities in the field will be evidenced through testing and short reaction/research papers.

Level II competencies: Participation in a human services agency with observational assignments (journals and/or other means to observe) to consider service delivery, implementation issues, participant concerns and needs, and resource development. This level requires observational skills to describe and then analyze observations and their connection to material from course.

Level III competencies: Participation in lab assignments beyond the observational level in which the student identifies and describes an issue/problem at the current human service agency assignment and writes a detailed project around the participants' needs, the agency's delivery, the concerns with resource development, ethical issues, advocacy, and community involvement in helping participants move beyond dependence on these human services agencies.

Level IV competencies: Participant works as a volunteer for a minimum of 15 hours total over the semester to experience the ways in which human service work is carried out. (Those who are currently working in the field might negotiate with the professor to use their current work situation to accomplish the assignments required by this course rather than doing an additional volunteer assignment).

INSTRUCTOR: The instructor for the course will be one familiar with Human Services education and methods. The instructor will blend the theoretical and practical throughout the course of instruction. The instructor is hired by Bunker Hill Community College, according to its personnel guidelines, and is supervised by the Dean of Professional Studies, Division of Academic Affairs.

FACILITY: The meeting place for the course will be agreed upon and announced before the first class meeting.

PREREQUISITE(S): The prerequisite for this course is Grade of C or better in Academic Reading III (098) and Academic Writing III (ESL 098) or Reading Skills (RDG 095) and ENG 090 or exemption from reading and writing requirements by placement testing.