

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

<u>COURSE TITLE:</u> HSV 120	Practicum in Human Services I with Family Development Credentialing (3 cr.)
HSV 121	Practicum in Human Services II with Family Development Credentialing (3 cr.)
HSV 122	Practicum in Human Services III with Family Development Credentialing (3 cr.) (formerly HSV 160 and HSV 161)

COURSE DESCRIPTION: Practicum experience in a human services setting to be completed the final semesters of study, including the 90-hour training in the national Family Development Credentialing program. Course runs during fall, spring, and early summer semester and must be started in the fall semester. Placement settings are assigned by the department. Students must make application for placement and enrollment spring semester prior to fall registration. Acceptance into the human services program does not assure permission to enroll in the courses or a placement assignment. A Criminal Offense Records Investigation (CORI) is required of all practicum students. For complete course requirements and application procedures, contact the department chair of the Department of Early Childhood, Education & Human Services. Upon successful completion of the three courses, the student will be eligible to sit for examination for the Family Development Credential, a national certification for direct line human service workers. Course is graded on a pass/fail scale. HSV 120,121, & 122 are to be taken in sequence beginning in the fall semester and concluding in the first term of the summer semester. Prerequisite: Open only to students matriculated into the Human Services program. At a minimum, students must have completed the following coursework with a "C" grade or better before enrolling in the course: HSV 101, PSY 124, PSY 115, HSV 112, ENG 111. Complete information about application for enrollment and permission to enroll is necessary from the department chair one semester before enrollment.

COURSE COMPETENCIES: After completing this course the student should be able to demonstrate competency in the following areas.

Participant empowerment and assessment

- (1) The student is able to support the participant in developing strategies to make informed choices, follow through on responsibilities, and take risks while promoting participant partnerships to design support services, consulting the person and involving him/her in the process, allowing opportunities for self advocacy and independence in problem solving.
- (2) 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

- (3) 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.
- (4) The student has knowledge of and uses modes of communication that are appropriate to the communication needs of participants and uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of communication styles.

Service networking, advocacy, and support services

- (5) The student identifies the needs of participant for community supports, working with participant's informal system, and assists with identifying community connections through an ability to research,

develop, and maintain information on community and other resources relevant to the needs of participants.

(6) The student has current knowledge of laws, services, and community resources to assist and educate participants to secure supports; when barriers exist, the student can identify advocacy issues by gathering information, reviewing, and analyzing all aspects of the problem, resulting in an ability to facilitate, assist, and/or represent the participant, lobbying decision makers, when appropriate, to overcome obstacles.

Crisis intervention and documentation

(7) The student identifies a crisis, defuses the situation, evaluates and determines intervention strategy, and contacts necessary supports; while continuing to monitor a crisis situation, the student is able to discuss the incident with staff and participants, adjust supports, modify the environment, and comply with regulations for reporting.

(8) The student demonstrates an ability to maintain records, collecting, compiling, and evaluating data, and submitting records to appropriate sources in a timely fashion, while maintaining standards of confidentiality and ethical practice.

Professionalism and organizational involvement with “best practices”

(9) The student incorporates sensitivity to diversity issues (ethnicity, religious, racial, disability, language, and gender issues) into daily practices and interactions.

(10) The student contributes to program evaluations and helps set organizational priorities to ensure quality.

COURSE CONTENT: The course will touch on all topics previously studied in earlier required coursework and apply these to a practice experience so as to test and meet the competencies required by the Human Services degree program. Actual time allotted to various subject will be determined by the instructor based on individual class needs and interests. Particular areas to be discussed and covered in the seminar which accompanies the practicum experience will include the following.

1. Working in a human services agency: what is it like? what are the roles of a human services practitioner.
2. Working and planning for participant growth and development.
3. Strengths-based approaches in human services: practicing empowerment of participants.
4. Assessing and documenting participant needs, follow-up, and evaluation.
5. Getting along with participants, co-workers, and supervisors: positive interaction with diverse populations.
6. Communicating with participants, peers, and community members.
7. Community resource development, understanding, and advocacy.
8. Ethical considerations: professional conduct while working in human services.
9. Building a portfolio of professional competency: documenting the skills of a professional human service worker.
10. Professional development: growing as a professional.

CONTENT OBJECTIVES: A complete list of both content objectives and field based competencies are given to the student at the first class meeting as a part of the materials in the “Guide to the Human Services Practicum.” Instead of repeating these lengthy materials here, refer to this material published in the guide.

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 current issues in the delivery of human services. 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)

Kiser. Getting the Most from your Human Services Internship. Brooks/Cole-Wadsworth, 2000.

Forest. Empowerment Skills for Family Workers. Cornell University, 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, agency experiences and observations, project development and design, reports, research papers, and others means of evaluation. A final portfolio is required for course credit documenting competency of program competencies and required assignments for the Family Development Credentialing Program. Specific methods are outlined in the “Guide to the Human Services Practicum” and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Students will participate in 135 hours of class work completing the family development credentialing program in 90 of these hours and completing 45 additional hours of seminar discussions about their experiences in agency work. Agency work will include 300 hours of work over approximately a 40-week period. A portfolio of work completed and evidence of competency will be developed by each student.

_____A final grade is done on a pass-fail scale. Grades will be assessed in a number of ways to be determined by the instructor. Letter grades are not given due to the nature of the coursework. However, an informal, unofficial letter grade is assigned to the portfolio completed and a critique is done on the materials required and handed in prior to portfolio completion. An average grade of C or better is required to receive a passing grade in the course. Additionally, the student must make progress in the first semester toward assignment completion and portfolio development in order to be given permission to enroll in HSV 121--Practicum II and HSV 122--Practicum III .

In order to receive a passing grade, assignments from the Family Development Credentialing program and additional assignment are required and must be completed during the semester on a timely basis. The course requires three levels of involvement: in the human services agency, working; in the seminar, considering work with participants of human services; and documentation of work and family development credentialing training through portfolio development of work and knowledge.

INSTRUCTORS: The instructors for the course will be familiar with Human Services education and methods and have been certified as trainers of the Family Development Credentialing training. Two instructors are required for the training program and will share a course load over the three semesters. Additionally, field advisors, as required by the Family Development Credentialing Program will assist with certification of activities. The instructor will blend the theoretical and practical throughout the course of instruction. The instructors are 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): Permission of the department chair, Early Childhood, Education & Human Services for registration in all three courses.

Prior to enrollment in HSV 120, students must have completed the following coursework with a “C” grade or better: HSV 101, PSY 124, PSY 115, HSV 112, ENG 111. Students in HSV 121 must have successfully completed HSV 120 prior to enrollment in HSV 121. Students in HSV 122 must have completed HSV 120 and HSV 121 prior to enrollment in HSV 122.

