COURSE OUTLINE

HUSV 201 Introduction to Human Services

Prepared By: Dr. John Nixon Oct 2007
Updated By: Dr. Wayne Nadler March 2012
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Updated By: Jennifer Waite, LMSW, HS-BCP, M.Ed, August 2013
Reviewed and Revised By: Jennifer Waite, LMSW, HS-BCP, CASAC, March 2015
A. **TITLE:** Introduction to Human Services

B. **COURSE NUMBER:** HUSV 201

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** Yes

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall and Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week

H. **CATALOG DESCRIPTION:**
An introduction to the field of Human Services work. This course provides a sense of the scope of practice, the various fields of work and the type of clients encountered. Students will receive an overview of models of development and intervention along with an introduction to ethical conduct.

I. **PRE-REQUISITES/CO-REQUISITES:**
a. Pre-requisite(s): none  
b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

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<th>Course Objective</th>
<th>Institutional SLO</th>
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| a. Describe the nature of the field of human service work; characteristics and roles, the type of careers, kinds of activities, relationship to other professionals and the scope and limitations of practice appropriate to the human service work professional. | 2. Critical Thinking  
3. Professional Competence  
4. Interpersonal-Intrapersonal Skills |
| b. Outline the history of the human services profession including standards of practice and professional certification. | 3. Professional Competence |
| c. Identify the major models providing the context of human service work in relation to human development. | 2. Critical Thinking  
3. Professional Competence |
| d. Describe at a general level the major interviewing and counseling methods used by human service professionals. | 2. Critical Thinking  
3. Professional Competence  
4. Interpersonal-Intrapersonal Skills |
| e. Define the similarities and differences in approaching different levels of social systems including the individual, family, group, organization and community. | 2. Critical Thinking  
3. Professional Competence  
4. Interpersonal-Intrapersonal Skills |
| f. Identify the nature and diversity of various central client groups seen by human service. | 2. Critical Thinking |
K. **TEXT:**

L. **REFERENCES:**

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** Based on 100 points, 90-100 = A, 86-89 = B+, 80-85 = B, 76-79 = C+, 70-75 = C, 66-69 = D+, 60-65 = D, 59 and below = F

N. **MEASUREMENT CRITERIA/METHODS:**

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<tr>
<th>Class Participation</th>
<th>20%</th>
<th>Written Assignments</th>
<th>35%</th>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Projects</td>
<td>10%</td>
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O. **DETAILED COURSE OUTLINE:**

I. Defining the Human Service Professional

   A. Identifying the human service professional
   B. Related mental health professionals
   C. Professional associations in human services and related fields
   D. Characteristics of the effective human service professional
   E. Ethical considerations regarding scope of practice

II. The Human Service Profession: History and Standards

   A. Predecessors to modern-day social service fields
   B. A brief history of the human service profession
   C. Standards in the profession
      a. Skill standards
      b. Credentialing
      c. Ethical standards
      d. Program accreditation
      e. Competence and qualifications as a professional

III. Theoretical Approaches to Human Service Work

   A. Counseling versus Psychotherapy
   B. Four conceptual orientations
a. Psychodynamic
b. Existential-humanistic
c. Cognitive-Behavioral
d. Postmodern approaches
C. Eclecticism or Integrative approaches
D. Ethical considerations: the need for supervision

IV. The Helping Interview: Skills, Process, and Case Management

A. Creating the helping environment
B. Counseling techniques
C. Stages of the helping relationship
D. Case management
E. Psychotropic medications
F. Ethical considerations: confidentiality

V. Development of the Person

A. Cognitive & moral development
B. Personality development
C. Life span development theories
D. Normal & abnormal development
E. Ethical considerations: misdiagnosis and cultural competency

VI. Human Systems: Couples and Families, Groups, Organizations and Communities

A. General systems theory
B. Couples and families: rules and roles, crises
C. Groups, types and pattern of functioning
D. Organizational and community systems
E. Using a systems approach to understanding the complexity of interrelationships
F. Ethical considerations: the system and confidentiality

VII. Diversity, Cultural Competence and Social Justice

A. Cultural diversity in the US
B. Culturally competent helping
C. Key concepts such as racism, sexism, prejudice, discrimination
D. Social justice work
E. Ethical considerations: client’s right to dignity, respect and understanding

VIII. Working with Diverse Clients

A. Developing cultural competence
B. Guidelines for working with diverse clients (the role of culture, religion, gender, poverty, the elderly, the mentally ill, HIV, the disabled)
C. Ethical considerations: making wise ethical decisions

IX. Research, Evaluation and Assessment

A. Overview of research methods
B. Needs assessments
C. Assessment and testing
D. Ethical considerations: informed consent, use of human subjects

X. Future Trends in the Functions and Roles of the Human Service Professional

A. Trends in client populations
B. Standards in the profession
C. Trends in the form and arena of human services offered
D. Ethical considerations: continuing education

P. LABORATORY OUTLINE: N/A