



COLLEGE OF TECHNOLOGY at CANTON
CURRICULAR CHANGE REQUEST

Date: 12/22/2022

PART I Please indicate proposed change:

- Curriculum of Program Change...Name and number
New Course...Proposed Name and number:

CIP Code: For assistance determining CIP Code, please refer to this webpage

https://nces.ed.gov/ipeds/cipcode/browse.aspx?v=55 or reach out to Sarah Todd at todd@s@cantn.edu

- Change in current course...Name and number: HUSV 201: Introduction to Human Services

- Change in name or number to
Change in course content and/or credit hours
Deletion of course
Change of CIP Code to

Note: Only required for courses where the content has been substantially changed.

- Other curricular item
Submit for General Education Approval for

School: School of Business and Liberal Arts

Department: Social Sciences Curriculum: 1965: Applied Psychology

Initiated by: Christina Lesyk

Proposed Implementation Date (Semester & Year): Fall Spring 2024

PART II Procedure Checklist: (See Policy & Procedures Manual Section 301.3)

Action:

A. Department Recommendation to School Dean
(Maureen P. Maiocco)
Date: 01-26-2023

B. Approval by the School Dean
(Kirk Jones)
Date: 2/3/23

C. Consultation with all other Schools
(Michele Snyder)
Date: 2/6/2023

(Michael Newtown)
Date: 2/6/23

D. Curriculum Committee Recommendation
Transmitted to Faculty Affairs Committee (Curriculum Committee Chair) Date:

E. Transmitted to Faculty Assembly for
Action for Returned to Committee (Faculty Affairs Chair) Date:

F. Transmitted to Vice President for Academic
Affairs or Returned to Committee (Presiding Officer) Date:

G. Notification to College Community (VP Academic Affairs) Date

PART III (Respond to each below by number)

1. Statement of Proposed Change (Include course names and numbers)

Attach course outline, new curriculum worksheet, Gen Ed requirement checklist, and/or other relevant information):

Course content for HUSV 201 - Introduction to Human Services has been updated, and SLO "e" has been changed.

2. Rationale: To better reflect current trends and information in the field of human services. In keeping with SUNY recommendations, to also more clearly address issues of cultural sensitivity and awareness, to identify how social structures and systems are involved in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity affecting human service clients and human service professionals, and to recognize the roles of advocacy and social justice in human services.
3. Impact: (Other curricula, staffing, costs, equipment, computer services, library, etc.)  
None.
4. Do any SUNY institutions have a course that equates to this course? If so, please indicate which SUNY(s) and which course(s) will equate. (*this information is required to update our Admissions Transfer Database*)

SUNY Institution	Equivalent Course

**PART IV General Education Assessment**

1. If submitting a course for GER approval, provide a sample GER assessment plan for the course.

Curricular Change Request must be submitted to the School Dean by November 15 and to the Committee by December 1 for Fall Semester implementation; and to the School Dean by April 15 and to the Committee by May 1 for Spring Semester implementation.

*Fall 2020 – rlc*

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**HUSV 201 – INTRODUCTION TO HUMAN SERVICES**

**Created by: Jennifer Waite, LMSW, CASAC  
Updated by: Christina Lesyk, LMSW, HS-BCP**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT  
January 2023**

- A. **TITLE:** Introduction to Human Services
- B. **COURSE NUMBER:** HUSV 201
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **COURSE DESCRIPTION:**  
 In this course, students will be introduced to the field of Human Services. The course provides a sense of the scope of practice, the various fields of work, type of clients encountered and current trends. Students will receive an overview of developmental and counseling theories, in addition to an introduction to professional and ethical conduct.
- H. **PRE-REQUISITES/CO-REQUISITES:** None
- I. **STUDENT LEARNING OUTCOMES (see key below):**

By the end of this course, the student will be able to:

<b>Course Student Learning Outcome [SLO]</b>	<b>Program Student Learning Outcome [PSLO]</b>	<b>ISLO &amp; Subsets</b>
a. Describe the nature of the human services field, the type of positions and activities, the relationship to other professionals, and the scope and limitations of practice appropriate for the human service work professional.	Communication	1- Communication Skills [O, W]
b. Explain the history of the human services profession, including standards of practice, professional certification, and ethical conduct.	Professional Development	5 – Industry, Professional, Discipline Specific Knowledge and Skills
c. Identify at a general level the major theoretical models used in Human Services, along with interviewing and counseling methods used by human service professionals.	Knowledge Base	5 – Industry, Professional, Discipline Specific Knowledge and Skills
d. Analyze the similarities and differences in approaching different levels of social systems, including the individual, family, group, organization and community.	Scientific Inquiry and Critical Thinking	2 – Critical Thinking [IA]

e. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.	Ethical and Social Responsibility in a Diverse World	4 – Social Responsibility [ER]
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KEY	<b>Institutional Student Learning Outcomes [ISLO 1 – 5]</b>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. **APPLIED LEARNING COMPONENT:** No

- K. TEXTS (Suggested):**  
Woodside, M.R., & McClam, T. (2019). *An introduction to human services* (9<sup>th</sup> ed.). Cengage Learning.
- L. REFERENCES:**  
Burger, W. R. (2011). *Human services in contemporary America*. Brooks/Cole.  
Cannon-Poindexter, C. & Valentine, D. (2007). *An introduction to human services: Values, methods and populations served* (2<sup>nd</sup> ed.). Brooks/Cole.  
Neukrug, E. (2017). *Theory, practice, and trends in human services* (6<sup>th</sup> ed.). Cengage Learning.
- M. EQUIPMENT:** Technology Enhanced Classroom  
Brightspace Learning Management System
- N. GRADING METHOD:** A - F
- O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**
- Exams
  - Video Presentations
  - Written Assignments
  - Quizzes
  - Projects
  - Discussion Boards
- P. DETAILED COURSE OUTLINE:**
- I. Defining Human Services**
- A. Themes and Purposes of Human Services
    - a. Problems in living
    - b. The growing number of problems in the modern world
    - c. Self-sufficiency
    - d. Social care, social control, and rehabilitation
  - B. The Human Service Profession
    - a. The interdisciplinary nature of human services
    - b. The relationship between the client and the helper
    - c. The client and the client's environment
    - d. The importance of social justice
    - e. Management principles in human service delivery
    - f. Evidence-based practice
    - g. The generalist approach to human services
  - C. Who is the Helper?
    - a. Motivations for choosing a helping profession
    - b. Values and helping
    - c. Characteristics of the helper
  - D. Typology of Human Service Professionals
    - a. Categories of helpers

- b. The human service professional
  - c. The human service movement
  - d. Specialists
  - e. Nonprofessional helpers
- E. Human Service Roles
- a. Providing direct service
  - b. Performing administrative work
  - c. Working with the community
  - d. Frontline helper or administrator
  - e. Working as a cultural broker

## **II. Guiding Human Service Practice**

- A. The History of Advocacy in Human Services
- a. Early foundations of advocacy
  - b. Human services in Colonial America
- B. The 19<sup>th</sup> Century
- a. Social philosophies
  - b. Areas of reform
- C. The 20<sup>th</sup> Century
- a. The Human Service Movement
- D. The 20<sup>th</sup> Century: Federal Advocacy in Human Services
- a. Franklin D. Roosevelt
  - b. John F. Kennedy and Lyndon B. Johnson
  - c. Richard Nixon and Gerald Ford
  - d. James “Jimmy” Carter
  - e. Ronald Reagan and George H.W. Bush
  - f. William “Bill” Clinton
- E. The 21<sup>st</sup> Century: Federal Advocacy in Human Services
- a. George W. Bush
  - b. Barack Obama
- F. Human Services and Ethical Practice
- a. Ethical considerations
  - b. Codes of ethics: purposes and limitations
  - c. Codes of ethics and the law
  - d. Ethics and diversity
  - e. Ethics and technology
  - f. Competence and responsibility
  - g. Confidentiality
  - h. Ethical decision-making
- G. The Challenges of a Multicultural Context
- a. Background and rationale
  - b. Building multicultural sensitivity and awareness
  - c. Power, oppression, and discrimination

## **III. The Practice of Human Services**

- A. Models of Service Delivery
- a. The medical model
  - b. The public health model
  - c. The human services model

- B. The Helping Process
  - a. The helping relationship
  - b. Stages of the helping process
  - c. An introduction to helping skills
  - d. Clients as individuals, groups, and populations
  - e. Skills for challenging clients (e.g., culturally different clients, reluctant or resistant clients, overly demanding clients, unmotivated clients)
  - f. Defining and understanding client problems
  - g. A lifespan perspective
  - h. A wellness perspective
  - i. A strengths perspective
  - j. A feminist perspective
  - k. Environmental influences
- C. The Client's Perspective
  - a. Client expectations
  - b. Client evaluations of services

#### **IV. Working in the Human Service Field**

- A. The Agency Environment
  - a. Mission and goals
  - b. Structure
  - c. Resources
  - d. The community context
  - e. Referrals
- B. Challenges in Human Service Work
  - a. Allocation of resources
  - b. Documentation
  - c. Turf issues
  - d. Encapsulation, burnout, vicarious trauma
  - e. Professional development
- C. Promoting Change
  - a. Developing services in response to human needs
  - b. Community organizing and advocacy
  - c. Using a model of client empowerment

#### **V. Human Services Today**

- A. Community-Based Services and Outreach
  - a. Corrections
  - b. Schools
  - c. Hospice care
  - d. Rural areas
  - e. Military
- B. The Impact of Technology
- C. Trends in Human Services
  - a. Aging in America
  - b. The changing workplace
  - c. New roles and skills for clients and for helpers
  - d. A climate of partisanship



Q. **LABORATORY OUTLINE:** None