

HS-1850: INTRODUCTION TO HUMAN SERVICES PRINCIPLES AND PRACTICES

Cuyahoga Community College

Viewing: HS-1850 : Introduction to Human Services Principles and Practices

Board of Trustees:

February 2019

Academic Term:

Fall 2020

Subject Code

HS - Human Services

Course Number:

1850

Title:

Introduction to Human Services Principles and Practices

Catalog Description:

Supervised practicum with emphasis on orientation, data collection, behavioral documentation, interpretation of behavior, and decision making relating to individuals and social systems. Principles and practices of Solution Focused/Brief Therapy Theory and Motivational Interviewing. Development of behavioral observation, assessment, intervention and assertiveness skills. Emphasis on developing cooperative relationships with clients, practicum supervisor, instructor and peers. Introduction to community services and managed care system. Demonstrate application of appropriate, ethical and culturally sensitive interventions at practicum site.

Credit Hour(s):

5

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

8

Other Hour Details:

Practicum: 105 hours work experience at an approved clinical site per semester; Seminar: 1 hour per week

Requisites

Prerequisite and Corequisite

HS-1101 Foundations of Substance Abuse, Addiction and Group Work and HS-1300 Introduction to Human Services, and departmental approval: required background check must be completed at least three months prior to the first day of class.

Outcomes

Course Outcome(s):

Conduct oneself in a professional / ethical manner.

Objective(s):

1. Locate and negotiate a CCC approved practicum site that meets the standards of the Human Services program.
2. Identify and implement the skills necessary to maintain a professional relationship.
3. Describe and demonstrate the elements and uses of assertiveness in a personal and professional setting.
4. Demonstrate ethical behavior and appropriate boundaries in all aspects relating to the practicum.
5. Identify cultural differences and demonstrate sensitivity to diverse practicum site populations.
6. Negotiate a learning contract that establishes specific learning goals with practicum supervisor that meets the course standard.

7. Complete required clock hours per week of practicum experience within an approved Human Service agency.
8. Participate with supervisor and instructor in the evaluation of their practicum experience.
9. Discuss issues relevant to practicum experience.
10. Participate with the instructor during the student professional evaluation process.
11. Perform various duties at practicum as assigned by practicum supervisor at a level of competency that meets the standards of the practicum site and the Human Services program.
12. Fulfill professional and ethical responsibilities of a human service worker.

Course Outcome(s):

Assess client behavior, respond appropriately utilizing solution focused therapy and motivational interviewing techniques in the community setting.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Describe and demonstrate interviewing skills.
2. Describe and demonstrate assessment skills.
3. Identify the steps to the case management process.
4. Explain the managed care system.
5. Describe the ethical standards of the Human Service worker.
6. Identify cultural differences and demonstrate sensitivity in assessments and therapeutic interventions.
7. Discuss issues encountered at practicum site and discuss appropriate options for resolution.
8. Explain the theories of Brief/Solution Focused Therapy.
9. Apply the principles and techniques of Brief/Solution Focused Therapy in the classroom and at the practicum site.
10. Apply the principles and techniques of Motivational Interviewing in the classroom and at the practicum site.
11. Write a report on a situation where one used solution focused therapy or motivational interviewing during client interaction at the clinical site.
12. Discuss therapeutic approaches in assessing relationship functionality and its impact on individuals, groups, and families.
13. Identify factors that contribute to relationship stressors and dysfunction.
14. Discuss theoretical approaches utilized with group, family, and other significant relationships.

Course Outcome(s):

Accurately document client information and behavioral observations in individual client files.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Define behavioral observation skills.
 2. Record observations of human behavior in a non-clinical setting.
 3. Record observations of client behavior at the practicum/clinical site.
 4. Identify client behavior that demonstrates necessity for a therapeutic intervention.
 5. Record client information, observations, and various notes in client record as required by the practicum/clinical site, utilizing professional language.
 6. Follow HIPAA and confidentiality guidelines for recording client information.
 7. Discuss appropriate language according to the DSM-5 that eliminates personal bias and judgement.
 8. Complete self-assessment of one's relationships, utilizing a relationship assessment screening tool.
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Methods of Evaluation:

1. Oral discussion
2. Practicum projects
3. Practicum supervisor evaluation of student performance
4. Instructor evaluation of student performance at practicum site
5. Examinations
6. Role Play
7. Weekly practicum written documentations

Course Content Outline:

1. Practicum
 - a. Locate and select approved site
 - b. Appointments and interviews
 - c. Negotiations and final selection
2. Learning contract
 - a. Purpose of contract
 - b. Content of contract
 - i. learning goals
 - ii. student's commitments
 - iii. supervisor's section
 - iv. timelines
 - v. conduct
 - vi. procedures for problems
3. Practicum responsibilities
 - a. Attendance
 - b. Observation and performance
 - c. Supervisory relationship
 - d. Ethical standards
 - e. HS Student Code of Conduct
4. Introduction to therapies
 - a. Behavior modification
 - b. Psychotherapy
 - c. Psycho/social
 - d. Humanism
 - e. Rogerian
 - f. Eclectic
5. Brief/Solution focused therapy
 - a. Principles and practices
 - b. Short-term vs. long-term therapy
 - c. Question technique /Problem Solving
6. Motivational Interviewing
 - a. Introduction to stages of change
 - b. Basic theoretical and values of MI
 - c. Change process
 - d. Techniques
 - i. Readiness to change
 - ii. Amplified reflection
 - iii. Decisional balance
 - iv. Open ended questions
 - v. harm reduction
7. Basic Counseling Process
 - a. 7 step model
 - b. Problem solving
8. Behavioral observations
 - a. Assumptions, judgements, and their effects
 - b. Data gathering
 - c. Writing behavioral observations

- d. Communication skills
- e. Cultural sensitivity
- 9. Process and recording documentation
 - a. Format
 - b. Application of observational skills
 - c. Problems and goals
 - d. Significance of timelines in reporting
- 10. Assessment skills
 - a. Data collection
 - b. Assumption vs. interpretation
 - c. Harm reduction
- 11. Interviewing
 - a. Non-verbal
 - b. Questioning skills
 - c. Empathy
 - d. Stages of change
- 12. Case management process
 - a. Apply counseling steps
 - b. Interventions
 - c. Resource development
- 13. Assertiveness
 - a. Use of assertiveness
 - b. Application of assertiveness in one's own life
 - c. Application of assertiveness in a human service setting
- 14. Relationships
 - a. Client, supervisor, and instructor
 - b. Individuals, groups, and families
 - c. Healthy vs. unhealthy aspects
 - d. Assessment of functionality of relationships
 - i. Co-dependency
 - ii. Exiting/re-entering the family system
 - e. Communication skills
 - f. Assertive behavior
 - g. Boundaries
 - h. Self-assessment
 - i. Ethics
 - j. Chain of command
- 15. Managed care
 - a. Terminology
 - b. Regulations
 - c. Implementation at practicum
- 16. Performance review
 - a. Contract review
 - b. Practicum site visits by instructor
 - c. Faculty/supervisor meeting
 - d. Signed formal practicum evaluation
 - e. Instructor student professional evaluation

Resources

Center for Substance Abuse Treatment. *Enhancing Motivation for Change in Substance Abuse Treatment, Treatment Improvement Protocol Series # 35*. US Dept. of Health and Human Services Administration, 1999.

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Glasser, William. *Warning: Psychiatry Can Be Hazardous To Your Mental Health*. New York, NY, Harper Collins, 2003.

Miller, W.R. Rollnick, S. *Motivational Interviewing Helping People Change*. third. New York, Guilford Press, 2013.

Wubbolding, R. *Using Reality Therapy*. New York, Harper and Row, 1988.

McAuliffe, G. *Culturally Alert Counseling a comprehensive introduction*. 2. Los Angeles, Sage, 2013.

Sangganjanavanich, V. F. Reynolds, C. *Introduction to Professional Counseling*. Los Angeles, Sage, 2015.

McClam, T. Woodside, M. *Cases and Applications For an Introduction to Human Services*. 8. Stamford CT, Cengage, 2015.

Diritsky, Irene. *HS 1850 Introduction to Principles Practices*. {ts '2014-08-24 00:00:00'}.

Kelch, B. Demmitt, A. "Incorporating the Stages of Change Model in Solution Focused Brief Therapy with Non-Substance Abusing Families: A Novel and Integrative Approach" 2010,18(2) 184-188.

McKergow, M. Korman, H. "Inbetween -Neither Inside Nor Outside: The Radical Simplicity of Solution -Focused Brief Therapy" 28, NO. 2, pp. 34-49.

Taylor, Lance. "A Thumbnail Map for Solution -Focused Brief Therapy" 2005, 16,No. 1/2,.

Smock, S., Trepper, T., Wetchler, J., McCollum, E., Ray, R. Pierce, K. "Solution-Focused Group Therapy For Level 1 Substance Abusers" 34,No.1, pp.107-120. 2008-01-01 00:00:00.0.

Taibbi, Robert. (2015) *Doing Family Therapy: Craft and Creativity in Clinical Practice*, New York, NY: The Guilford Press.

American Psychiatric Association. (2013) *Diagnostic and Statistical Manual of Mental Disorders DSM-5*, Arlington, VA: American Psychiatric Association.

Burger, William R. (2018) *Human Services in Contemporary America*, Boston, MA: Cengage Learning.

Neukrug, Edward. (2017) *Skills and Techniques for Human Service Professionals: Counseling Environment, Helping Skills, Treatment Issues*, Norfolk, VA: Counseling Books Etc.

Neukrug, Edward. (2017) *Dictionary of Counseling and Human Services*, Norfolk, VA: Counseling Books Etc.

McGovern, Mark, Ph.D. (2014) *Cognitive-Behavioral Therapy for People with Co-occurring Disorders*, Center City, MN: Hazeldon.

Resources Other

1. Handouts developed by the Human Services faculty.

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