



Course: GUID 199 Division: 10 Also Listed As:

Term Effective: 200930, INACTIVE COURSE

Short Title: INTRO TO HUMAN SERV

Full Title: Introduction to Human Services

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 3	3	17.34	Lecture: 52.02
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 3			Total: 52.02

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade
 P - Pass/No Pass

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion

Course Description:

An introduction to the Human Services as a career choice. Included in the content are the history, methods, communication skills, technology and interdisciplinary resources of human service delivery systems, as well as the best practices and ethics of working with diverse families. Career exploration and expectations are to be examined within each student's interests and capabilities through community service. This course has the option of a letter grade or pass/no pass.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200930

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. develop awareness and application of creativity, critical thinking, teamwork, and ethics/values in human services;
2. recognize and discuss diversity within context of social/cultural/political influences in human services and the families served;
3. understand the historical origins and development of human services;
4. identify, define and apply key concepts/terms in human services;
5. compare and contrast human services delivery systems;
6. active use of self-journaling to increase self-knowing and to develop a career path;
7. active use of problem solving and crisis management skills; and
8. basic social science research and writing.

TOPICS AND SCOPE:

Inactive Course: 12/08/2008

WEEK HOURS TOPIC

1-3 9 Unit: What are Human Services?

Course overview, requirements, grading goals and objectives; teacher and student introductions; early historical perspectives and development of human services; development in the 20th century and in the United States; growth and trends in the human services movement.

LECTURES/READINGS/ASSIGNMENTS: Overview of the human services movement; its varied perspectives, concerns, leadership and current trends and directions.

IN-CLASS ACTIVITIES: Focus group on impressions about the field of human services; small and large group discussions about historical milestones and how impacts growth of human services field; informal class presentations on leaders in historical and current leaders in human services. Quiz on historical milestones and other human services development.

PERFORMANCE OBJECTIVES: Recognize and develop appreciation for field of human services; know the history, the dimensions and how historical development impacts current human services; recognize context of social, cultural and political influences affecting

human services; demonstrate communication skills and practice a variety of informative presentations.

ASSIGNMENTS: Readings from selected journal articles; abstract of research on historical milestones and/or human service leaders; preparation and participation in class discussions.

4-6 9 Unit: Service Delivery Models in Human Services

CONTENT: Identify and review the major delivery models to implement and connect families with appropriate services, including such models as managed care, public health, etc. Also examine the use of technology in human services.

LECTURES/READINGS/HANDOUTS: Overview and insight into the major models used in human services and the integration of technology into the human services field.

IN-CLASS ACTIVITIES: Small and large group discussion/presentations on delivery service models and use of technology. Examine the technique of modeling to study ideas and understand human service systems. Go to computer lab to examine and apply basic software and technology to human services. Guest speaker(s).

Quiz: design a human services model for the future.

PERFORMANCE OBJECTIVES: The development of creativity and critical thinking skills; identification of technologies in human services; and, recognition of social, cultural and political forces on human services.

ASSIGNMENTS: Read identified journal articles; group work sheet on modeling; participate in class discussions; abstract on guest speaker's presentation; and, worksheet on computer technology integration into human services.

7-10 12 Unit: Human Services Careers

CONTENT: Career ladder, education and skill expectations; types and future of jobs available. Self evaluation for human services careers.

LECTURES/READINGS/HANDOUTS: Examination of the human services field as a career and impact of work on families and society. Examination of student's interest in the human services field.

IN-CLASS ACTIVITIES: Guest speaker(s) on human services career panel. Student prepared questions to ask panel. Practice of specific skills needed to work in human services such as interviewing, problem solving and communication. Quiz.

Midterm exam over material up to this point.

PERFORMANCE OBJECTIVES: Self assessment and create a career development plan.

ASSIGNMENTS: Student defined questions for guest speaker panel; worksheets on self-evaluation on interests for human services field and development of a career path to achieve desired job in human services field. Class participation. Read chapters 1 to 3, 7 in text.

11-13 9 Unit: Prevention and Crisis Intervention in Human Services

CONTENT: Current controversies and issues in human services and skills related to crisis management such as listening, responding, conflict management and resolution skills.

LECTURES/READINGS/HANDOUTS: Examination of human services relationships.

IN-CLASS ACTIVITIES: Small and large group work related to issues, controversies and skill development in conflict management and resolution. Learn case study technique to examine a selected crisis issue in the nonprofit sector. Quiz on basic principles and methods in dealing with human service controversies.

PERFORMANCE OBJECTIVES: Demonstrate effective communication skills; understanding the process of developing a supportive relationship; and, know resources to help in developing human services relationships with families; awareness of a strength based approach in human services. Continue to practice on informative presentations.

ASSIGNMENTS: Read chapters 4, 5, 6 and 8 in text; Read case study and prepare abstract to class presentation. Read handouts for class discussions. Prepare for quiz.

14-16 9 Unit: Laws and Ethics impacting the Human Services

CONTENT: Professional behavior concepts such as confidentiality, client notice and record access, values and ethics in human services, enforcement and penalties.

LECTURES/READINGS/HANDOUTS: Overview of the standard human services ethical concepts and as currently practiced.

IN-CLASS ACTIVITIES: Guest speaker(s): small group and large group sessions on ethics, case study discussion; student assessment of their values; quiz on ethical standards as practiced in human services. Presentations of Career and Community Service Portfolio.

PERFORMANCE OBJECTIVES: Awareness of ethics and values in human services; understanding of developing a supportive relationship with families; and further practice on communication, teamwork, and presentation skills.

ASSIGNMENTS: Read chapter 9 in text and selected journal articles and case study for class discussion and prepare abstract on case study.

17-18 6 Unit: Summary of Course and Final Considerations.

CONTENT: Course summary of major themes and human service directions into the future.

IN-CLASS ACTIVITIES: Review course major themes and key concepts and skills. Presentations of Career and Community Service Portfolios.

PERFORMANCE OBJECTIVES: Awareness of key forces, values, history, techniques and resources that have

shaped the field of human services. Continue to practice communication and presentation skills.

Understand topic areas for final exam.

ASSIGNMENTS: Complete Career and Community Service Portfolio. Review study questions and concepts.

Prepare for final exam (non cumulative).

The following objectives tests, assignments, and projects will be used to build student competency and complete course requirements:

A. 5 quizzes based on reading and lecture materials.

B. Mid-term exam -- non cumulative.

C. Final exam -- non cumulative.

D. 3 abstract reports based on journal and/or internet information.

(These abstracts will be presented to class as part of informal class discussions.)

E. Community Service course requirements as related to student career exploration. (minimum of 20 hours/not more than 30 hours).

Hours volunteered -- diary of time and activities.

Volunteer on-site evaluation.

Student experience evaluation.

F. Career and Community Service Portfolio -- Formal presentation of experiences and reflections.

COURSE OBJECTIVES:

Each student, in a team effort with the instructor, will have the knowledge and skills by the end of the course to:

1) Be aware of the interdisciplinary importance of creativity, critical thinking, teamwork, and ethics/values in human services.

2) Recognize and discuss diversity within the context of the social, cultural, and political influences affecting both families and helpers.

3) Use a strength-based approach in the study and delivery of human services.

4) Understand the process of developing a supportive relationship.

5) Know the basic history, elements, and resources of human service delivery systems.

6) Conduct on-going self-assessment and create an academic, professional, and personal development plan.

7) Demonstrate effective communication skills.

8) Identify technologies that are applicable and relevant to human services and determine the sources available for training.

9) Make informative and visual presentations on human service related material.

METHODS OF INSTRUCTION:

Lecture, student presentations, peer learning and problem solving, self-directed community service, critical self-reflection, standard text, journal articles, team exercises, abstract writing, and portfolio preparation and presentation.

REPRESENTATIVE TEXTBOOKS:

Required Texts:

Bernstein, Gail S., *Human Services?.... That Must Be So's Rewarding's*, Dec. 1998. Paul H. Brooks Publishing Co.

Supplemental readings from journals and Internet.

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000060229

Sports/Physical Education Course: N

Taxonomy of Program: 130500