



Western Technical College

10520101 Introduction to Human Services

Course Outcome Summary

Course Information

Description	This course is designed to give the student an overview of the human service field. Students will learn about the various types of human service agencies and occupations available in the field, and the qualities of the personnel in those fields. Students will get firsthand experience with at least one local human service agency.
Career Cluster	Health Science
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Textbooks

No textbook required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Increase Self-Awareness
3. Refine Professionalism: Improve Critical Thinking

High Impact Practices

1. Community-Based Learning Service Hours: a key learning experience of this course is connecting course work while helping a community partner. Learn more about civic responsibility and enhance your community.

Program Outcomes

1. Model a commitment to cultural competence
2. Uphold the Ethical Standards and Values for Human Service Professionals
3. Demonstrate professionalism
4. Utilize community resources
5. Apply human services interventions and best practices
6. Cultivate professional relationships

Course Competencies

1. Explain historical influences of social welfare and human services/social work.

Assessment Strategies

- 1.1. class activity
- 1.2. Quiz
- 1.3. Self-assessment

Criteria

You will know when you are successful when:

- 1.1. you identify the features and influences of the Elizabethan Poor Laws.
- 1.2. you discuss how the Protestant Work Ethic impacted United States views on the poor.
- 1.3. you identify the first positions in human services and the purpose of the first educational human service program.
- 1.4. you discuss the creation of and historical influences on the human services field.
- 1.5. you identify the noted leaders and approaches to social welfare.
- 1.6. you describe the role the Charitable Organization Society and settlement house movement had on service delivery.
- 1.7. you describe the Social Security Act and issues that led to its creation.
- 1.8. you discuss the purpose of Johnson's "Great Society" to end poverty and racism.
- 1.9. you identify programs developed out of the War on Poverty.
- 1.10. you provide historical examples of treatment of the mentally ill and its impact on legislation.
- 1.11. you discuss the history of child welfare including foster care.
- 1.12. you discuss how Social Darwinism impacted United States views on the poor.
- 1.13. you discuss historical views of individuals with disabilities (e.g. mental health, physical, and intellectual disabilities).
- 1.14. you discuss how the War on Poverty promoted the usage of human service paraprofessionals.

Learning Objectives

- 1.a. Explore the pre and post Colonial period influence upon past and current social welfare.
- 1.b. Explore critical influences on social welfare/human services from the Civil War Era through the post Great Depression.
- 1.c. Explore historical influences from the 1950s to present that have impacted human services.
- 1.d. Describe the creation of human service field/social work.
- 1.e. Explore the historical perceptions and treatment of people.

2. Develop self-awareness in the professional context.

Assessment Strategies

- 2.1. Journal
- 2.2. Class activity

Criteria

You will know you are successful when:

- 2.1. You compare your values with NOHS/NASW Code of Ethics on ethical responsibilities to clients.
- 2.2. You identify work values that are important to you.
- 2.3. You identify your reasons for entering a helping field.
- 2.4. You discuss any conflicting personal values with NOHS/NASW Code of Ethics.
- 2.5. You compare your values with NOHS/NASW Code of Ethics on ethical responsibilities to a human

service profession.

- 2.6. You compare your values with NOHS/NASW Code of Ethics on ethical responsibilities to colleagues.

Learning Objectives

- 2.a. Apply NOHS Code of Ethics/NASW Code of Ethics.
- 2.b. Compare personal value system with professional values and ethics.
- 2.c. Describe motivation for entering a helping field.

3. Adhere to an attitude and code of behavior that is consistent with NOHS/NASW Code of Ethics.

Assessment Strategies

- 3.1. Performance
- 3.2. Ethics Journal
- 3.3. Self-assessment

Criteria

You will know you are successful when:

- 3.1. You describe the codes of ethics.
- 3.2. You demonstrate respect to peers/instructor by listening to what others say.
- 3.3. You demonstrate a willingness to work with individuals (peers/instructor) from a variety of ethnic, social, and educational backgrounds.
- 3.4. You demonstrate personal integrity through ethical and responsible behavior.
- 3.5. you identify two or more times when you have demonstrated professionalism within the classroom and community.

Learning Objectives

- 3.a. Apply the NOHS/NASW Code of Ethics.
- 3.b. Demonstrate empathy, compassion, and respect towards others within and outside of the classroom.
- 3.c. Demonstrate personal integrity through ethical and responsible behavior.

4. Describe an appreciation for diversity.

Assessment Strategies

- 4.1. Test
- 4.2. Diversity Journal
- 4.3. Group activity
- 4.4. Self-assessment

Criteria

You will know you are successful when:

- 4.1. you define your cultural self-awareness.
- 4.2. you communicate without hurtful/stereotypical language.
- 4.3. you describe how diversity is expressed.
- 4.4. you identify three or more effects of bias/stereotypes on populations.
- 4.5. you identify two or more reasons for valuing diversity.
- 4.6. you define stereotypes.
- 4.7. you identify a plan as to how you can demonstrate your value for diversity.

Learning Objectives

- 4.a. Describe how diversity is expressed (i.e. culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity).
- 4.b. Identify the impact of bias/stereotypes on populations.
- 4.c. Identify reasons for valuing diversity.

5. Explain the social service delivery system and the populations served.

Assessment Strategies

- 5.1. Class Activity
- 5.2. Journal
- 5.3. Project

Criteria

You will know you are successful when:

- 5.1. you describe the roles and function of the human service worker and the human service assistant.
- 5.2. you discuss the different fields of practice and the populations served (child welfare/adolescent, aging, mental health, homelessness, healthcare, addiction, human services in the schools, corrections, population specific).
- 5.3. you identify the settings where human service programs are offered (clinic, hospital, jails, street, shelters, homes, schools, recreation centers, hospitals, offices).
- 5.4. you articulate settings where services may be offered.
- 5.5. you provide relevant research on one or more populations served by human service professionals.
- 5.6. you describe one or more advocacy organizations.

Learning Objectives

- 5.a. Identify professional helping roles including advocacy.
- 5.b. Define the functions of each helping role.
- 5.c. Discuss the different fields of practice and the populations served.
- 5.d. Identify settings where human services are provided.

6. Apply the stages of the planned change process.

Assessment Strategies

- 6.1. In-class activity
- 6.2. Group Project
- 6.3. Journal

Criteria

You will know you are successful when:

- 6.1. you discuss how the planned change process could be used with micro, mezzo, and macro issues.
- 6.2. you identify two or more assessment questions, interventions, and forms of evaluation.
- 6.3. you define and demonstrate engagement.
- 6.4. you provide an example of how a human service worker engages his/her clients and/or agency personnel.
- 6.5. you identify one or more questions used to gather information for the assessment process.
- 6.6. you identify a problem as a result of the assessment process.
- 6.7. you define the planning and implementation stages.
- 6.8. you define and complete the intervention stage.
- 6.9. you define the evaluation stage.
- 6.10. you define how you know your intervention was effective (evaluation stage).
- 6.11. you define and demonstrate termination.

Learning Objectives

- 6.a. Examine how the planned change process could be used with micro, mezzo and macro issues.
- 6.b. Describe each stage of the planned change practice.
- 6.c. Apply all stages of the planned change process.

7. Explain social issues impacting clients.

Assessment Strategies

- 7.1. Project
- 7.2. In class activities
- 7.3. Group presentation
- 7.4. Journal

Criteria

You will know you are successful when:

- 7.1. you discuss how poverty impacts populations.
- 7.2. you discuss the impact of domestic violence on populations.
- 7.3. you discuss the impact of mental and physical health problems on populations.
- 7.4. you discuss delinquency and crime as a social issue.
- 7.5. you identify the forms of child abuse.
- 7.6. you describe three mental health disorders.
- 7.7. you identify two challenges faced by people with mental health issues.
- 7.8. you discuss the impact of homelessness.
- 7.9. you identify health impacts on people's lives.

- 7.10. you describe the impact of substance use disorders on individuals and families.
- 7.11. you discuss three global issues that are being addressed by human service workers.
- 7.12. you describe types of disabilities and the issues that people with disabilities face.
- 7.13. you describe issues impacting children and adolescents.
- 7.14. you describe three challenges faced by older adults.
- 7.15. you determine the frequency and impact of social issues utilizing research.

Learning Objectives

- 7.a. Explore problems and challenges faced by and impact youth.
- 7.b. Explore problems and challenges faced by and impact families.
- 7.c. Explore problems and challenges faced by and impact adults.
- 7.d. Explore problems and challenges faced by and impact older adults.

8. Explain social injustice and oppression.

Assessment Strategies

- 8.1. Class Activity
- 8.2. Journal

Criteria

You will know you are successful when:

- 8.1. you define racism, discrimination, and oppression.
- 8.2. you identify how racism, oppression and discrimination impacts communities.
- 8.3. you identify the impact of racism, oppression, and discrimination on a selected population.
- 8.4. you identify an act that is racist or discriminatory in a case scenario.
- 8.5. you describe two causes of racism, discrimination and oppression.

Learning Objectives

- 8.a. Describe racism, discrimination, and oppression.
- 8.b. Explain the effects and cost of racism, discrimination, and oppression.
- 8.c. Identify the causes of racial discrimination and oppression.

9. Explain theories used in human services.

Assessment Strategies

- 9.1. Test
- 9.2. Class activity
- 9.3. Project

Criteria

You will know you are successful when:

- 9.1. you describe ecosystems perspective (PIE).
- 9.2. you describe systems theory.
- 9.3. you apply PIE to a case.
- 9.4. you define empowerment.
- 9.5. you describe the strengths perspective.
- 9.6. you apply the strengths perspectives to a case.
- 9.7. you describe Maslow's Hierarchy of Needs.
- 9.8. you apply Maslow's Hierarchy of Need to a case.

Learning Objectives

- 9.a. Explore systems theory.
- 9.b. Explore ecosystems perspective (PIE).
- 9.c. Explore empowerment and strengths perspective.
- 9.d. Explore how human service workers use ecosystems perspective (PIE), empowerment/strengths perspective in practice, and Maslow's Hierarchy of Needs.
- 9.e. Explore Maslow's Hierarchy of Needs.

10. Explain philosophical and political forces that impact populations and human services.

Assessment Strategies

- 10.1. Group activity
- 10.2. Homework

10.3. Journal

Criteria

You will know you are successful when:

- 10.1. you discuss how the media can benefit human services and views on populations.
- 10.2. you identify how the media can harm human services and populations.
- 10.3. you discuss a media article on a human service agency, program, or population.
- 10.4. you describe one or more advocacy organizations's purpose and it's role in helping those in needs.
- 10.5. you describe an activity of an advocacy organization.
- 10.6. you describe how you and others can engage in community wide advocacy.
- 10.7. you discuss if an advocacy organization's work is beneficial and worth supporting.
- 10.8. you discuss how the government impacts human services.
- 10.9. you discuss the impact of how community influences human services.

Learning Objectives

- 10.a. Describe views on social welfare programs.
- 10.b. Explore media's influence.
- 10.c. Investigate advocacy organizations and other special interest groups' impact.

11. Demonstrate skills in information literacy.

Assessment Strategies

- 11.1. Project
- 11.2. Journal
- 11.3. Class activity

Criteria

You will know you are successful when:

- 11.1. you acquire research based information on a social issue impacting a population.
- 11.2. you interview a human service professional.
- 11.3. you define practice wisdom and how it is used in practice.
- 11.4. you discuss why human service workers should attempt to gather multiple sources of information.
- 11.5. you identify four sources of data that human services workers can use.
- 11.6. you acquire research based information on a best practice.
- 11.7. you identify the frequency of a social issue impacting clients through research based information.

Learning Objectives

- 11.a. Explore the purpose of research in human services.
- 11.b. Produce information from experts and research based sources.
- 11.c. Explore practice wisdom.

12. Explain human service positions and roles within fields of study.

Assessment Strategies

- 12.1. Project - Interview
- 12.2. Journal
- 12.3. Case Scenario

Criteria

You will know you are successful when:

- 12.1. you identify positions and activities conducted by human service professionals working in child welfare, adolescent services, gerontology, mental health, homelessness, health care, substance abuse, criminal justice, disability services, and domestic violence.
- 12.2. you discuss one challenge and benefit for each position.
- 12.3. you describe the position, activities, and roles of a human service worker you interviewed.
- 12.4. you identify activities the human service worker engages in to help clients.
- 12.5. you identify three or more human service positions, activities, and roles that you are interested in.
- 12.6. you identify two or more human service positions, activities, and roles that you may find challenging.

Learning Objectives

- 12.a. Explore human service positions/jobs and activities.
- 12.b. Explain the roles of human service workers.

12.c. Identify human services positions that may be of interest to you.

13. Differentiate current legislation and policies that impact populations served.

Assessment Strategies

- 13.1. Quiz
- 13.2. Journal

Criteria

You will know you are successful when:

- 13.1. you identify that the Child Abuse Prevention Treatment Act of 1974 was established to ensure child abuse was reported.
- 13.2. you identify that the Adoption Assistance and Child Welfare Act of 1980 provided incentives for families adopting foster care youth and mandates states to provide evidence of adoption efforts.
- 13.3. you identify the purpose of the Indian Child Welfare Act.
- 13.4. you identify the purpose of the Community Mental Health Center Act.
- 13.5. you identify the purpose of the Mental Health Parity Act and Addiction Equity Act.
- 13.6. you describe one or more policies or legislation that an advocacy organization believes is beneficial or harmful.
- 13.7. you describe the purpose of the Violence Against Women Act.

Learning Objectives

- 13.a. Explore major policies/legislation that impact youth.
- 13.b. Explore major legislation/policies that impact adults.
- 13.c. Explore what policies and legislation human service related advocacy organizations view as beneficial and/or harmful.

14. Demonstrate effectiveness during an advocacy activity.

Assessment Strategies

- 14.1. Project
- 14.2. Reflection

Criteria

You will know you are successful when:

- 14.1. you identify a social issue for advocacy.
- 14.2. you identify ways to advocate.
- 14.3. you complete an advocacy activity.
- 14.4. you discuss the benefits and challenges to advocacy.
- 14.5. you discuss the benefits and challenges you experienced with your advocacy project.
- 14.6. you identify one or more social service agencies that would support your advocacy work.

Learning Objectives

- 14.a. Explore benefits and challenges with advocacy.
- 14.b. Explore how social service agencies engage in advocacy.
- 14.c. Explore issues advocated by human service workers.
- 14.d. Complete an advocacy activity.