

Modesto Junior College
Business, Behavioral and Social Sciences Division
Human Services Program
Course Learning Outcomes
Prepared by Dr. Kimberly Kennard

COURSE DESCRIPTIONS

HUMSR 40-Independent Living Skills and Activities

Provides foster youth ages 16-18 with the knowledge, information, survival skills and activities for daily living and foundation to transition from foster care to living independently in the community.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Create a budget, and develop money management, and problem solving skills.
2. Describe employment skills, strengths, and deficits.
3. State educational goals.
4. Depict current contemporary issues regarding culture, ethnicity, health, sexuality, resiliency, coping, identity, self-esteem, and nutrition.
5. Locate and describe one community resource in the surrounding area.
6. Describe and visit one independent living setting.
7. Articulate opinions, exhibit sound judgment, and self-confidence.

HUMSR 101-Introduction to Human Services

Development of Human Services in American society by private and governmental agencies at national, state, and local levels. Emphasis in contemporary programs and practices needs served, and projected changes. Preparation for “new careers” in paraprofessional programs such as health, education, and social services, as eligibility workers, counselor aides, vocational rehabilitation aides, social service technicians, and other interrelated pre-professional positions.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify and describe the basic reasons for the development of social services in America.
2. Compare and contrast the role and functions played by private as well as public agencies.

3. Identify the wide varieties of paraprofessional positions
4. Demonstrate knowledge concerning the impact of racism, sexism, ageism, and homophobia on various populations.
5. Identify sources that reflect conservative and liberal viewpoints regarding the Human Services.
6. Describe the public welfare system, its relation to the industrial state, and the impact on individuals, families, and groups.
7. Discover the various community resources.
8. Identify and evaluate social work roles as related to issues in diversity, ethnicity, and multiculturalism.
9. Describe the DSM IV diagnostic statistical manual, and relationship to the human services profession.
10. Discuss the relevance of the Human Services and NASW code of ethics.
11. Demonstrate awareness of issues concerned with client autonomy, dignity, confidentiality, and respect.
12. Identify professional value and ethical conflicts.

HUMSR 103-Introduction to Human Service Careers

Introduction to careers in the Human Services profession, personal qualities, clinical skills, and academic requirements necessary for entry-level human service positions.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Create a resume, cover letter, and thank you letter.
2. Demonstrate comprehension of educational plan as it relates to MJC certificates, program degree, and transfer institutions.
3. Complete a professional self-assessment, and job application.
4. Describe the various paraprofessional positions available in different organizational settings.
5. Display understanding of the clinical skills, knowledge base, and personal characteristics required for working in the human Service profession.

HUMSR 104-Aging in America

Analysis of the aging process from a multidisciplinary approach, including sociology, psychology, and physiology. Students will have the opportunity to explore their beliefs, feelings, and values regarding the aged population.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Outline and analyze contemporary social policies, procedures, and the impact of the elderly in their social environment.
2. Identify and discuss the values and ethics of the human services profession.
3. Explain the developmental life cycle, critical milestones, and human behavior.
4. Describe the relationship of between the human services profession, sociology, psychology, and other interrelated fields.
5. Discuss the aging process as it related to the aged population.

HUMSR 110-Introduction to Interviewing and Counseling

Introduction to the principles and practices of interviewing, counseling, and theoretical frameworks. Designed to assist in the preparation of paraprofessionals in the Human Services and other interrelated fields. Recognition and understanding of social problems, and the impact on human behavior.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify and analyze factors involved with initiating, developing, and terminating an interview or counseling session.
2. Outline the major variables affecting individuals in organizations, communities, groups, families, the workplace, and society at large.
3. Detail the process of client engagement, assessment, intervention, treatment, and aftercare.
4. Describe the counselor's role as it pertains to issues of diversity, ethnicity, and multiculturalism.

5. Demonstrate an understanding of the various theoretical perspectives, techniques, and strategies and relation to the profession.
6. Discuss the importance of the (DSM IV) diagnostic statistical manual in the human services profession.
7. Identify appropriate referrals for clients in the community.
8. Conduct, critique, and document an individual simulated interview, or counseling session.
9. Describe how societal, environmental, emotional, and economic factors impact human behavior.
10. Elucidate the significance of the National Association of Social Work and Human Service Education code of ethics.
11. Detail ethical, professional, value, and legal conflicts.
12. Explain the importance of confidentiality, privileged communication, and informed consent in the helping profession.

HUMSR 111-Counseling in Chemical Dependency

Concepts of counseling, therapy, personality development, and theoretical frameworks relevant to chemical dependency. Designed to assist the paraprofessional in the chemical dependency profession and other related fields. Clinical skills, assessment tools, techniques, crisis intervention strategies, and resolution will be covered.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify and analyze factors involved with initiating, developing, and terminating an interview and counseling session.
2. Describe patient's rights, and the impact of governing bodies on a local, state, and national level.
3. Evaluate clinical disorders, gather data, respond accordingly, and document accurately.
4. Describe various theoretical approaches, techniques, interventions, and strategies as it pertains to chemical dependency, substance use, and abuse.
5. Detail the significance of family dynamics, social support, and codependency.

6. Describe various counseling schools, personality theories, models of addiction, and their role in the chemical dependency profession.

7. Identify issues and problems related to individuals, families, groups, cultures, ethnicities, special populations, and communities.

8. Specify the ethical standards of the National Association for Social Workers, the Council on Human Service Education, and requirements for chemical dependency counseling.

9. Discuss the importance of client anonymity, confidentiality, and informed consent.

10. Identify professional value and ethical conflicts.

11. Develop appropriate preliminary assessments, evaluations, treatment plans, mental status examinations, genograms, and case records.

12. Identify chemical dependency utilizing appropriate assessment tools.

13. Distinguish between the various types of chemical dependency disorders, and psychoactive drugs.

14. Identify the role of social, environmental, cognitive, physical, psychological influences and addiction.

15. Demonstrate understanding of the importance of relapse prevention, and the Diagnostic Statistical Manual IV.

HUMSR 113-Co-occurring Disorders

Introduction to the treatment needs of individuals who are diagnosed with a psychiatric disorder in combination with a chemical dependency disorder. Students will learn to identify, assess, and offer treatment to those with a dual diagnosis/co-occurring disorder.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Ascertain the current status of treatment of dually diagnosed individuals.
2. Explain the relationship between alcohol/drug use and psychiatric symptoms.
3. Identify the categories and diagnostic criteria for mental and substance use disorders as outlined in the DSM-IV.
4. Describe the major categories in drug classification.
5. Identify the most important models and neurobiology of addiction.

6. Discuss the professional codes of ethics germane to the dual diagnosed client.
7. Demonstrate an understanding of the therapeutic value of assessment, interviewing, experiential practice, and facilitation skills.

HUMSR 114-Death and Dying

Exploration of feelings, belief systems, values, and theoretical comprehension about death, dying, and the bereavement process from a historical, multidisciplinary, and cultural perspective. Topics include: coping mechanisms, counseling the dying, suicide, grief and bereavement, terminal illness, and multi-cultural concepts about death.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Demonstrate understanding of the historical, contemporary, philosophical, social, cultural mediums, and theoretical perspectives with regard to death, dying, and bereavement.
2. Explain cross-cultural, faith based, and religious viewpoints regarding death, dying, bereavement, and the afterlife.
3. Detail practice issues, concerns, or other relevant issues that emerge when working with individuals that are dying, and or terminally ill.
4. Identify psychosocial and multicultural services or resources for the dying, bereaved, and family members.
5. Demonstrate insight about grief, loss, and coping mechanisms in response to death, or traumatic loss for various ethnic groups and cultures.
6. Explain end of life planning, suicide, and euthanasia across selected culture groups.

HUMSR 116-Drugs and Alcohol in Society

An introductory course that focuses on drug and alcohol use, abuse, and dependency in society. Covers, causes for addiction, current trends, historical dimensions, prevention, treatment, multi-cultural considerations, and corresponding myths regarding chemical dependency and psychoactive drugs.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify symptoms of chemical dependency, use, abuse, and problems commonly associated with the use of alcohol, tobacco, and other drugs.
2. Describe the influence of individual, social, family, environmental factors and addiction.
3. Discuss the major treatment models, and theoretical paradigms used in the helping professions for addiction.
4. Evaluate drug and alcohol intervention and prevention strategies within the cultural context of the individual, family, group, and community.
5. Describe prevention, intervention, and treatment for addiction on a local, state, and national level.
6. Define attitudes and behaviors surrounding substance use, abuse, and dependency.
7. Explain the DSM IV diagnostic criteria for substance use, abuse, and dependence.
8. Identify value and ethical conflicts.

HUMSR 117-Intervention and Treatment Strategies in Chemical Dependency

Continued development in the application of therapeutic techniques, clinical skills, and strategies relative to the treatment of chemical dependency. Emphasizes the intervention process, assessment tools, crisis counseling, theoretical foundations, recovery dynamics, and family systems.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify and analyze factors involved with diagnosis, evaluation, and the treatment planning process.
2. Distinguish between short and long term forms of intervention, and evaluate therapeutic strategies involved with both types of intervention.
3. Describe the role of family, group dynamics, and social support in determining treatment outcomes.
4. Demonstrate appropriate skills regarding chemical dependency treatment techniques, clinical interventions, assessment tools, and approaches.
5. Assess the interplay between chemical dependency, codependency, the family, and recovery dynamics.
6. Discuss the relevance of theoretical orientations, and the Diagnostic Statistical manual (DSM IV) in chemical dependency counseling.
7. Display appropriate sensitivity to issues and problems related to addiction in order to understand individuals, groups, cultures, ethnicities, vulnerable populations, communities, organizations, and society at large.
8. Demonstrate an understanding of the Addiction Counseling Competencies of the profession.
9. Demonstrate awareness of ethical, professional, value, and legal conflicts in substance abuse practice.
10. Describe client confidentiality, privileged communication, and informed consent.
11. Develop a genogram, comprehensive substance abuse assessment, and case history report.

HUMSR 118-Pharmacology of Abused Substances

An introduction to psychopharmacology and the process of drug addiction. Topics include classification of abused and psychotherapeutic drugs, basic principles of pharmacology, behavioral, and psychological effects of drugs, major neurotransmitter systems and how they are influenced by drugs.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Describe and explain the properties of a psychoactive drug.
2. Outline the major behavioral classifications of psychoactive drugs.
3. Explain the pharmacological concepts of drug action, including pharmacodynamics, pharmacokinetics, drug safety, and toxicity.
4. Detail the processes of drug absorption, distribution, metabolism, elimination, and explain the half-life, effectiveness, and potency.
5. Describe the process of neural transmission.
6. Explain the mechanisms of drug action on neural transmission and receptor function.
7. Identify major neurotransmitter systems and explain how these are influenced by psychoactive drugs.
8. Discuss the physiological, behavioral, and dependence-producing effects of psychoactive drugs.

HUMSR 119-Introduction to Group Leadership and Group Process

An introduction to the dynamics of group interaction with an emphasis upon the individuals' subjective experience as the group studies itself (under supervision). The factors involved in problems of communication, effective emotional responses, and personal growth will be highlighted. Emphasis on group process as a means of changing individual behavior.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify the different stages of group development, process, and explain the characteristics of each of the respective stages.
2. Explain the different procedures for forming a group.
3. Detail the various types of groups and the purposes and functions of each type of group.

4. Devise an evaluation plan for a group experience.
5. Discuss the pros and cons of the co-leadership model in-group work.
6. Describe the professional codes of ethics germane to group work.
7. Explain the therapeutic value of group methods, experiential practice, and facilitation skills.

HUMSR 120-Professional Development in the Helping Professions

Focuses on the application of clinical skills, theoretical foundations, strategies, techniques, ethical standards, and the professional development in the Human Services and chemical dependency profession.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Outline treatment modalities, client outcomes, patient rights, and other factors involved with a career in the helping profession.
2. Identify short and long term forms of intervention, strategies, modalities, techniques, treatment, and counseling.
3. Describe professional value, ethical conflicts, approaches, standards, and requirements.
4. Explain the relationship between chemical dependency, social supports, and family dynamics.
5. Identify concerns regarding psychosocial stressors, dual diagnosis, sexual orientation, death and dying, and populations at risk in the clinical setting.
6. Demonstrate understanding of the National Association of Social Work, Council of Human Service Education code of ethics, and addiction counseling competencies.
7. Describe the therapeutic process during engagement, diagnosis, treatment, interviewing, counseling, and aftercare.
8. Identify clinical skills and theoretical paradigms required to work effectively in the Human Services and Chemical Dependency field.

HUMSR 144-Community Agency Practicum

Class time is devoted to sharing, evaluation, and discussion of student's supervised field experiences and placement. Continued development of clinical skills, theoretical integration, knowledge base, professional values, and competence in the helping profession.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify factors affecting human interaction in individual, group, family, community, and workplace situations.
2. Describe feelings, processes, and offer relevant feedback to social service clients and other students.
3. Identify and refer specific counseling problems to the appropriate agencies in the surrounding area.
4. Demarcate theoretical paradigms, and their role in the helping relationship.
5. Conduct and critique an individual simulated interviews, and of their classmates.
6. Discuss the relevance of empathy, active listening, engagement, diagnosis, assessment, intervention, treatment, counseling, social justice, aftercare, and termination.
7. Identify the structure, systems, and operation of their community service organization as well as problems met by that agency.
8. Explain the role of the National Association of Social Workers, Chemical Dependency Counseling, or the Human Service Education code of ethics and standards.
9. Outline various communication modalities, and equipment.
10. Display competence, assertiveness, sound judgment, self-confidence, thoughtfulness, sensitivity, and organization when working with clients and professionals at the organization.
11. Express appropriate sensitivity to issues related to social, ethnic, and cultural diversity with vulnerable populations.

HUMSR 145A, 145B, 145D-Community Agency Practicum

Supervised field experience in a variety of community social agencies.

1. Identify factors affecting human interaction in individual, group, family, community, and workplace situations.
2. Describe feelings, processes, and offer relevant feedback to social service clients and other students.
3. Identify and refer specific counseling problems to the appropriate agencies in the surrounding area.
4. Demarcate theoretical paradigms, and their role in the helping relationship.
5. Conduct and critique an individual simulated interviews, and of their classmates.
6. Discuss the relevance of empathy, active listening, engagement, diagnosis, assessment, intervention, treatment, counseling, social justice, aftercare, and termination.
7. Identify the structure, systems, and operation of their community service organization as well as problems met by that agency.
8. Explain the role of the National Association of Social Workers, Chemical Dependency Counseling, or the Human Service Education code of ethics and standards.
9. Outline various communication modalities, and equipment.
10. Display competence, assertiveness, sound judgment, self-confidence, thoughtfulness, sensitivity, and organization when working with clients and professionals at the organization.
11. Express appropriate sensitivity to issues related to social, ethnic, and cultural diversity with vulnerable populations.