

Course Abbreviation	Program Learning Outcomes	Demonstrate well-developed clinical skills, techniques, and approaches consistent with national skills standards as outlined by the Council for Standards in Human Services Education (CSHSE), Community Support Skills Standards (CSSS), Bureau of Substance Abuse Services (BSAS), and the International Credentialing and Reciprocity Consortium (ICRC).	Describe historical overview of confluence of factors that shaped institutional and direct professional service delivery models with clients & communities, including but not limited to bio-psycho-social, economic, political, and legal issues	Provide accurate written and oral, clinical assessments of general health and welfare of clients, their families, and communities guided by ethical standards set forth by the Council for Standards in Human Services Education, and the National Association of Alcohol and Drug Abuse Counselors	Analyze the effect of the injustices caused by prejudicial and/or discriminatory treatment as they pertain to individuals, families, groups, and institutions. (e.g. race, gender, ethnicity, sexual orientation, ageism, social class, immigrants, et al.)	Demonstrate the skills involved in screening, orienting, assessing, crisis intervention, case management, treatment planning, documentation, consultation with other professionals, and appropriate referral of clients and families.	Demonstrate a professional level of comfort and expertise with the mechanisms involved in the administrative aspects necessary to deliver services provided by human services agencies and their interacting institutions (e.g. Health Maintenance Organizations, Department of Children and Families, courts, schools et al.) And apply knowledge/skills using data and other management systems to develop/improve administrative		
	Course Level Learning Competencies (Outcomes)								
HUS101	Describe the history, background, and development of the Human Services Movement		I		I	I		Information Literacy	
	Describe the National Community Support Skill Standards for Human Service Practitioners	I		I		I		Quantitative Reasoning	
	Describe the effects of de-institutionalization and Federal and State laws that led to changes in treatment and services in the Human Services delivery systems in the United States.		I	I	I	I		Public Presentation	
	Recognize and identify client strengths and resources, mental health problems and life crisis situations	I		I			I	Global Awareness	
	Explain the concepts of crisis intervention and prevention of illness that apply in Human Service practice	I			I	I		Written Communication	
	Describe the legal and human rights of clients, professional ethics, confidentiality, advocacy and concept of empowerment to apply in practice				I	I	I		Science & Technology
	Describe modes of communication and communication techniques used in practice	I			I			I	
	Demonstrate some ability to integrate multiple perspectives and interdisciplinary knowledge as they respond to human service problems at a system level.	I	I			I	I		
	Describe the history and background of assessment/treatment/services for individuals in the United States	I	I	I	I	I	I	I	
Describe the rudimentary elements of the assessment process, treatment services, documentation and referral	I			I			I		
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HUS103	Demonstrate an understanding of diverse needs of consumers/clients					I	I		
	Demonstrate interviewing skills	I					I		
	Demonstrate growth in writing skills	I		I					
	Demonstrate growth in critical thinking competency	I		I	I	I			
	Demonstrate growth in ability to self-reflect				I	I			
	Demonstrate a beginning systemic understanding of individuals and organizations	I			I	I	I	I	
	Demonstrate knowledge of community resources		I			I	I		
	Provide opportunities for students to participate in Service Learning Independent							I	
	Project with a partner Community Agency	I/R			I/R		R		



	Identify an understanding of diverse consumer needs		I		I	I	
	Demonstrate an understanding of key ethical practices including cultural awareness, legal and human rights, advocacy, and empowerment	I	I			I	
HUS170	Demonstrate working theoretical & practical knowledge of the major treatment approaches in current use in the Human Services field.	R	R				
	Demonstrate working knowledge of counseling models appropriate to the Human Services generalist level of client involvement	I/R					I/R
	Improve oral and written communication	R	R	R	R		R
	Compare different theoretical approaches and treatment strategies	I/R					I/R
	Demonstrate critical thinking skills by evaluating information within assigned reading materials		R		R	R	
	Recognize, describe, and respond to human services problems at a systems level		R	I/R	R	R	
HUS171	Describe the prominent theories of etiology and epidemiology of substance abuse		I/R		I/R	I/R	
	Describe the role of cultural values in the incidence and prevalence of substance abuse		I/R	I	I/R	I/R	I
	Identify specific legal and economic implications of substance abuse.		I/R	I/R	I/R	I/R	I
	Identify the pharmacological mechanisms of psychoactive drugs and their physiological effects			I/R	I/R	I/R	I
	Describe the psychological dynamics of the development of substance use disorders and other addictive disorders, particularly denial (resistance) and defenses.	I	I	I	I	I/R	I
	Identify effects of addiction on the family	I	I	I	I	I	I
HUS172	Complete a substance use disorders assessment	R/E		R/E			R/E
	Identify criteria that determine level-of-care decisions	I/R		I/R	R	R	I/R
	Identify diagnostic categories and criteria for substance use disorders in DSM-5	I/R	I/R	I/R	R	R	I/R
	Develop rudiments of clinical treatment plans	I/R	I	I/R	I/R	I/R	I/R
	Plan and implement specific strategies for intervening with substance abusers and their significant others	I/R	I/R	I/R	I/R	I/R	I/R
HUS173	Describe the prominent theories of etiology and epidemiology of relapse.	R/E	R	R/E		R	R/E
	Describe how science has changed the viewpoints of relapse and recovery	R	R	R	R	R	R
	Identify specific legal and economic implications of relapse		R	R	R	R	R
	Identify the pharmacological mechanisms of psychoactive drugs and their physiological effects in treating substance use disorders and relapse	R	R	R	R	R	R
	Describe the psychological dynamics of the development of substance use disorders and other substance use disorders, particularly denial (resistance) and defenses.	R	R	R	R	R	R
	Identify effects of relapse on the family	R	R	R	R	R	R
	Identify issues endemic to group processes and react strategically	I/R	I/R	I/R	I/R	I/R	I/R
HUS191	Share practicum experiences with other students to expand knowledge base	R	R	R	R		R
	Provide direct services to clients in the practicum setting	R	R	R	R		R
	Practice in current modalities of treatment in the practicum setting	R	R	R	R		R
	Demonstrate proficiency in case presentation and writing client records	R	R	R	R	R	R
	Demonstrate proficiency in the implementation of the individual service plan	R	R	R	R		R
	Participate as a member of the therapeutic team in the practicum agency	I	I	I		I	I

	Prepare clients to recognize major problems, and develop a plan to address	R		R		R	R
	Develop a philosophy of human services that recognizes individual rights & dignity	R	R	R	R	R	
	Practice ethical standards consistent with the Council for Standards in Human Service Education	R	R	R	R	R	
HUS192	Share practicum experiences with other students	R/E	R/E	E	E	E	R/E
	Provide direct services to clients in the practicum setting	R/E	R/E	E	E	E	E
	Participate in current modalities of treatment in the practicum setting	E	E	E	E		E
	Gain proficiency in case presentation and writing client records	R/E	R/E	E	E	R	E
	Gain proficiency in the implementation of the individual service plan	R/E	R/E	E	E		R
	Participate as a member of the therapeutic team in the practicum agency	R/E	R/E	R/E			R/E
	Help clients to identify major problems and formulate goals	E	E	E	E		E
	Develop a philosophy of human services that recognizes individual rights & dignity	R	R			R/E	
	Practice ethical standards aligned with the Council for Standards in Human Service Education	R/E	R/E	R/E	R/E	R/E	R/E
		Demonstrate knowledge and the ability to appropriately apply the National Community Support Skill Standards	R/E	E	E	R/M	R
	Provide direct participant services in the agency and community	R/E	R/E	R/E	R/E	R	R/E
	Share practicum experiences	E	E	E	E	R/E	R/E
	Gain proficiency in observation and recording skills	E	R	E	E	R	E
	Gain proficiency in oral and written communication skills	R/E	R/E	E	R	R	E
	Gain proficiency in problem solving and conflict resolution	R		R	R/E	R	R/E
	Organize and deliver an oral case presentation with a clear message and appropriate professional language, an effective introduction and focus of concern, using appropriate posture, enunciation gestures and demeanor.	E	R	E	E	R/E	E
	Gain proficiency in the implementation of service plans, documentation and community networking	R/E	R/E	R/E	R	R	R/E
	Participate as a member of the transdisciplinary team	R/E	R	R/E	R/E	R	R/E
	Practice the ethical code of standards of the National Organization for Human Services (NOHS) and the Council For Standards in Human Service Education (CSHSE), applying appropriate methods of resolving ethical dilemmas	R/E		R/E		R/E	R
	Conduct an audience analysis and customize a speech with a clear message and appropriate language that will meet audience needs.	R	R	R	R	R	
	Compose and deliver a speech with an effective introduction, appropriate support and conclusion.	R	R	R	R	R	
	Deliver a presentation confidently, with appropriate posture, enunciation, pace, gestures and demeanor.	R	R	R	R	R	
	Use visual aids as part of a presentation, including appropriate technologies.	R	R	R	R	R	
HUS201	Differentiate between process and content group issues at each stage of a group.	R	R		R	R	
	Differentiate the central process issues for each stage of group development.	R	R		R		R
	Differentiate the main characteristics of the group leader and group member at each stage of the groups' development.	R	R	R	R	R	
	Demonstrate working knowledge of ethical and professional guidelines for group work through case study assignments in small groups.	R	R	R	R	R	R
	Demonstrate the ability to independently design a group model specific to a population/service area of particular interest to the student.	R	R	R			R

Demonstrate the ability to articulate orally the individual group model s/he designed to classmates via an in-class presentation.	R	R	R			R
Develop assessment skills used to evaluate the viability of various group models.	R	R	R	R		R

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