


Course Abbreviation	<p>Program Learning Outcomes</p> <p><i>Course Level Learning Competencies (Outcomes)</i></p> 	Demonstrate well-developed clinical skills, techniques, and approaches consistent with national skills standards as outlined by the Council for Stand 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 no 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
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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	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			
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	
HUS190	Practice the National Community Support Skill Standards	R	R	R		R	R
	Provide direct participant services in the agency and community	R		R	R	R	R
	Share Practicum experiences	R	R	R		R	R
	Learn about current modalities of treatment in practicum settings	R	R	R	R	R	R
	Gain proficiency in communication, observation, recording and writing skills	R	R	R	R	R	R
	Gain proficiency in case presentation, problem solving and conflict resolution	R	R	R	R	R	R
	Gain proficiency in the implementation of service plans, documentation and community networking	I/R	I/R	I/R	I/R	R	R
	Participate as a member of the transdisciplinary team	R	R	R	R	R	R
	Identify major problems affecting the participants ability to lead a productive life		R	R	R	R	R
	Develop a philosophy of human services that recognizes individual dignity and rights	R	R	R	R	R	R
	Practice the ethical code of standards of the National Organization for Human Service Education (NOHSE) and the Council For Standards in Human Service Education (CSHSE)	R	R	R	R	R	R
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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
HUS202	Develop assessment skills used to evaluate the viability of various group models.	R	R	R	R		R
	Obtain a working knowledge of the principles and techniques of behavior management applied to the problems of human behavior.	R	R	R	R	R	
	Demonstrate an approach to client management problems and development of practical techniques applicable in assisting clients in a variety of mental health settings.	R	R	R	R	R	R
	Apply the principles of behavior management including: positive reinforcement, extinction, intermittent reinforcement, shaping fading, chaining, stimulus control, punishment, generalization, modeling and token economies	R		R			R
	Observe, record, and accurately graph client behavior data, in addition to develop skills to write behaviorally specific goals and objectives.	R		R			R
	Recognize the limitations of behavior management as well as its benefits.	R	R	R	R	R	R
	Respond to ethical issues/legislation with regard to its application.		R	R	R	R	R
	Gain an understanding of the historical development of Behavior Therapies	R	R	R	R	R	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

HUS291	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	
	Demonstrate knowledge and the ability to appropriately apply the National Community Support Skill Standards	R/E	E	E	R/E	R	R/E

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