

Course Abbreviation	Program Learning Outcomes	Demonstrate well-developed clinical skills, techniques, and approaches consistent with national skills standards as outlined by the Council for Standard 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
	Course Level Learning Competencies (Outcomes)	↓					
HUS101	Describe the history, background, and development of the Human Services Movement		I		I	I	
	Describe the National Community Support Skill Standards for Human Service Practitioners	I		I		I	
	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	
	Recognize and identify client strengths and resources, mental health problems and life crisis situations	I		I			I
	Explain the concepts of crisis intervention and prevention of illness that apply in Human Service practice	I		I	I	I	
	Describe the legal and human rights of clients, professional ethics, confidentiality, advocacy and concept of empowerment to apply in practice			I	I	I	
	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	I	
	Describe the history and background of assessment/treatment/services for individuals in the United States	I	I	I	I	I	I
Describe the rudimentary elements of the assessment process, treatment services, documentation and referral	I		I			I	
MILESTONE							
HUS105	Identify the history, philosophy, and trends in the treatment of disabilities	I	I		I	I	
	Recognize the causes and types of disabilities		I	I	I	I	
	Recognize the scope of disabilities in the United States		I		I	I	
	Identify legislation and resources for inclusion of disabled individuals in American society		I		I	I	
	Recognize the concepts of normalization		I		I	I	I
	Describe the impact of disabilities treatment and management of disabilities across the lifespan of individuals, families, and communities.		I		I	I	

Information Literacy	
Quantitative Reasoning	
Public Presentation	
Global Awareness	
Written Communication	
Science & Technology	

	Identify specific resources available in regards to specific disabilities		I		I	I	
	Identify characteristics of adaptive behaviors attributed to learning disabilities	I	I	I			I
HUS150	Recognize the importance of drawing the person into the planning of services using the principles of person-centered thinking	I/R	I	I/R			I/R
	Apply the concepts of social roles to people with developmental and intellectual disabilities				I	I/R	
	Recognize the health and wellness in one's own life while making efforts to try healthy changes		I			I	
	Apply the principles learned about human sexuality to our people with developmental and intellectual disabilities	I	I/R		I/R	I/R	
	Describe how cultures shaped thoughts, values, beliefs and behaviors		R		R	R	
	Formulate suggestions for addressing and promoting cultural competence		R		R	R	
	Review the concepts of basic human rights, liberty, equality, privacy, association, expression, property and due process		R		R	R	
	Describe appropriate professional boundaries expected of direct support staff in close contact with consumers and their families	R			R	R	
	Develop a teaching and learning plan and various teaching strategies	I/R	I/R		R		I/R
HUS190	Practice the National Community Support Skill Standards	R	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
	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	R	R	R	R	R	R
	Participate as a member of the transdisciplinary team	I/R	I/R	I/R	I/R	R	R
	Identify major problems affecting the participants ability to lead a productive life	R	R	R	R	R	R
	Develop a philosophy of human services that recognizes individual dignity and rights		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	
HUS201	Differentiate between process and content group issues at each stage of a group.	I		R		R	R
	Differentiate the central process issues for each stage of group development.	I	R	R	R	R	R
	Differentiate the main characteristics of the group leader and group member at each stage of the groups' development.	I		R		R	R
	Demonstrate working knowledge of ethical and professional guidelines for group work through case study assignments in small groups.	R	R	R/E	R	R/E	
	Demonstrate the ability to independently design a group model specific to a population/service area of particular interest to the student.	I		I/R	R/E	R/E	R
	Demonstrate the ability to articulate orally the individual group model s/he designed to classmates via an in-class presentation.	I		R	R	R	
	Develop assessment skills used to evaluate the viability of various group models.	R/E		R/E		R/E	R/E

