

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),	Integrate a range of content and knowledge regarding historical, traditional, and updated evidenced-based information designed for a successful delivery of services to clients and communities.	Provide accurate, written and oral, clinical assessments of the 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 (CSHSE), and the National	Describe the historical and contemporary circumstances and situations that have provided the necessity for intervention by human services institutions and professionals. (Including, but not limited to economic,	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,	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	Apply knowledge and skills in using data and other management systems to develop and improve administrative services involved in the delivery of care.
	Course Level Learning Competencies								
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		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 <i>custom in the United States</i>		I	I	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		I	
	Describe the legal and human rights of clients, professional ethics, confidentiality, advocacy and concept of empowerment to apply in practice			I	I	I		I	I
	Describe modes of communication and communication techniques used in practice	I		I			I		I
	Demonstrate some ability to integrate multiple perspectives and interdisciplinary knowledge as they respond to human service problems at a <i>custom level</i>	I	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		I
	Describe the rudimentary elements of the assessment process, treatment services, documentation and referral	I		I			I		
HUS103	Demonstrate an understanding of diverse needs of consumers/clients					I	I	I	I
	Demonstrate interviewing skills	I					I		I
	Demonstrate growth in writing skills	I		I				I	
	Demonstrate growth in critical thinking competency	I		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	I	I
	Demonstrate knowledge of community resources		I		I	I		I	I
	Provide opportunities for students to participate in Service Learning Independent						I	I	I
	Project with a partner Community Agency	I/R		I/R		R		I	I
	Identify an understanding of diverse consumer needs		I		I	I		I	I
HUS105	Demonstrate an understanding of key ethical practices including cultural awareness, legal and human rights, advocacy, and empowerment	I	I		I	I		I	I
	Identify the history, philosophy, and trends in the treatment of disabilities	I	I		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		I	I
	Identify legislation and resources for inclusion of disabled individuals in American society		I		I	I		I	I
Recognize the concepts of normalization		I		I	I		I		

Milestone Associate

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

	Describe the impact of disabilities treatment and management of disabilities across the lifespan of individuals, families, and communities.		I		I	I		I	I
	Identify specific resources available in regards to specific disabilities		I		I	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		I/R	
	Describe how cultures shaped thoughts, values, beliefs and behaviors		R		R	R		I/R	
	Formulate suggestions for addressing and promoting cultural competence		R		R	R		I/R	
	Review the concepts of basic human rights, liberty, equality, privacy, association, expression, property and due process		R		R	R		R	R
	Describe appropriate professional boundaries expected of direct support staff in close contact with consumers and their families	R			R	R		R	R
	Develop a teaching and learning plan and various teaching strategies	I/R	I/R		R			I/R	I/R
HUS170	Demonstrate working theoretical and 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 Service generalist level of client involvement	I/R						I/R	
	Improve oral and written communication skills	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 material		R		R	R		R	R
	Recognize, describe and respond to human service problems at a system level		R	I/R	R	R		R	I/R
HUS171	Describe the prominent theories of etiology and epidemiology of substance abuse		I/R		I/R	I/R		I	I
	Describe the role of cultural values in the incidence and prevalence of substance abuse		I/R	I	I/R	I/R		I	I
	Identify specific legal and economic implications of substance abuse.		I/R	I/R	I/R	I/R		I	I
	Identify the pharmacological mechanisms of psychoactive drugs and their physiological effects			I/R	I/R	I/R		I	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	I	I
	Identify effects of addiction on the family	I	I	I	I	I		I	I
HUS172	Complete a substance use disorders assessment	R/M		R/M				R/M	I
	Identify criteria that determine level-of-care decisions	I/R		I/R	R	R		I/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	I/R
	Develop rudiments of clinical treatment plans	I/R	I	I/R	I/R	I/R		I/R	I
	Identify issues endemic to group processes and react strategically	I/R	I/R	I/R	I/R	I/R		I/R	I
	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	I
	Describe the prominent theories of etiology and epidemiology of relapse.	R/M	R	R/M		R		R/M	R
	Describe how science has changed the viewpoints of relapse and recovery	R	R	R	R	R		R	I/R

Milestone AOD Cert

Milestone AOD Cert

HUS173	Identify specific legal and economic implications of relapse		R	R	R	R	R	R	R	Milestone AOD Cert
	Identify the pharmacological mechanisms of psychoactive drugs and their physiological effects in treating substance use disorders and relapse	R	R	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	R	R	
HUS190	Practice the National Community Support Skill Standards	R	R	R	R	R	R	R	R	
	Provide direct participant services in the agency and community	R	R	R		R	R	I/R	I	
	Share Practicum experiences	R		R	R	R	R	I/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	R	I/R	
	Gain proficiency in case presentation, problem solving and conflict resolution	R	R	R	R	R	R	I/R	I/R	
	Gain proficiency in the implementation of service plans, documentation and community networking	R	R	R	R	R	R	R	R	
	Participate as a member of the transdisciplinary team	I/R	I/R	I/R	I/R	R	R	R	R	
	Identify major problems affecting the participants ability to lead a productive life	R	R	R	R	R	R	R	R	
	Develop a philosophy of human services that recognizes individual dignity and rights		R	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	R	R	
HUS191	Share practicum experiences with other students to expand knowledge base	R	R	R	R		R	R	R	
	Provide direct services to clients in the practicum setting	R	R	R	R		R	R	I/R	
	Practice in current modalities of treatment in the practicum setting	R	R	R	R		R	R		
	Demonstrate proficiency in case presentation and writing client records	R	R	R	R	R	R		R	
	Demonstrate proficiency in the implementation of the individual service plan	R	R	R	R		R		R	
	Participate as a member of the therapeutic team in the practicum agency	I	I	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		R		
HUS192	Practice ethical standards consistent with the Council for Standards in Human Service Education	R	R	R	R	R		R	R	
	Share practicum experiences with other students	R/M	R/M	M	M	M	R/M	R/M	R	
	Provide direct services to clients in the practicum setting	R/M	R/M	M	M	M	M	R	R	
	Participate in current modalities of treatment in the practicum setting	M	M	M	M		M	R/M	R	
	Gain proficiency in case presentation and writing client records	R/M	R/M	M	M	R	M	R/M	R	
	Gain proficiency in the implementation of the individual service plan	R/M	R/M	M	M		R	R/M	R	
	Participate as a member of the therapeutic team in the practicum agency	R/M	R/M	R/M			R/M	R/M	R	
	Help clients to identify major problems and formulate goals	M	M	M	M		M			
Develop a philosophy of human services that recognizes individual rights & dignity	R	R			R/M		R	R		
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	Practice ethical standards aligned with the Council for Standards in Human Service Education	R/M	R/M	R/M	R/M	R/M	R/M		
HUS291	Demonstrate knowledge and the ability to appropriately apply the National Community Support Skill Standards	R/M	M	M	R/M	R	R/M	R/M	R/M
	Provide direct participant services in the agency and community	R/M	R/M	R/M	R/M	R	R/M	R/M	R/M
	Share practicum experiences	M	M	M	M	R/M	R/M	R/M	R/M
	Gain proficiency in observation and recording skills	M	R	M	R	R	M	R/M	R/M
	Gain proficiency in oral and written communication skills	R/M	R/M	M	R	R	M	R/M	R/M
	Gain proficiency in problem solving and conflict resolution	R		R	R/M	R	R/M	R	R
	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.	M	R	M	M	R/M	M		
	Gain proficiency in the implementation of service plans, documentation and community networking	R/M	R/M	R/M	R	R	R/M	R	R
	Participate as a member of the transdisciplinary team	R/M	R	R/M	R/M	R	R/M	R	R
	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/R/		R/M		R/M	R	R/M	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		R	R
HUS201	Differentiate between process and content group issues at each stage of a group.	R	R		R	R		R	R
	Differentiate the central process issues for each stage of group development.	R	R		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		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	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	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	R	R
	Develop assessment skills used to evaluate the viability of various group models.	R	R	R	R		R		
HUS202									
	Obtain a working knowledge of the principles and techniques of behavior management applied to the problems of human behavior.	R	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	R	R
	Apply the principles of behavior management including: positive reinforcement, extinction, intermittent reinforcement, shaping fading, chaining, stimulus control, punishment, generalization, modeling and token	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	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	R	
	Gain an understanding of the historical development of Behavior Therapies	R	R	R	R	R	R	R	R
	Review mission statements of Human Services agencies.		M		M	M		R/M	R/M

Milestone Associate

HUS250	Clarify Human Service competencies.	M	M	M		M		R/M	R/M
	Understand current issues in the delivery of Human Services		M		M	R/M	R/M	R	R
	Respond to assignments in writing using appropriate professional vocabulary.								
	Produce clear and well-organized writing, including spelling, paragraphing, punctuation, and grammar.	R/M	R/M	R/M	M	M			R/M
	Research and demonstrate ability to assess relevance, adequacy, accuracy and validity of information regarding the topic of inquiry.	R	R/M	R/M	M	M	R/M	R	R/M
	Demonstrate the ability to pursue career opportunities.	M		M			M	R/M	R/M
	Know how to pursue advanced educational opportunities	M	R/M	M	M	M	M	R/M	R/M
	Gather final materials for a professional Human Service portfolio	M	M	M	M	M	M	R/M	R/M
Improve time management skills				M			M	M	

Capstone Associate

CAPSTONE