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**Course Outline for PSCN 5**  
**INTRODUCTION TO HUMAN SERVICES**  
**Effective: Fall 2004**

**I. CATALOG DESCRIPTION:**

PSCN 5 — INTRODUCTION TO HUMAN SERVICES — 3.00 units

Course examines the history, theory, ethics, values and principles at work in the Human Services field. Emphasis is placed on modern theory, methods, and critical skills that lead to effective human service work. Students will examine theoretical systems,, agency and community resources, a multicultural approach to diverse populations, personal motivation and professional characteristics needed to succeed in Human Services. 3 hours.

3.00 Units Lecture

**Grading Methods:**

Optional

**Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT:**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

1. articulate the major human services themes as described by scholars and explain the purposes of human service work as formed and practiced by leaders in the field, and explain the interdisciplinary nature of the field
2. describe the historical, sociological, and economic realities of a variety of diverse populations likely to benefit from human services
3. distinguish new and emerging settings for Human Service delivery and explain the influence in managed care in delivering services
4. describe and distinguish the roles, functions, powers and limitations of the primary models of service delivery
5. identify client characteristics, components of client problems, and common client expectations, and analyze links between helper responses and degree of client change
6. evaluate motives, values and philosophy to work professionally with diverse populations, conduct effective meetings, work with volunteers, and function effectively as a member of a human services work-team
7. explain the practice of human services in terms of the helping process, professional and ethical concerns and working within a system; identify personal goals and develop career direction consonant with personal goals, values, and career objectives

**V. CONTENT:**

- A. An introduction to human services
  1. Identify human service themes and purposes
    - a. Explore the interdisciplinary nature of human services
    - b. Investigate the dual focus on client and helping process
  2. Define management principles in service delivery
  3. Delineate roles of the human service professional
- B. An overview of the history of helping
  1. Review four main historical epochs in human service application
  2. Distinguish developments in service delivery during these epochs
  3. Appraise shifts in social values across time
  4. Examine their meaning and outcomes for human service clients and helpers
- C. Studying human services today
  1. Investigate new and emerging settings for human service delivery
  2. Analyze impact of technology and information management in human services
  3. Examine the influence of managed care in human service delivery
  4. Estimate how "globalization" may impact perception and practice in human services nationally and internationally
  5. Explore trends in human services practices in a changing world
- D. Models of human services delivery
  1. Describe and distinguish three primary models of service delivery
    - a. Medical Model
    - b. Public Health Model
    - c. Human Service Model

2. Define and examine the Medical Model
3. Define and examine the Public Health Service Model
4. Define and examine the Human Service Model
5. Clients and helpers in human services
- E. Clients and helpers in human services
  1. The client
    - a. Define range of client characteristics
    - b. Identify components of client problems likely to require services
    - c. Outline and analyze courses of action toward problem resolution
    - d. Describe common client expectations
    - e. Assess value of application of helper responses to these
    - f. Analyze probable links to client satisfaction with degree of change
  2. Correlate client change with professional helping activities
- F. The human services professional
  1. Assessing motives, values and philosophy of prospective providers
    - a. Examine motivations for choosing a helping profession
    - b. Explore values and philosophy needed to succeed professionally
  2. Typology and roles in helping
    - a. Inventory and distinguish typology of service providers
    - b. Service provider roles and concerns in helping
    - c. Differentiate roles of human service professionals
    - d. Translate helping language into operational terms
    - e. Evaluate characteristics needed to be successful working in the field
    - f. Assess personal and environmental parameters which promote best practices, as well as professional growth and satisfaction in the field
- G. The Practice of Human Services
  1. The Helping Process
    - a. Explore the nature of the helping process
    - b. Examine desirable attitudes in forming the helping relationship
    - c. Study the stages of helping relationship formation
    - d. Identify and assess skills needed to promote the helping process
    - e. Innumerate various challenging clients
    - f. Assess special skills here useful in promoting the helping process
    - g. Examine the factors that can lead into a human crisis
    - h. Assess the human service professionals role in crisis intervention
  2. Working within a system
    - a. Gain a working understanding of general systems theory
    - b. Examine how GST principles can be applied to the helping process
    - c. Study the model of Influences and its applications to the practice of human services
    - d. Become acquainted with a model of client empowerment
    - e. Discuss and evaluate the force of these theories and models in promoting change to effectively address human needs in a dynamic world.
  3. Professional and ethical concerns
    - a. Be made cognizant of the range of ethical considerations in the human services field
    - b. Develop an understanding of the value and need for a comprehensive code of ethics
    - c. Identify areas wherein helper competence and responsibility are best guided by a clear set of ethical codes
    - d. Demonstrate safeguards provided the helper-client relationship by a clear and foundational code of ethics upon which a lasting trust can be built to encourage client empowerment to ensure lasting change

## VI. METHODS OF INSTRUCTION:

- A. **Discussion** -
- B. **Audio-visual Activity** - Video, television and/or adjunctive media
- C. **Lecture** -
- D. Student role plays and/or speakers assisting from the field
- E. **Projects** -
- F. Interactive internet components as appropriate

## VII. TYPICAL ASSIGNMENTS:

A. Reading assignment in text and class lecture/discussion 1. Examine themes and purposes defining human services 2. Lecture and inform discussion on a. Problems in living b. Self sufficiency c. Social care, social control and rehabilitation B. Writing a journal entry on experiences related to a theme 1. Write on a critical problem in living in your experience a. Write to define the problem clearly and critically b. Write about your experience of the problem c. Write about what happened and what changed for you 2. Write about critical factors that brought problem resolution C. Critical thinking and problem-solving 1. Research of agencies (e.g. library/LRC/internet, visits to agencies 2. Introduce Alameda County's "Big Blue Book" of resource agencies 3. Introduce Web sources (e.g. ref: text p 14) D. Demonstrate learning using group class presentations on problems of living 1. After reviewing theme topic in reading, class discussion, writing and research form students into problem related groups 2. Assign presentation options a. Each present their problem, relate experience to others b. Present "composite problem" and steps to resolution c. Role play

## VIII. EVALUATION:

### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Class Participation
4. Other:
  - a. Class participation and performance
  - b. Objective exams/quizzes on lecture, discussion, reading and writing
    1. Typical questions:
      - a. True or False: "The mission of the Easy Bay Resource Center for Nonprofit Support (EBRC) is to promote the growth and stability of local and regional nonprofit organizations.
    2. Multiple choice:
      - a. Which source of education and assistance best targets African American men whose sexual activity may include under the age of 25? A. Ryan White CARE Act Title III B. Alameda County Education and Prevention Funded Programs and Services C. Elizabeth Taylor AIDS Foundation
  - c. Analysis and assessment of theory learned and skills development
    1. Student demonstrated knowledge in class discussion
    2. Student written and oral presentation

3. Assessment of student involvement in collaborative learning
4. Assessment of other measures (e.g. term papers, research reports, panel presentations)
- d. Journal summaries submitted to demonstrate progress toward expected student outcomes

**B. Frequency**

1. Weekly and midterm assessments
2. End of term evaluation of student's theoretical knowledge and skills acquisition

**IX. TYPICAL TEXTS:**

1. Woodside, Marianne R. *An Introduction to Human Services*. 4th ed., Wadsworth, 2002.
2. Neurug, Edward S. *Skills and Techniques for Human Service Professionals: Counseling Environment, Helping Skills, Treatment Issues*. 1st ed., Wadsworth, 2002.

**X. OTHER MATERIALS REQUIRED OF STUDENTS:**