

**The Bachelor of Science**

**In**

**Human Services**

**Curriculum Map**

**Calumet College of St. Joseph  
Whiting, Indiana**

Last Up Dated May 29, 2009

**THE HUMAN SERVICES CURRICULUM MAP  
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**Tool skill assessment is integrated into each area of professional Studies.**

**THE HUMAN SERVICES PRACTICUM**

**BACHELOR OF SCIENCE IN HUMAN SERVICES  
CALUMET COLLEGE OF ST. JOSEPH**

**PROGRAM VISION, GOALS AND OBJECTIVES**

**-VISION-**

**The Human Services Program seeks to increase the number of graduate level human service and mental health professionals in Northwest Indiana with special attention to increasing the representation of minorities within the profession.**

**-GOALS-**

**Upon completion of the Human Services Program students are prepared for entry-level professional employment and successful completion of a graduate degree in a human service field.**

**-OBJECTIVES-**

**Upon completion of the Human Services Program students will be able to:**

1. demonstrate competencies in the core knowledge and skills fundamental to the Human Services professional, including literacy, technical writing, methods of research and measurement, cultural sensitivity and multi-cultural awareness, and computer literacy;
2. demonstrate a working knowledge of the major theories of human service interventions and the strategies for planning and implementing these interventions;
3. have increased their personal self-awareness, enhanced their understanding of the mechanisms of social communication, increased their awareness of inevitable sources of interpersonal conflict and have become more goal-oriented and strategic in their interactive behavior;
4. demonstrate the full range of competencies in critical thinking and higher order analysis necessary for the Human Services profession;
5. demonstrate, through completion of pre-internship and practicum experiences, an ability to apply what they have learned to problems they encounter in the work setting at a standard consistent with the entry level professional;
6. demonstrate the ability to write and present a case study on an actual or fictitious client;
7. have begun to articulate their evolving professional identity and have formulated a plan for on-going professional development;
8. be able to engage in ethical analysis of professional problems in light of the various Codes of Professional Ethics that govern the Human Services profession.

<b>HSV Courses</b> 1. Courses in <b>Bold</b> are required of all HSV students. 2. Courses in <i>Italics</i> are required only for Counseling Concentrators. 3. <u>Underlined</u> courses are required only for Social Service Concentrators.	<b>HSV Program Objectives Summarized</b>	<b>1. Core Knowledge and Skills</b>	<b>2. Theories and Strategies of Intervention</b>	<b>3. Self-Awareness and Interpersonal Skills</b>	<b>4. Critical Thinking and Higher Order Analysis</b>	<b>5. Attain Entry-Level Professional Competence</b>	<b>6. Write and Present a Case Study</b>	<b>7. Articulate a Professional Identity and Commitment to Continuing Education</b>	<b>8. Ethical Awareness and Resolution Skills</b>
<b>100 Intro. To Human Services</b>		x	x	x				x	x
<b>200 Intro. To Alco. &amp; Drug Abuse</b>		x	x	x	x			x	x
<b>220 Models and Methods</b>			x	x					x
<i>230 Pharmacology (CD Only)</i>		x				x			
<b>235 Research Methods</b>		x			x	x			
<b>250 Professional Issues</b>		x		x	x	x			x
<b>255 HIV/AIDS/STD'S</b>		x	x	x	x	x			x
<b>300 Family Counseling</b>		x	x	x	x	x	x		x
<i>305 Theories of Counseling</i>		x	x	x	x				x
<i>310 Clinical Counseling Practice</i>			x	x	x		x		x
312 Death, Dying and Caregiving			x	x	x	x			x
315 Compulsive & Addictive Behavior			x	x	x	x			x
<u>317 Health Care &amp; Social Service</u>		x	x	x	x	x	x	x	x
319 Case Management			x	x		x	x		x
<i>328 Csl. the Chem. Dep. (CD Only)</i>			x	x	x	x	x		x
<i>342 Csl. Sexual &amp; Dom. Violence</i>			x	x	x	x			x
<u>347 Soc. Ser. With Children</u>			x	x	x	x			x
<b>350 Theo'l Skills</b>			x	x	x		x		x
355 Psych. Consequences of Dying			x	x	x	x			x
<u>358 Soc. Serv. &amp; Public Policy</u>			x	x	x	x			x
<u>360 Gerontological Social Service</u>			x	x	x	x			x

<b>405 Diverse Populations</b>		<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>			<b>x</b>
413 Methods of Comm. Organizing			<b>x</b>			<b>x</b>			<b>x</b>
415 Cert. Proc. (non-credit/on-line)		<b>x</b>							
420 Group Counseling			<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>			<b>x</b>
430 Assessment & Trmt. Planning			<b>x</b>			<b>x</b>	<b>x</b>		
<b>494 Assmt. Sem. (Non-Credit)</b>		<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>495 Practicum</b>		<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
496 Topics									

## **PROFESSIONAL EDUCATION IN A LIBERAL ARTS CONTEXT**

The Human Services Program at Calumet College of St. Joseph develops as a program of professional education in a liberal arts context. The professional education component of the Human Services Program is designed in voluntary compliance with the Educational Standards set forth by the National Organization of Human Services (NOHS) and The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Both bodies specify eight areas that must be covered in any Human Services and/or Counseling curriculum. The eight areas are:

1. Professional Identify
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

In addition to the eight areas identified above, students complete a General Education Program. This curriculum guides students toward mastery of: 1) basic tool skills, and 2) an understanding of the diversity of human culture through the study of history, literature, the visual and performing arts and the social and behavioral sciences. The Human Services Program views this extended curriculum as an integral part of the professional preparation of every Human Services major. Increasingly, the assessment practices

of the Human Services Program will give more attention to identifying how well students have mastered the tool skills and are able to integrate these broader areas of knowledge into their professional development.

The next sections discuss each area of professional and general education that make up the Bachelor of Science in Human Services degree.



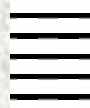
#5 Attain Entry-Level Professional Competence



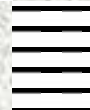
#6 Write and Present a Case Study



#7 Articulate a Professional Identity and Commitment to Continuing Education



#8 Ethical Awareness and Resolution Skills



**General Education Program**

ENG 103



ENG 104



ENG



ENG.



MFA



MFA



MFA



RST 100



PHL 200



RST



MATH



SCI



SOC SCI



CIS



## **TOOL SKILLS: AN OVERVIEW**

**Students entering the Human Service Program without prior college experience begin with a series of courses designed to build a foundation of general and professional academic tool skills that will enable them to successfully complete their degree. These skills are developed in the General Education Curriculum. These skills are integrated for mastery throughout the Human Services curriculum by:**

- **an emphasis on the importance of writing as a professional competence; and**
- **an incorporation of these skills into assessment practices throughout the program.**

**The tool skills fall into three categories:**

- **written and oral communication,**
- **quantitative analysis, and**
- **information technology.**

As students move into upper level courses a minimum level of mastery of these skills is assumed. The application of these skills throughout the curriculum will help students further their mastery of them.

**TOOL SKILL SET #1: COMMUNICATION SKILLS FOR HUMAN SERVICE PROFESSIONALS**

The Competencies	Where They Are Taught	How They Are Assessed
<b>Written Communication Skills</b>		
<p><b>Written:</b> Human Service Professionals need to be proficient in the following forms of writing:</p> <ol style="list-style-type: none"> <li>1. Academic Writing including: <ul style="list-style-type: none"> <li>• The ability to structure an annotated journal article</li> <li>• The ability to construct a Review of Literature</li> </ul> </li> <li>2. Essays: exploring an issue in detail</li> <li>3. Concise writing within a pre-set format: client records, case study, screening and assessment result, memoranda, and business letters.</li> </ol>	<p><b>Initially Presented in:</b></p> <p><b>ENG 103, 104</b></p> <p>These skills are presumed throughout the program and mastered in their application.</p> <p><b>HSV 310</b></p> <p><b>Integrated Instruction throughout the Human Services program</b></p>	<p><b>Initially Assessed by:</b></p> <p><b>ENG 103, 104</b></p> <p><b>HSV 310 – Development of a Case Study</b></p> <p><b>Integrated Assessment by use of:</b></p> <ul style="list-style-type: none"> <li>• common rubrics for assessing writing skills;</li> <li>• continued use of client simulation exercises;</li> <li>• continued use of case study method.</li> </ul>

**Oral Communication Skills**

<p><b>Oral:</b> Human Service Professionals need to be able to:</p> <ul style="list-style-type: none"> <li>• convey ideas with clarity, organization and ease</li> <li>• adjust to the needs to the group to whom they are speaking;</li> <li>• use Standard English and pronounce words clearly and precisely</li> <li>• state a position clearly and develop it coherently;</li> <li>• convey comfort and be effective in a public speaking forum.</li> </ul>	<p><b>Initially Presented in:</b></p> <p><b>MFA 150</b></p>	<p><b>Initially Assessed by:</b></p> <p><b>MFA 150</b></p>
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**Small Group Communication Skills**

<p><b>Group:</b> Human Service Professionals must demonstrate mastery in three areas of group skills:</p> <p>1. Listening: The ability to:</p> <ul style="list-style-type: none"> <li>• receive information;</li> <li>• interpret information;</li> <li>• analyze information;</li> <li>• consider different and conflicting points of view;</li> <li>• maintain a non-defensive posture within a controversial environment;</li> <li>• listen beyond the norm's of one's own experience;</li> <li>• effectively reflect back what one has heard and observed.</li> </ul> <p>2. Managing Group Processes</p> <ul style="list-style-type: none"> <li>• Within a group: facilitate communication and manage conflict among members</li> <li>• Between groups: facilitate communication and manage conflict between groups</li> </ul>	<p><b>Initially Presented in:</b></p> <p><b>HSV 100, 310</b></p> <p><b>Continued mastery of these basic communication skills is emphasized throughout the program.</b></p> <p><b>HSV 420</b></p>	<p><b>Initially Assessed by:</b></p> <p><b>HSV 100</b></p> <p><b>HSV 310</b></p> <p><b>HSV 420</b></p>
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**TOOL SKILL SET #2: QUANTITATIVE ANALYSIS FOR HUMAN SERVICE PROFESSIONALS**

The Competencies	Where They Are Taught	How They Are Assessed
<p><b>Basic Math Skills</b>                      Students will demonstrate mastery of the competencies presented in MTH 102 Integrated Mathematics Concepts.</p>	<p><b>Initially Presented in: MTH102</b></p>	<p><b>Initially Assessed by:</b>                      Entrance Exam                      Course Based Assessment</p>
<p><b>Statistics</b>                      Students will be proficient in:</p> <ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Inferential statistics</li> </ul> <p>Students will be able to accurately interpret data based research.</p>	<p><b>Initially Presented in:</b>                      HSV 235</p>	<p><b>Initially Assessed by:</b>                      Course Based Assessment in HSV 235</p>

**TOOL SKILL SET #3: INFORMATION TECHNOLOGY FOR HUMAN SERVICE PROFESSIONALS**

<b>Competencies</b>	<b>Where They Are Taught</b>	<b>How They Are Assessed</b>
<p><b>Human Services students will be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. work in Microsoft Word, Excel, and Power Point;</b></li> <li><b>2. do Internet Research</b></li> <li><b>3. demonstrate mastery of the applications of word processing and data management skills in the human service environment;</b></li> <li><b>4. use e-mail technology</b></li> <li><b>5. assess new uses for technology in the delivery and management of human services; and</b></li> <li><b>6. apply technology skills in a distance learning format.</b></li> </ol>	<p><b>Initially Presented in:</b> CIS 115</p> <p><b>Application of basic computing skills is integrated throughout the Human Services program especially through the use of Blackboard.</b></p>	<p><b>Initially Assessed by:</b> Course-based assessment in CIS 115</p>

**TOOL SKILL SET # 4: RESEARCH METHODS**

The Competencies	Where They Are Taught	How They Are Assessed
<p>Human Service Professionals need to be proficient in basic quantitative and qualitative research methods, tools for data analysis and computer applications for data management. Specifically, HSV Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. identify a question/clarify an issue;</li> <li>2. implement appropriate methods of data collection;</li> <li>3. categorize data;</li> <li>4. apply the data to the specific problem or question; and</li> <li>5. determine the need for additional research.</li> </ol> <p>The essential research tools developed :</p> <ol style="list-style-type: none"> <li>1. Information Technology: The use of SPSS along with the computer applications developed in LEA 521;</li> <li>2. Statistical analysis of data;</li> <li>3. Qualitative Methods for data collection and analysis including:               <ul style="list-style-type: none"> <li>• Writing and Conducting Surveys</li> <li>• Writing and Administering Questionnaires</li> <li>• Participant Observation</li> <li>• Conducting Focus Groups</li> <li>• Interviewing</li> <li>• Phone Surveys</li> </ul> </li> </ol>	<p><b>Initially Presented in:</b></p> <p><b>ENG 104</b> <b>HSV 235</b></p> <p><b>Integrated Instruction in:</b></p> <p>Basic proficiency in these competencies is presumed as students advance through the Human Services Program. Further mastery is achieved through the application of these skills throughout the program.</p>	<p><b>Initially Assessed by:</b></p> <p><b>ENG 104</b> <b>HSV 235</b></p>

**GENERAL KNOWLEDGE OF HUMAN BEHAVIOR AND CULTURAL DIVERSITY**

<b>The Competencies</b>	<b>Where They Are Taught</b>	<b>How They Are Assessed</b>
<p><b>Multicultural Perspectives</b></p> <p>Through study in the Humanities, Fine Arts, Religion, Philosophy, Literature, History and Social Science, Human Services students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify seven continents as the major geographic and cultural centers of the world;</li> <li>2. identify the core cultural values of each geographic center;</li> <li>3. explain the literary and historical development within each cultural center;</li> <li>4. apply these cultural insights to explanations of the cultural context of human behavior; and,</li> <li>5. engage in the debate about respect for cultural differences, on the one hand, and acknowledging a universal code of human rights, on the other; and,</li> <li>6. demonstrate familiarity with the most common psychological and sociological theories of human behavior.</li> </ol>	<p>Initially Presented in required General Education courses.</p> <p>Student's sensitivity to and ability to respond appropriately to cultural diversity is integrated throughout the Human Services Program most especially in HSV 250 and HSV 405.</p>	<p>Initially Assessed by course based assessment in General Education curriculum.</p>

**PROFESSIONAL AREA 1: PROFESSIONAL IDENTITY**

The Competencies	Where They Are Taught	How They Are Assessed
<p><b>Human Service Professionals need to be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. explain the origins of the Human Service profession;</b></li> <li><b>2. identify the values on which the profession is founded;</b></li> <li><b>3. develop personal values that are consistent with the values on which the profession is founded;</b></li> <li><b>4. identify the various occupations involved in Human Services;</b></li> <li><b>5. explain the origins of their personal commitment to the profession;</b></li> <li><b>6. demonstrate familiarity with the ethical codes of the various professional organizations within the Human Services field; and</b></li> <li><b>7. demonstrate a commitment to life-long learning as a professional value.</b></li> </ol>	<p><b>Initially Presented in:</b></p> <p><b>HSV 100</b> <b>HSV 250</b></p> <p><b>Integrated throughout the Human Services Program</b></p>	<p><b>Initially Assessed by:</b></p> <p><b>HSV 100:</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation that overviews the origins of the profession;</b></li> <li>• <b>Development of an Autobiography</b></li> <li>• <b>Development of a Plan for Degree Completion</b></li> <li>• <b>Development of a Plan for Life-Long Learning</b></li> </ul> <p><b>HSV 250:</b></p> <ul style="list-style-type: none"> <li>• <b>Successful completion of the Codes Test</b></li> <li>• <b>Completion of a series of Case studies involving ethical issues and dilemmas</b></li> </ul> <p><b>Integrated Assessment by:</b></p> <p><b>HSV 305:</b></p> <ul style="list-style-type: none"> <li>• <b>Completion of Response Papers on the student’s motives for working in the Human Services field and potential value conflicts the student might experience as a working professional.</b></li> </ul> <p><b>Continued Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Annual Assessment Seminar</b></li> <li>• <b>Practicum</b></li> </ul>

**PROFESSIONAL AREA 2: SOCIAL AND CULTURAL DIVERSITY**

The Competencies	Where They Are Taught	How They Are Assessed
<p><b>Human Service Professionals need to understand the cultural context of human behavior and know how to expand their knowledge and understanding of different cultures.</b></p> <p><b>The Cultural Context of Behavior:</b></p> <p><b>Characteristics of Cultures:</b> explain the role that cultural values have on behavior;</p> <p><b>Cultural Norms Regarding Presentation of Self:</b> The student is aware of how his/her culture influences behavioral presentation of self, i.e. talking loudly, making or avoiding eye contact, etc;</p> <p><b>Maintain Cultural Objectivity:</b> The student is able to avoid personalizing/internalizing client norms for behavior;</p> <p><b>Culturally Appropriate Interventions,</b> i.e. Student's interventions recognize and are appropriate to the client's cultural values</p> <p><b>Knowledge of Other Cultures:</b></p> <p><b>The Ability to Access Information:</b> the student knows how to learn about other cultures;</p>	<p><b>Initially Presented in:</b></p> <p><b>General Education Program: Social Justice Seminar</b></p> <p><b>ENG 232, 233, 234, Global Perspectives (Students take two of the three.)</b></p> <p><b>HSV 405</b></p>	<p><b>Initially Assessed by:</b></p> <p><b>General Education Program: Social Justice Seminar</b></p> <p><b>ENG 232, 233, 234, Global Perspectives (Students take two of the three.)</b></p> <p><b>HSV 405: Students complete a series of simulation exercises and a case study as part of HSV 405.</b></p>

**Being Culturally Informed is a Personal Value:** the student:

1. demonstrates that being culturally informed is a personal value as evidenced by curiosity about and exploration of different cultures and recognizes how their own experience of race, class, gender, and age, impacts how they interpret personal and professional experience;
2. understands how the experience of race, class, gender, and age of different groups of people shapes group norms about behavior as well as attitudes toward and receptivity to professional helpers; and,
3. is able to assess the extent to which they have internalized cultural biases.

**PROFESSIONAL AREA 3: HUMAN GROWTH AND DEVELOPMENT**

The Competencies	Where They Are Taught	How They Are Assessed
<p><b>Human Service Professionals need to be able to:</b></p> <ul style="list-style-type: none"> <li><b>7. summarize the model of human development characteristic of each of the major theories of human behavior;</b></li> <li><b>8. identify the model of human development represented in each of the major theories of counseling;</b></li> <li><b>9. develop a position on human growth and development;</b></li> </ul>	<p><b>Initially Presented in:</b></p> <p><b>PSY 100, 305, 335,</b> <b>HSV 305, 310, 350</b></p>	<p><b>Initially Assessed by:</b></p> <ul style="list-style-type: none"> <li><b>• Successful completion of course work</b></li> </ul> <p><b>Continued Assessment:</b></p> <ul style="list-style-type: none"> <li><b>• Annual Assessment Seminar</b></li> <li><b>• Practicum</b></li> </ul>

**PROFESSIONAL AREA 4: CAREER DEVELOPMENT**

The Competencies	Where They Are Taught	How They Are Assessed
<p>Human Service Professionals need to be proficient in two areas of career development: personal career planning and career-oriented client services.</p> <p>Personal Career Planning:</p> <ol style="list-style-type: none"> <li>1. Human Services students will be familiar with the range of professional opportunities within the Human Services field.</li> <li>2. Human Services students will select an area of concentration in either social service or counseling.</li> <li>3. By the Practicum Placement, students will demonstrate entry-level proficiency in either basic social service delivery or counseling interventions.</li> </ol> <p>Career-Oriented Client Services</p>	<p><b>Initially Presented in:</b></p> <p><b>HSV 100</b></p> <p><b>At this time the Human Services Program does not offer a structured curriculum in career counseling.</b></p>	<p><b>Initially Assessed by:</b></p> <p><b>HSV 100 Plan for Degree Completion Annual Assessment Seminar HSV 495 Practicum Supervision Program-Based Advising</b></p>

**PROFESSIONAL AREA 5: HELPING RELATIONSHIPS**

The Competencies	Where They Are Taught	How They Are Assessed
<p><b>Human Service Professionals need to be familiar with a range of theories and skills characteristic of effective helping relationships. These can be classified into three areas:</b></p> <p><b>Social Service Theory and Practice</b></p> <p><b>Counseling Theory</b></p> <p><b>Clinical Counseling Skills</b></p>	<p><b>Initially Presented in:</b></p> <p><b>HSV 100, 220, 305, 310, 400,</b></p>	<p><b>Initially Assessed by:</b></p> <ul style="list-style-type: none"> <li>• <b>Objective test that assess knowledge base</b></li> <li>• <b>Simulation Exercises that assess understanding and initial application skills</b></li> <li>• <b>Case Studies that assess application skills</b></li> <li>• <b>Individual Papers that address specific issues in the helping process</b></li> </ul>

**PROFESSIONAL AREA 6: GROUP WORK**

The Competencies	Where They Are Taught	How They Are Assessed
<p><b>Human Service Professionals need to be able to work effectively in and with various types of groups. This requires a working knowledge of the various types of groups, the roles people take within groups and the need to implement an approach to group leadership that is consistent with the function of a particular group.</b></p>	<p><b>Initially Presented in:</b>   <b>HSV 100, 420</b></p>	<p><b>Initially Assessed by:</b></p> <ul style="list-style-type: none"> <li>• <b>Objective Tests that assess for knowledge base</b></li> <li>• <b>Group Projects that assess students ability to use a theory and skill set related to group work</b></li> <li>• <b>Participant Observation Research</b></li> </ul>

**PROFESSIONAL AREA 7: ASSESSMENT AND TREATMENT PLANNING**

The Competencies	Where They Are Taught	How They Are Assessed
<p><b>All Human Service Professionals need to be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. formulate observational statements about the difficulties and problems clients present;</b></li> <li><b>2. formulate goal statements related to problem remediation and growth enhancement;</b></li> <li><b>3. develop strategies that will be effective in assisting clients achieve the desired outcomes; and,</b></li> <li><b>4. evaluate the effectiveness of a treatment plan and make changes when necessary.</b></li> </ol> <p><b>In addition, counselors need to:</b></p> <ol style="list-style-type: none"> <li><b>1. be familiar with the structure and function of the DSM-IV;</b></li> <li><b>2. use the DSM-IV effectively in the assessment process;</b></li> <li><b>3. develop clinical interventions that reflect the standard of care for a particular disorder or problem; and</b></li> <li><b>4. when necessary, work cooperatively with medical personnel and other health care professionals.</b></li> </ol>	<p><b>Initially Presented in:</b></p> <p><b>HSV 100, 220, 430</b></p>	<p><b>Initially Assessed by:</b></p> <ul style="list-style-type: none"> <li><b>• Completion of Case Studies using methods of assessment and treatment planning</b></li> <li><b>• Objective Tests</b></li> </ul> <p><b>Continued Assessment:</b></p> <ul style="list-style-type: none"> <li><b>• Annual Assessment Seminar</b></li> <li><b>• Practicum</b></li> </ul>

**PROFESSIONAL AREA 8: RESEARCH AND PROGRAM EVALUATION**

The Competencies	Where They Are Taught	How They Are Assessed
<p><b>Human Service Professionals need solid research skills:</b></p> <ul style="list-style-type: none"> <li>• as preparation for graduate school;</li> <li>• to design program evaluation instruments; and</li> <li>• for continuing education purposes.</li> </ul> <p><b>Human Service Professionals need to be proficient in basic quantitative and qualitative research methods, tools for data analysis and computer applications for data management. Specifically, HSV Graduates will be able to:</b></p> <ol style="list-style-type: none"> <li>6. identify a question/clarify an issue;</li> <li>7. implement appropriate methods of data collection;</li> <li>8. categorize data;</li> <li>9. apply the data to the specific problem or question; and</li> <li>10. determine the need for additional research.</li> </ol>	<p><b>Initially Presented in:</b></p> <p><b>ENG 104</b> <b>HSV 235</b></p> <p><b>Integrated Instruction in:</b></p> <p>Basic proficiency in these competencies is presumed as students advance through the Human Services Program. Further mastery is achieved through the application of these skills throughout the program.</p>	<p><b>Initially Assessed by:</b></p> <p><b>HSV 235</b></p> <p><b>Integrated Assessment by:</b></p> <ul style="list-style-type: none"> <li>• <b>Completion of Research Projects in upper level courses across the curriculum.</b></li> </ul>

## **THE HUMAN SERVICES PRACTICUM**

The Practicum course is required of all degree-seeking Human Services students. Exceptions are made for students who come into the program with extensive work experience in the field. In some very rare cases, exceptions are made for students who are planning to enroll in a graduate program for which additional course preparation would be more helpful.

The Practicum serves two purposes. First, it offers an intensive field-based educational opportunity to the student. Students receives both on-site and faculty supervision. The on-site supervisor is a working professional in the agency in which the student is placed. The student receives immediate feedback based on performance observation. The second purpose of the Practicum is assessment. The Practicum offers students and opportunity to demonstrate their ability to function as entry-level professionals. This gives the Human Services Program an opportunity to assess both the student's readiness to enter the profession and an opportunity to assess the quality of the student's preparation for professional work.

In many respects, the Practicum represents one of the most important pieces of the Human Services Curriculum. Students' experiences in Practicum are a base from which curricular and pedagogical changes are made annually within the Human Services Program.

In the Fall of 2002, the Practicum course was increased from three to four credit hours. The additional credit hour is earned through participation in an Assessment Seminar as part of the Practicum. Students enrolled in Practicum will have an opportunity to participate in the assessment aspect of Practicum. They will be able to work directly with the Program Director to identify areas of strength and weakness in their preparation and make recommendations for how the Human Services Program can be strengthened to more adequately prepare students for employment and/or graduate study.