CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **34-63-65** NEW: February/1998

TITLE: INTRODUCTION TO HUMAN SERVICES

DEPARTMENT: Youth Academies

CREDITS: 10 HOURS: 180

APPORTIONMENT NO.: 01.101.129

COURSE DESCRIPTION:

This competency-based course prepares students to be entry-level human service workers through classroom instruction and employment opportunities. It will examine the nature of helping by identifying significant issues in the field of human services and describe skills required by human service professionals. In addition, this course will examine the essential elements of effective listening and critical thinking skills. This course will help prepare students for college and provide them with the necessary information to pursue a career in human services. Competency areas include: history of human services, the role of human service professionals, basic attitudes and skills for human service workers, effective communication skills, facilitation skills for group leaders, problem-solving, the impact of multiculturalism in human services, administration and fundraising, employment preparation, and college and career planning for human services.

PREREQUISITES:

None

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office

ACKNOWLEDGMENT

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COMPETENCY-BASED COMPONENTS for the <u>Introduction to Human Services</u> Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
A. HISTORY OF HUMAN SERVICES Students will learn about the history of human services in America. (3 hours) Classroom Instruction	 Understand how human services began and evolved. Recognize the types of social problems and needs addressed by these services. Identify key vocabulary words associated with human services. List the different types of human service agencies.
(3 hours) Work-Based Learning	 5. Learn about the history of the human service agency where student will work. 6. Understand the agency's purpose and range of services. 7. Identify the target populations and geographical areas the agency serves.
B. THE ROLE OF HUMAN SERVICE PROFESSIONALS Students will learn about the role of and demand for human service professionals.	 List and define the different types of human services. Understand the different roles played by human service professionals. Learn about human service careers and their educational requirements. Identify employment opportunities for entry-level human service workers and for human service professionals with advanced degrees. Learn how to analyze a job advertisement.
	 Learn about the duties and responsibilities of a human service worker. Understand the training and qualifications of a human service worker. Interview established professionals to learn pros and cons of working in human services. Create an organizational chart for an agency to see how the staff relate to and work with each other. Identify a service offered at an agency and identify the staff who carry out its objectives and activities. Understand the characteristics of a successful, effective human service professional.
(6 hours) Work-Based Learning	

C. IDENTIFY BASIC ATTITUDES AND SKILLS FOR HUMAN SERVICE WORKERS

Students will identify and discuss basic attitudes and skills needed to be a successful human service worker.

(6 hours) Classroom Instruction

- 1. Identify the attitudes that are essential for successful human service workers such as flexibility, patience and persistence.
- Develop an understanding about the inherent capacity of any person to improve or grow, given the opportunity and resources.
- Learn how to be respectful and non-judgmental in order to observe behavior objectively.
- Learn techniques for using good judgement in decisionmaking and actions taken.
- 5. Learn organizational skills.

6. Demonstrate a genuine desire to work with people.

- 7. Demonstrate an ability to establish a friendly, productive relationship with program participants.
- 8. Demonstrate an ability to observe and describe program participants' behaviors accurately and without bias.
- 9. Demonstrate appropriate level of emotional control, including not becomeing overly-excited or depressed and maintaining a good sense of humor.
- Demonstrate understanding of one's own abilities and limitations.
- Demonstrate ability to handle crises effectively by enlisting help of trained professional staff.

(12 hours) Work-Based Learning

D. EFFECTIVE COMMUNICATION SKILLS

Students will develop effective communication skills essential for working in the human services field.

(12 hours) Classroom Instruction

- 1. Identify words that can be used to convey respect and interest without being judgmental or critical.
- 2. Learn about effective listening skills.
- 3. Learn to engage different types of people in conversations.
- 4. Learn how to ask thoughtful, open-ended questions.
- 5. Learn how to accept compliments and criticism.
- 6. Learn how to use role-playing and sample scenarios as a technique in practicing communication skills.
- 7. Demonstrate empathy and compassion toward others.
- 8. Demonstrate ability to listen to the needs and concerns of others.
- Engage others in conversations by asking open-ended questions.
- Demonstrate openness to receiving feedback about behavior from others.

(16 hours) Work-Based Learning

E. GROUP COMMUNICATION SKILLS Students will learn how to participate in and lead peer groups and their activities so that cooperation, trust and communication can be achieved.	 Understand that the group facilitator is a position of neutrality. Learn how to encourage open communication. List ways for clarifying, sharing and disseminating information. Learn how to set group ground rules that specify how participants are to behave. Identify different processes for group goal-setting and decision-making. Develop skills for helping groups reach consensus. Learn how to manage confrontations and conflicts. Understand the connection between body language and facilitation skills.
(12 hours) Classroom Instruction	 Observe an experienced facilitator running groups. Interpret the body language of self and others. List goal-setting activities that might be used in a group. Demonstrate ability to run an activities planning meeting. Discuss the elements of a successful and unsuccessful group activity.
F. PROBLEM-SOLVING Students will learn problem- solving techniques. (12 hours) Classroom Instruction	 Identify ways to help people clarify their needs and problems. Learn brainstorming techniques as a way of looking at all the alternative solutions for problems. Learn how to use role-playing and sample scenarios as a technique for solving problems. Learn techniques for managing the stress that often accompanies problem situations. Recognize how emotions, especially anger, influence problem-solving. Identify ways to evaluate problem-solving methods by linking them to desired outcomes. Learn how to help people locate other human service and health agencies that can help them solve their problems.
(16 hours) Work-Based Learning	 Demonstrate an ability to help others define their problem situations. Demonstrate how to use brainstorming techniques while working with others. Develop stress management techniques and share them with others.

G.	THE IMPACT OF
	MULTICULTURALISM IN
	HUMAN SERVICES

Students will learn about cultural diversity and the importance of providing culturally competent human services.

(6 hours) Classroom Instruction

- 1. Identify his/her own cultural background, beliefs, and values.
- 2. Learn how student's culture relates to other cultures.
- 3. Understand why cross-cultural sensitivity is essential in a diversified community.
- 4. Learn the foundation of cultural competency.

5. Learn to work with people from culturally diverse backgrounds.

6. Plan and carry out activities linked to a cultural holiday or event.

(12 hours) Work-Based Learning

H. ADMINISTRATION AND FUNDRAISING

Students will learn the basics of human service agency administration, record keeping and fundraising.

(3 hours) Classroom Instruction

- 1. Identify the different types of funding sources that support human service agencies.
- 2. Learn about the different types of record keeping usually required by funding sources.
- 3. Understand issues around confidentiality in record keeping.
- Investigate different ways that agencies measure the results of their services.
- 5. Explore different ways that agencies raise funds from the community to support their work.

6. Learn about the particular funding structure of a human service agency.

- 7. Learn how an agency keeps records of its services and measures its effectiveness.
- 8. Identify possible fundraising activities for an agency.
- 9. Participate in a fundraising activity.

(16 hours) Work-Based Learning

I. EMPLOYMENT PREPARATION

Students will learn how to prepare themselves for the world of work, how to conduct a job search and how to conduct themselves in a professional manner.

(6 hours) Classroom Instruction

- 1. Understand the importance of being enthusiastic when performing job assignments.
- 2. Understand why a neat appearance and punctuality are important.
- 3. Learn techniques for managing time effectively.
- 4. Learn how to create a resume.
- 5. Learn how to prepare for a job interview.
- 6. Learn how to apply the classroom experience and skills in a real working situation.
- 7. Learn how to use role-playing and sample scenarios in preparation for employment.

- 8. Understand the importance of having a positive attitude on the
- Observe work behavior of others on the job. 9.
- 10. Identify other workers who can serve as role-models.
- 11. Discuss on the job work behavior with a professional at the job
- 12. Demonstrate the ability to receive and use feedback from co-
- 13. Learn how to consult and network with other workers and agencies.

(12 hours) Work-Based Learning

J. COLLEGE AND CAREER PLANNING FOR HUMAN **SERVICES**

Students will be able to identify his/her interests and abilities when selecting a college and career.

- 1. Learn about the colleges and universities with human services programs.
- 2. Identify different human services programs that offer certificates in specialized areas, as well as associate and bachelor level degree programs.
- 3. Learn ways of financing a college education (e.g. scholarships, Cal Grants, Pell Grants, work-study, and student loans).
- 4. Learn about strategies for taking the SAT.
- 5. Identify and explore choosing a particular field of human service.

(3 hours) Classroom Instruction

SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

TEXTBOOKS

Mehr, Joseph (1995). <u>Human Services: Concepts and Instruction Strategies</u>. Allyn and Bacon: Boston.

Hocker, Wilmont (1995). Interpersonal Conflict. Fourth Edition.

Dass and Gorman (1990) How Can I Help?

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.