

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester / Session:** Fall 2010

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number:** RH 215

**Course Title:** Introduction to Human Services

**Reason for initiating, revising, or canceling:**

This course is being created to introduce students to human services as a profession. This is a required course for the Bachelor of Science degree in Education-Rehabilitation and Human Services.

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Melena A. Slaven 

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Proposer

8/4/10  
Date

Melena A. Slaven 

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Department Chair/Program Director

8/4/10  
Date

  
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Dean of Academic Programs and Services

8.4.10  
Date

# Northern Marianas College

## Course Guide

Course: RH 215 Introduction to Human Services

### 1. Department

School of Education

### 2. Purpose

This course introduces the students to human services as a profession and to the generalist human services professional. The target population is all students pursuing a Bachelor of Science degree in Education-Rehabilitation and Human Services, and teachers, parents, administrators and anyone with an interest in learning more about the human services field.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

##### Required Textbook

Woodside, Marianne & Tricia McClam, *Introduction to Human Services*.  
6<sup>th</sup> ed. Belmont, CA: Brooks Cole, 2008.

Readability level: Grade 10.9

##### Related Materials

Handouts on specific topics will also be distributed.

#### B. Contact Hours

1. **Lecture:** 3 hours per week/45 hours per semester
2. **Lab:** None
3. **Other:** None

#### C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

#### D. Catalogue Course Description

This course introduces students to human services as a profession and the generalist human services professional. This course illustrates a variety of consumers and the interaction between helper and consumer, and emphasizes the history of helping, the human services movement, current influences on human services (i.e. technology, managed care), models of service delivery, and ethical considerations.

Prerequisite(s): RH 200 with a "C" grade or higher or concurrent enrollment. English Placement Level: EN 101

Math Placement Level: None

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### **E. Degree or Certificate Requirement Met by Course**

This course is required for the B.S. in Education-Rehabilitation and Human Services.

### **F. Course Activities and Design**

Class activities, design and specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques may include, but are not limited to, the following:

Lecture and interactive discussion, facilitated group discussions, problem-based learning/case studies, audio-visual and professional article reviews and reactions/reflections, group/individual presentations and scenario/role-playing, quizzes and exams.

### **4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisite(s): RH 200 with a "C" grade or higher or concurrent enrollment

English Placement Level: EN 101

Math Placement Level: None

### **5. Estimated Cost of Course; Instructional Resources Needed**

Cost to the Student: Tuition for the course and the cost of the textbook.

To the College: Salary of instructor. Instructional resources for the course may include books (to be identified by the instructor), films, overhead projector, TV, VCR/DVD player, blank videocassettes, laptop computer, LCD projector, extension cords, duplicating supplies and materials (for copies of handouts).

### **6. Method of Evaluation**

Student grades will be based on the letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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### 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Defining Human Services: An Introduction to Human Services
  - 1.1 Themes and Purposes of Human Services
  - 1.2 The Interdisciplinary Nature of Human Services
  - 1.3 The Relationship between Client and Helper
  - 1.4 Management Principles in the Delivery of Human Services
  - 1.5 Roles of the Human Services Professional
  - 1.6 Activities of the Human Services Professional
  
- 2.0 A History of Helping
  - 2.1 Early History: A Summary
  - 2.2 Human Services in the United States
    - 2.2.1 Colonial America
    - 2.2.2 The 19<sup>th</sup> Century: A Time of Change
    - 2.2.3 Early 20<sup>th</sup> Century: New Directions
    - 2.2.4 Mid-20<sup>th</sup> Century: Focus on Mental Health
    - 2.2.5 Late 20<sup>th</sup> Century: Revising the Social Welfare System
    - 2.2.6 Welfare Reforms
  
- 3.0 Human Services Today
  - 3.1 New Settings for the Delivery of Human Services
  - 3.2 The Impact of Technology
  - 3.3 Managed Care
  - 3.4 The International Perspectives
  - 3.5 Trends in Human Services
  
- 4.0 Models of Delivery of Human Services
  - 4.1 The Medical Model
  - 4.2 The Public Health Model
  - 4.3 The Human Services Model
  
- 5.0 Clients and Helpers in Human Services
  - 5.1 The Client: The Whole Person
  - 5.2 Clients as Individuals, Groups, and Populations
  - 5.3 Ways of Getting Help
    - 5.3.1 Barriers to Seeking Help
  - 5.4 The Client's Perspective

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- 6.0 The Human Services Professional
  - 6.1 Who is the Helper
  - 6.2 Typology of Human Services Professionals
  - 6.3 Human Services Roles
  
- 7.0 The Practice of Human Services: The Helping Process
  - 7.1 The Nature of the Helping Process
  - 7.2 An Introduction to Helping Skills
  - 7.3 Skills for Clients that are Challenging
  - 7.4 Intervention Strategies
  
- 8.0 Working Within A System
  - 8.1 The Agency Environment
  - 8.2 Using Available Services
  - 8.3 Challenges in Day-to-Day Human Services Work
  - 8.4 Promoting Change in a Dynamic World
  
- 9.0 Professional Concerns
  - 9.1 Ethical Considerations
    - 9.1.1 Ethical Standards for Psychologists
    - 9.1.2 Ethical Standards for School Counselors
    - 9.1.3 Code of Professional Ethics for Rehabilitation Counselors
    - 9.1.4 American Rehabilitation Counseling Association (ARCA) and National Rehabilitation Counselors Association (NRCA) Code of Ethics and Standards for Practice
    - 9.1.5 Ethical Standards of Human Services Professionals

### 8. Instructional Goals

This course will introduce the student to:

- 1.0 The purpose of human services and the various disciplines in the field;
- 2.0 The history of human services;
- 3.0 The current influences on human services;
- 4.0 The models used in the delivery of human services;
- 5.0 The diversity of consumer populations and a variety of common issues;

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- 6.0 The roles of the human services professional;
- 7.0 The helping skills and intervention strategies;
- 8.0 The signs of stress and burnout and effective coping strategies to deal with the challenges of the profession; and
- 9.0 The important ethical and professional issues human services workers must face.

## 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Define and explain the purpose of human services and discriminate between the disciplines in the field (i.e. identify career types and opportunities in the human services field);
- 2.0 Report knowledge of the history of human services;
- 3.0 Summarize the current influences on human services;
- 4.0 Compare and contrast the models used in the delivery of human services;
- 5.0 Identify the diversity of consumers and a variety of common issues;
- 6.0 Compile a list of roles of the human services professional;
- 7.0 Apply the helping skills and intervention strategies;
- 8.0 Discuss the signs of stress and burnout and develop a plan of effective coping strategies; and
- 9.0 Identify the ethical standards of the human services field and devise a plan to reduce the ethical pitfalls.

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## 10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Class attendance and participation.
- 2.0 Written and oral reports.
- 3.0 Individual and group presentations.
- 4.0 Reflective/reaction essays.
- 5.0 Web/library database assignments.
- 6.0 Quizzes and exams.
- 7.0 Journal entries.