

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 12/8/21

4. Department/discipline: Human Services

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Introduction to Human Services
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: HSER 8. Course Level: 1001

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) _____

11. Catalog/Course description:

This course provides a theoretical overview of beginning concepts in human services including the history and future of human services, the social welfare system, strategies of intervention, the helping role, professional ethics, diversity, values and human services. *Also integrated into the course is a special focus on Human Service practice within the American Indian community.*

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Woodside, M., & McClam, T. (2006). An Introduction to Human Services (7th ed). Belmont, CA: Thomson Brooks/Cole.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Historical View of Human Services in the US
2. Social Welfare Systems (Federal, State, County & Tribal)
3. Social Welfare Policies: Impact on Practice
4. Social Welfare Client Experiences
5. Human Service Theories
6. The Human Service Intervention Model
7. Alternative & Innovative Models of Intervention
8. Culturally Sensitive Practice: Serving Diverse Populations in Human Services
9. Values & Ethics- Ethical Decision Making Model

- 10. Cultural Competency
- 11. American Indian Theories, Cultural Interventions, & Best Practices
- 12. The Helping Role & Human Services Professionals

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Students will demonstrate knowledge of relevant human service theories and application to the practice of Human Services.	A, B, C	
Students will evaluate the different social welfare delivery systems both historically and contemporary. Systems to be reviewed include federal, state, county, and tribal.	A, C, D	
Students will analyze various intervention models in the human services field.	B, C	
Students will demonstrate review and gain knowledge of the professional helping roles in various settings in the delivery of human services.	A, B, C, D	
Students will evaluate and convey their knowledge of the values and ethics in the Human Services field in relation to their own personal values and ethics.	A, B, C, D	
Students will demonstrate beginning level cultural	B, C, D	1, 7, 6

competency skills in serving American Indians and other diverse groups in human services.		
Students will reflect on their own knowledge and skill development in working effectively in the Human Services field.	B, C	3

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____ Yes _____ No

Provide the required documentation to show course meets required licensing/certification standards.

03/19/19