

**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: 12/07/08 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: The Helping Process  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: HSER 8. Course Level: 1010

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 45 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

An introduction to the helping process, the course surveys the basic elements and contemporary strategies used in the field including case management, problem assessment, planning, documentation, professional ethics, and evidence based practice. Basic skill development will be enhanced through case management and coordination along with service learning activities within the community. *The course will also address the unique helping process with American Indian communities and diverse groups.*

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).

McClam, T., Woodside, M. (2010). The Helping Process Assessment to Termination  
Belmont, CA: Brooks/Cole, Cengage learning

Poupart, J., Martinex, C., Red Horse, J., Scharnberg, D. (2000). To Build a Bridge: Working with American Indian Communities. St. Paul, MN: American Indian Policy Center.

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

1. Defining the Helping Process
2. Helping Disciplines in the Field
3. Intake & Interviewing Skills Development
4. Assessment & Skill Development

5. Case Management & Planning
6. Implementation of Services
7. Coordination & Agency Collaboration
8. Helping Skill Demonstrations
9. Termination of Services
10. Best Practices in American Indian Communities
11. Culturally Sensitive Practice: Serving Diverse Populations in Helping Process
12. Values & Ethics in Case Management
13. Cultural Competency
14. Service Learning Experience
15. Professional Reflection

**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:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Students will demonstrate knowledge of the helping process in varies disciplines in the Human Service field.	A, B	
Students will display and convey their knowledge and skills of the helping process by participating in a service learning within the community.	A, B	
Students will apply their knowledge and skills of the helping process from intake to termination.	A, C	
Students will analyze the different aspects of case management and agency coordination.	B, C, D	
Students will evaluate the helping process with American Indian	C, D	1, 6, 7

communities and other diverse populations.		
Students will apply the helping process concepts to working effectively with diverse populations.	C, D	7
Students will reflect on their own skill development in working effectively in the 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](http://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.

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