

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HUMS 229

Year: 2024-2025

Course Title: Applied Methods in Human Services

Credit Hours: 3

I. Course Description: This course covers the practical applications and applied methods of the various helping theories in human services. Opportunities are provided for trying out a variety of helping methods. Video recordings and case studies are used extensively. Prerequisites: ENGL 101; HUMS 105; HUMS 200. 3 Cr. (3 Lec.) Fall semesters.

II. Additional Course Information:

1. HUMS 229 is a required course in the Human Services A.A.S.
2. This course is a prerequisite for HUMS 232 in the A.A.S. program.

III. Student Learning Outcomes

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

1. Use the basic techniques of observation, interviewing, communication, and problem solving to interact constructively with individuals and groups.
2. Conduct a systematic analysis of a service problem situation and select appropriate strategies, services, and/ or interventions respecting their needs.
3. Demonstrate the mastery of information management skills and utilize community resources.
4. Deliver services within the legal and ethical framework of professionals in human services.
5. Make self-assessments of strengths and weaknesses in relation to developing helping relationships.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs **N/A**

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

SUNY General Education Outcomes N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ GENERAL EDUCATION CATEGORY - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☒ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Human Services A.A.S.

PLO 1: Communicate effectively with agency personnel and clients using diverse communication skills including writing, speaking, and listening.

SLO 1: Use the basic techniques of observation, interviewing, communication, and problem solving to interact constructively with individuals and groups.

SLO 3: Demonstrate the mastery of information management skills and utilize community resources.

PLO 2: Explain and deploy standards for ethical practice (including competency in assessing/reporting child abuse/neglect), and illustrate a working knowledge of NYS and Federal Confidentiality regulations.

SLO 4: Deliver services within the legal and ethical framework of professionals in human services.

PLO 3: Identify and apply appropriate evidence based interventions with clients, honoring their right to self-determination, and utilizing/developing their strengths.

SLO 2: Conduct a systematic analysis of a service problem situation and select appropriate strategies, services, and/ or interventions respecting their needs.

PLO 4: Work with diverse populations as allies guided by the knowledge of the impact of social and institutional oppressions, including but not limited to racism, poverty, classism, ageism, sexism, and homophobia, upon individuals, families, and groups.

SLO 2: Conduct a systematic analysis of a service problem situation and select appropriate strategies, services, and/ or interventions respecting their needs.

PLO 5: Apply basic concepts of psychological and social development to helping relationships, to better understand human behaviors in social contexts.

SLO 1: Use the basic techniques of observation, interviewing, communication, and problem solving to interact constructively with individuals and groups.

SLO 2: Conduct a systematic analysis of a service problem situation and select appropriate strategies, services, and/ or interventions respecting their needs.

V. Essential Topics/Themes

1. Basic skills of an entry-level human service worker.
2. Effective communication skills, including active listening and other written and verbal communication.
3. Careers in the Human Service field.
4. Being an ally to oppressed populations.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Paper I – Job Seeking Assignment	12.5%
2. Paper II – Oppression vs. Privilege Paper	12.5%
3. Final Project – Becoming an Ally to Oppressed Groups	37.5%
4. Process Video	25%
5. Class Participation	12.5%

VII. Texts – None

VIII. Bibliography of Supplemental Materials

1. https://www.counseling.org/resources/library/eric%20digests/94-10.pdf
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IX. Other Learning Resources

Audiovisual:

<https://www.youtube.com/watch?v=JW9ey3N924Q> Pedagogy of the Privileged
https://tcsedsystem.libguides.com/thechicagoschool_library/anti-oppression

Electronic:

https://asafuturescape.org/?gclid=EAlaIqObChMIh7mSg5HB6wIVFlIGCh2epQl6EAMYAiAAEgLn_fD_BwE

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.