Making the Community College CONNECTION

Rick De Gette
Tim Stringari
Sylvia Thomas
Building Community Connections
Establishing Best Practices in Human Service Education

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Available in alternative formats
Background & Development

of

The Human Services Educational Collaboration

☐ Background

☐ Start-Up

☐ Development
The Development of the Collaboration

The events that led to the collaboration between the human services agencies and community colleges are a mixture of legislative and agency-based circumstances. In the 1980’s, the initiation of community-based care led the California State Department of Mental Health (DMH) and State Department of Rehabilitation (DR) to develop partnerships to ensure that individuals with psychiatric illnesses were given appropriate supports to gain employment and rehabilitation. A job retention study conducted by its statewide Cooperative Programs and B.E.S.T. Networks (Building Employment Service Team), DMH/DR revealed a lack of trained employment support staff to aid in the area of job retention. For some time, DMH/DR had been addressing this critical training issue for its Cooperative Program members by sponsoring 10-day core training sessions entitled “Building Employment and Community Connections.”

By the mid-1990’s, the passage of welfare reform legislation and the Workforce Investment Act (WIA) made job development and employment outcomes the common objective of all human services providers. Community colleges and the communities they serve were addressing school-to-work concerns and responding to requests for training. In addition, various areas of human services had begun hiring individuals who had been service recipients and needed formal education and training to ensure their success as human services providers.

In January of 1997, a statewide Human Services Educational Collaboration work group, Appendix A, was formed by DMH/DR to address anticipated training needs created by the system changes of welfare reform, managed care for community mental health, and the creation of one-stop career centers. DMH/DR viewed the HSEC work group as an opportunity to enter into a wider partnership within communities to establish accessible human services training programs based at local community colleges. These training programs would be designed to address employment support needs of communities, as well as provide employment and career ladder opportunities in human services.

DMH/DR’s statewide B.E.S.T. Networks were utilized to identify four community colleges from San Mateo, Solano and Riverside counties and a cross section of human services agencies within those counties to participate in the HSEC work group. Participating colleges include the College of San Mateo, Cañada College, Riverside Community College and Solano Community College. All three counties have existing DMH/DR Cooperative Programs that also participated in the work groups.

The HSEC work group was facilitated and coordinated by DMH/DR Cooperative Unit field staff. Under the direction of the HSEC work group, each county entered into an extensive assessment process to ascertain community interest and training needs and to secure buy-in from all affected agencies, employers and consumer groups. Community meetings, employer surveys, meetings with consumer groups, individual agencies, and focus groups were used to conduct the assessment process.
Appendix A

Human Services Educational Collaboration Work Group

- **Albert Acena**, Dean, Social Science Division, College of San Mateo
  1700 W. Hillsdale Blvd., San Mateo, CA 94402, PH: 650-574-6496,
  FAX: 650-574-6680
- **Edie Covent**, State Dept. of Mental Health, 4323 Palm Ave., Suite D, La Mesa,
  CA 91941, PH: 619-645-2963, FAX: 619-464-3149
- **Rick DeGette**, Vocational Services Coordinator, Solano Co. Health & Social
  Services Dept., Mental Health Division, 1745 Enterprise Dr., #2M, Fairfield,
  CA 94533, PH: 707-421-4840, FAX: 707-421-4842,
  E-mail: RdeGette@solanocounty.com
- **Rick Ida**, Dean Fine & Applied Arts, Solano Community College, 4000 Suisun
  Valley Rd., Suisun, CA 94585, PH: 707-864-7114, FAX: 707-864-7213,
  E-mail: Rida@solano.cc.ca.us
- **Michael, Katrichak**, Clinical Supervisor, Human Services Agency, San Mateo
  County, 400 Harbor Blvd., Belmont, CA 94002, PH: 650-802-6431,
  FAX: 650-595-7516
- **Madelyn Martin**, Manager, Staff Development, Human Services Agency, San
  Mateo County, 400 Harbor Blvd., Bldg C, Belmont, CA 94002,
  PH: 650-595-7544, FAX: 650-595-7516
- **Olivia Martinez**, Vice President, Student Services, Canada College, 4200 Farm
  Hill Blvd., Redwood City, CA 94061, PH: 650-306-3234, FAX: 650-306-3457
- **Darlene Rutkowski**, Rehabilitation Supervisor, State Department of
  Rehabilitation, 1500 Fashion Island Blvd., Suite 104, San Mateo, CA 94404.
  PH: 650-358-4171, FAX: 650-358-4171
- **Tim Stringari**, Psychological Services, College of San Mateo, 1700 W. Hillsdale
  Blvd., San Mateo, CA 94402, PH: 650-574-6193, FAX: 650-574-6680
  E-mail: stringari@smccd.net
- **Sylvia Thomas**, Dean of Instruction, Riverside Community College, 4800
  Magnolia Ave., Riverside, CA 92506, PH: 909-222-8620, FAX: 909-222-8073,
  E-mail: sthomas@rccd.cc.ca.us
- **Jeanette Ward**, Counseling supervisor, Vocational Rehabilitation Services, 550
  Quarry Rd., Belmont, CA 94002, PH: 650-596-3212, FAX: 650-508-0782
- **Janyce Wilborn**, Human Resource Manager, Poplar ReCare, 1764 Marco Polo
  Way, Burlingame, CA 94010, PH: 650-259-8534, FAX: 650-259-8525
Establishing the Community Connection

- Identifying key stakeholders
- Establishing relationships and commitment
- Identifying common needs
- Establishing the community's role in the delivery of instruction and curriculum development
Establishing the Community Connection

The HSEC's first step in the development of the Human Services Certificate Program was to establish a solid link or connection with key stakeholders in the community. These included the agencies and employers who would be hiring program graduates and sending current employees for retraining. This group of agencies was different in each community and reflected the unique training needs and interests of that region.

HSEC colleges started by convening a meeting of the largest and most active community agencies, such as community mental health, welfare and the Department of Rehabilitation. After assessing their interest in a certificate program and securing initial buy in, group facilitators then asked, “Who else should be at the meeting?” At that point, additional stakeholders were identified and included in subsequent meetings. This group then became the project advisory group. Appendices B1-3 provide a list of the Advisory group members serving the HSEC participating colleges.

After advisory group membership was established, subsequent meetings were held to identify common needs and define the role of the community in the program development. Appendix C provides an example of the role and function of College of San Mateo and Cañada Colleges Human Services Certificate Advisory Board.
San Mateo & Cañada College - Human Services Program
Advisory Board (12/11/99)

The Human Services Program features an advisory board comprised of representatives from key nonprofit and governmental agencies. Advisory board members give feedback about the curriculum, promote the program, and offer opportunities for internships and potential employment.

Participating Members

- Ralph Barsi, Mills Peninsula Health Services
- Casandra Benjamin, Shelter Network
- Stephen J. Breen, Social Security Administration
- Stuart Cianos, Jeopardized Youth Now Secure
- Jim Constock, Assist U
- Collette Drane-Hoffman, Ellipse
- Rev. Mary Frazier, Bread of Life Evangelistic Outreach
- Andy Fish, Kainos Center
- Major Hal Hads, Salvation Army
- Robert Haradway, OICW
- Janet Jofmann, San Mateo County/Community Information Program
- John Kelly, Samaritan House
- Madelyn Martin, San Mateo County/Human Services Agency
- Patricia Mason-Cook, North County Employment Center
- Wanda Nalls, Daly City Community Services
- Melissa Platte, Mental Health Association
- Debbie Rades, Caminar
- Darlene Rutkowski, California State Department of Rehabilitation
- Evelyn Seth, Goodwill Career Services
- Graydon Simser, Coastside Opportunity Center
- Stephanie Ureta-Davidovits, California State Department of EDD
- Ron Visconti, Career Education Center
- Jeanette Ward, Vocational Rehabilitation Services
- Janyce Wilborn, Poplar ReCare
Appendix B2

Solano Community College
Human Services Advisory Group

The following persons have comprised the advisory committee for the Human Services Major. (10/29/97)

- Robert DaPrato, Solano Community College District
- Rick DeGette, Solano County Mental Health
- Louis Chiofalo, Solano Developmental services
- Roger Wiere, Solano County Mental Health
- Charles Emlet, Solano County Health & Social Services
- Marin Erin, Caminar Stargate
- Donna Field, Health & Social Services
- Sue Galvez, Solano Recovery Project
- Connie Balram, Solano County Family & Children Services
- Ron Nelson, Solano College Counselor
- Barbara Jefferson, Solano Work Services
Riverside Community College
Human Services Advisory Committee
Riverside West BEST (RWB) (10/24/97)

Established through local partnerships, RWB functions as a community focus group that shares a common mission of supporting collaborative employment services for persons with disabilities and also serves as the initial advisory group for the Human Services Curricular Concentration at Riverside Community College.

- Linda Arnold, Riverside County Workforce Development Center
- Bonnie Houlihan, CSUSB/MSW Intern
- Kimberly Morris, Department of Rehabilitation
- Linda Ramos, County Mental Health/Jefferson House
- Glen Rau, Community Member
- Mark Reyes, Social Security
- Robyne Williams, Social Security
- Sylvia Thomas, Riverside Community College District
- Candace Marlowe, Department of Rehabilitation
Appendix C:

Role and Function of Human Services Advisory Committee

Role of Advisory Board: The advisory board or committee's role is to provide the Human Services Program with both a philosophical and organizational structure. Key professionals from governmental and nonprofit agencies will assist the program in a variety of ways from internal resources to public relations.

Time Commitment: Advisory board/committee members will be asked to attend meetings (schedule and frequency to be determined locally) for a period of one year. Annually, members will be surveyed for a re-commitment.

Responsibilities: Advisory board/committee members will be asked to serve in a number of ways critical to the Human Services Program.

- Assist with the overall direction and goals of the Human Services Program;
- Curriculum support, development and evaluation;
- Provide in-kind resources as needed;
- Publicize and promote the Human Services Program;
- Provide input about on-going needs and trends so that the Human Services Program remains current;
- Offer internship/coop experiences for students of the program;
- Offer career development feedback to students.
Community Assessment

- Methodologies
- Findings
- Implications for Curriculum Development
Community Assessment

After establishing advisory groups comprised of key stakeholders in their communities, HSEC colleges and their advisory committees began an extensive assessment process to ascertain the widest possible measure of human services training needs and potential student interest in their communities. Community meetings, employer surveys, meetings with individual agencies, consumer groups, and focus groups were all used to complete the assessment process. Included in the assessment was a survey of training and education resources currently available in each respective community. In order to avoid program duplication in a given geographical area, particular attention was given to regional impact considerations. Examples of employer surveys, student interest surveys, and focus group summary utilized in the HSEC assessment process are provided in Appendix D1-4.
Summary of Focus Group Findings

Needs and Interest

Focus group participants expressed a strong interest in human services education, providing the instruction is practical, relevant, and immediately applicable to the work site.

Participants reported a need for trained entry-level human services employees who are able to understand and perform basic job functions and are familiar with and empathetic to the needs of clients/customers.

Participants stressed the importance of employer acceptance, support, and buy-in to any new human services training program to assure the employability and promotional opportunities of graduates.

Values

Participants were adamant that all human services training should emphasize respect for and confidence in the strengths and abilities of all persons and that a customer-driven approach to services is offered as the norm.

Participants felt strongly that all persons should be viewed from a holistic perspective and that a comprehensive view of needs assessment be taught in any new training program.

Knowledge and Skills

Participants identified the need for human services workers to have knowledge in the areas of mental health, substance abuse, cultural diversity, disabilities management and accommodations, benefits programs, work incentives, community resources, and job market trends.

Participants identified the need for skills training in resource development, service coordination and team work, comprehensive assessment, crisis intervention, motivational counseling, family counseling, documentation and job coaching.

Participants reported a particularly strong need for training in employment support and job retention strategies in keeping with the current trend in employment outcomes.
Instructional Approach and Teaching Methodologies

Participants felt strongly that all human services instructors should be closely connected to or currently employed in the field to assure that teaching would be relevant to the workplace and that instructors would understand employer and employee needs, issues, and outcome goals.

Participants preferred teacher presentations to be clear, concise, and to the point and that lessons have direct applicability. Role playing and in-class practice for each lesson were also favored.

Participants expressed a strong preference for instructional methodologies that involved hands-on or practical experience which include internships, job shadowing, assigned mentors, on-site visits to agencies, guest speakers and panels.

Delivery

Working participants indicated a preference for course scheduling on evenings and Saturdays. Group participants with disabilities expressed the need for daytime instruction at times and locations compatible with public transportation schedules.

All participants viewed Riverside Community College as an appropriate site for instruction; however, some preferred instruction to be held at the work site for convenience and to emphasize its application to the job.
Appendix D2

Please Print Your Name: ___________________________  # ______________

Community (Human) Services Training Inventory

The Riverside Community College District is exploring the feasibility of offering a new Certificate and Associate Degree program in the area of Community Services. Please complete this survey to assist the District in identifying your agency’s training needs.

1. What services and incentives does your agency provide that encourage employees to participate in professional development and career training?

Please mark each circle that is applicable for each service/incentive and staff level.

<table>
<thead>
<tr>
<th>Para-Professional</th>
<th>Professional</th>
<th>Supervisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency conducts training</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Employees are reimbursed for all or a portion of their training costs</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Employees are allowed paid work release time for training</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Salary increases are awarded upon program completion</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Additional training is considered in promotion decisions</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Other: ___________________________</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

2. Is training available for __________ part-time __________ full-time?
3. In which of the following subject areas would training specifically designed for human services personnel be of interest to your agency? Mark all that apply.

- Employment support services (Job Coaching)
- Welfare reform and/or other policy changes skills
- Community resource coordinator (Case management)
- Interviewing skills
- Intake procedures
- Individual and/or group skills
- Multi-cultural/diversity training
- Working with psychologically disabled populations
- Drug and alcohol abuse
- Working in a team environment
- Working in a business culture
- Disability awareness
- Language, literacy and communications
- Assessment techniques and methods
- Values and ethics
- Mentoring
- Computer training
- Time management
- Report writing
- English as a second language
- Reasonable accommodation
- Other: ________________

4. In which of the following formats and sites would you prefer training be offered?

<table>
<thead>
<tr>
<th>Training Format (Check all that are of interest)</th>
<th>Training Site (Circle your preference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-or half-day workshops</td>
<td>Workplace</td>
</tr>
<tr>
<td>Two-day seminars</td>
<td>Workplace</td>
</tr>
<tr>
<td>Three-to six-day forum</td>
<td>Workplace</td>
</tr>
<tr>
<td>Short college credit courses (Less than 18 weeks)</td>
<td>Workplace</td>
</tr>
<tr>
<td>Semester length college credit courses (18 weeks)</td>
<td>Workplace</td>
</tr>
<tr>
<td>Evening program</td>
<td>Workplace</td>
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<tr>
<td>Weekend program</td>
<td>Workplace</td>
</tr>
<tr>
<td>Accelerated degree program</td>
<td>Workplace</td>
</tr>
<tr>
<td>Other: ________________</td>
<td>Workplace</td>
</tr>
</tbody>
</table>

Workplace  On Campus
Workplace  On Campus
Workplace  On Campus
Workplace  On Campus
Workplace  On Campus
Workplace  On Campus
Workplace  On Campus
Workplace  On Campus
5. Please indicate the number of persons employed at each job level in each of the following areas.

<table>
<thead>
<tr>
<th>Employment Support Services (Job Coaching)</th>
<th>Para-Professional HS/GED/Cert/AA</th>
<th>Professional</th>
<th>Supervisory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Resource Coordinator (Case Management)</th>
<th>Para-Professional HS/GED/Cert/AA</th>
<th>Professional</th>
<th>Supervisory</th>
</tr>
</thead>
<tbody>
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</table>

6. Indicate the current level of education or training required for employment within each job level. (Mark the appropriate response.)

<table>
<thead>
<tr>
<th>Employment Support Services (Job Coaching)</th>
<th>Para-Professional HS/GED/Cert/AA</th>
<th>Professional</th>
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</table>

7. Would graduates of an associate degree or certificate program in human services be given preference in hiring and promotional decisions, other qualifications being equal?

☐ Yes  ☐ No

8. How many full-time staff members were hired in the last 12 months?

<table>
<thead>
<tr>
<th>Clerical</th>
<th>Para-professional</th>
<th>Professional</th>
<th>Supervisory</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

9. How many full-time staff members do you anticipate hiring in the next 12 months?

<table>
<thead>
<tr>
<th>Clerical</th>
<th>Para-professional</th>
<th>Professional</th>
<th>Supervisory</th>
</tr>
</thead>
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</tr>
</tbody>
</table>
10. What is your current annual budget for staff development and training?
   $ ____________________

11. Who is responsible for training issues in your agency?

   Name: ____________________  Agency: ____________________
   Office: ____________________  Phone: ____________________
   Street: ____________________  E-mail: ____________________
   City: ____________________  Fax Number: ____________________

   If you are interested in receiving information regarding professional
development and training opportunities available through Riverside
Community College District, please complete all that apply.

   Name: ____________________  Agency: ____________________
   Office: ____________________  Phone: ____________________
   Street: ____________________  E-mail: ____________________
   City: ____________________  Fax Number: ____________________

   Thank you for taking time from your busy schedule to complete this survey.

PLEASE RETURN TO:

Linda Ramos
Jefferson House
Riverside, CA  92507
FAX  (909) 341-8868
Solano Community College Student Interest Survey: Proposed Human Services Program

Mark your responses on the enclosed bubble-mark form using a #2 pencil. Place the completed form in the pre-posted return envelope supplied. Please mail us your reply no later than December 1, 1994.

1. What is your gender?
   a. Female  
   b. Male

2. Into which age category do you fall?
   a. 18-25 years old
   b. 26-35 years old
   c. 36-45 years old
   d. 46 years or older

3. Within what general category does your current academic major lie?
   a. Social Sciences
   b. Natural Sciences
   c. Health Sciences (including P.E.)
   d. Non-Science (Liberal Arts, Business, etc.)
   e. Undeclared/Unknown

4. Have you ever had either paid or volunteer experience in a human services area (suicide hot line, Meals on Wheels, Red Cross, hospital auxiliary, etc.)
   a. Yes
   b. No
   c. Unsure

5. Have you ever taken a course or received training in an area related to human services (interviewing, counseling, psychology, sociology, etc.)?
   a. Yes
   b. No
   c. Unsure

6. Have you ever considered enrolling in a human services program?
   a. Yes
   b. No
7. If you considered, but did not enroll in a human services program, what was the principal reason? (Mark only ONE)

a. The commute  
b. Finances (cost of attending)  
c. Length of program  
d. Salary limit of potential jobs  
e. Program not available

8. In the event that Solano College establishes a human services program, how interested would you be in enrolling in the program?

a. Very interested  
b. Moderately interested  
c. Somewhat interested  
d. Possibly interested (but need more information)  
e. Not interested

9. If interested in a human services program at Solano, in which type of program would you most likely enroll?

a. A transfer program to a four-year school  
b. An associate degree program  
c. A certificate program  
d. Specific courses only (including updating skills or retraining)  
e. Unsure (I need more information)

10. Would you be interested in taking an introductory course that surveys the historical development of available social services, with an emphasis on current practices, the needs they serve, and projected changes?

a. Yes  
b. No  
c. Unsure

11. Would you be interested in taking an introductory course in the human services field that emphasizes group processes, group communication and conflict resolution?

a. Yes  
b. No  
c. Unsure
12. Would you be interested in taking an introductory course in the human services field that emphasizes intervention techniques (such as the 12-step program) used in the treatment of substance abuse and other addictive behaviors?

   a. Yes
   b. No
   c. Unsure

13. Would you be interested in taking a human services internship course that emphasizes integrating theory with practical application while working within human service agencies?

   a. Yes
   b. No
   c. Unsure

14. Which of the following transfer areas would you be most interested in? (Mark only ONE)

   a. Social Work
   b. Public Health
   c. Mental Health
   d. Rehabilitation
   e. Another human services professional area not listed

15. Which of the following vocational/occupational areas would you be most interested in? (Mark only ONE)

   a. Case manager
   b. Substance abuse counselor
   c. Rehabilitation assistant
   d. Social services technician
   e. Group home worker

16. Which of the following vocational/occupational areas would you be most interested in? (Mark only ONE)

   a. Crisis specialist
   b. Respite care provider
   c. Job coach
   d. Personal adjustment tutor
   e. Another human services vocational/occupational area not listed
17. What age group of clients would you be interested in working with?

a. Youth  
b. Adults  
c. Seniors  
d. It doesn’t matter

18. What type of client population would you be interested in working with?

a. Physically disabled  
b. Psychologically disabled  
c. Developmentally disabled  
d. HIV/AIDS  
e. Substance abusers

19. At which of the following locations would you prefer to take courses?

a. SCC’s main campus  
b. Travis AFB  
c. Vallejo  
d. Vacaville  
e. No preference

20. What would be the most favorable time frame for you to attend classes?

a. Day (8 a.m. – 3 p.m.)  
b. Evening (4 p.m. – 10 p.m.)  
c. Weekend (Fri. p.m. + Sat.)  
d. No preference

21. I would be willing to travel to the following location to participate in a similar type of degree or certificate program in human services.

a. Concord (25 miles)  
b. San Francisco (50 miles)  
c. Sacramento (55 miles)  
d. I am not willing to travel out of Solano County

*If you are interested in the future availability of the proposed Human Services program or in any of the various existing Social Science programs, please feel free to contact the SCC Social Sciences office for details (864-7134).*

**Thank you for participating!**
Solano Community College Agency Telephone Survey

1. What is a sample job title for a person with the entry-level skills described?

2. What would you expect the entry-level salary to be for a student with an associate degree in human services?

3. Are there additional, higher level positions that this person can transfer into after added experience and evaluation?

4. What would a person earn after five years in the field?

5. What is your current turnover rate for staff in the entry-level positions?

6. Do you have staff who may benefit from additional training within the field of human services?

7. How could our training program best serve you and your potential employees?

8. Part of our program employs a field-placement component. Would your agency be able to provide an opportunity for student experience?
Development of the Curriculum

- Emphasis on School-to-Career
- Values based
- Community driven
- Coordinated statewide
- Common values, skills and knowledge
- Supportive of persons with disabilities
- Designed to address system changes
- Emphasis on employment outcomes
Development of the Human Services Certificate Curriculum

A great deal of time was spent collecting information through surveys, focus groups, interviews with employers, and advisory group discussions in each of the three targeted counties. In collaboration with human services agencies, community college staff were able to translate the training needs of the agencies into practical and realistic courses. The goal of the curriculum development process was to design learning opportunities that could be translated immediately into new service delivery approaches to delivering services and improving on-the-job work performance. The HSEC agreed that the curriculum should be values based and skill focused. It would be coordinated statewide to facilitate dissemination and reflect common values, skills and knowledge. The curriculum design would support persons with disabilities and address the current system changes with an emphasis on employment outcomes.

The successful launching of the Human Services Certificate Program at participating HSEC community colleges reflects the specific needs of the individual communities (Appendices E1-3) and provides low-cost and convenient staff training for agency personnel and interested community members.

Human Services Certificate Program

The Curriculum
The Human Services Certificate Program is designed to train human services personnel to provide services for individuals and families in need of temporary social, health, and economic assistance. It prepares students for various occupations, such as mental health case manager, job coach/employment specialist, social service intake specialist, community health worker, and other entry-level human services agency positions. The target populations for the certificate program include potential human services employees, the employees of mental health and human services agencies, and human services customers and mental health consumers who are interested in entering human services occupations.

Additionally, the program is “customer-friendly” because it addresses customers’ needs and is accessible to customers who want to pursue human services occupations. Whenever possible, the program is linked to existing supported education programs at the colleges. If such programs are not available, then strong consideration should be given to the development of them to increase the potential for success of persons with disabilities.
The four primary goals of the curriculum are:

- To respond to the training and staffing needs of the individual human services communities by developing a community-sponsored, value-based Human Services Certificate and Degree Program with specialties in Mental Health Case Management, Job Coaching, Job Development, and other areas to be developed.

- To provide human services career opportunities for citizens leaving the welfare rolls and for persons with disabilities seeking self-sufficiency.

- To further develop the community referral base and partnerships with state and local community agencies that will enhance the ability to serve and support at-risk and special populations by creating a coordinated system of supports with those agencies.

- To develop a human services curriculum model that includes a community needs assessment and implementation plan that can be disseminated state-wide and will respond to system changes in health and human services that result from welfare reform, managed care, and one-stop models.

Additionally, all courses included in the curriculum are based upon six fundamental values of human services delivery:

- Belief in the employment and educational potential of all persons, when provided the appropriate supports, accommodations and skills.

- Commitment to a customer-directed approach to service, partnering with customers to attain their chosen goals.

- Focus on clients' strengths as opposed to deficits and functional limitations.

- Coordinated services that smooth and accelerate client success.

- Appreciation of ethnic and cultural diversity in identity, customs, and world views.

- Assisting individuals and families to achieve self-sufficiency, requiring community-wide support and commitment.

As noted in Appendices E1-4, the curriculum is comprised of core courses and electives, with the issues of case management and employment assistance reflected in all courses. Courses are flexibly scheduled in sequences and formats that meet individual community training needs. Typically, each course is 48-54 hours of instruction completed in 16-18 weeks. Course descriptions are included in Appendix F1-3.
Cañada Community College  
Human Services Certificate Program

Background on the Program

The Human Services Program of Cañada College was designed in cooperation with State and County Departments of Mental Health, Rehabilitation, Vocational Rehabilitation, and Human Services. The program is designed to train personnel to provide value-based services for individuals and families in need of temporary, social, health and economic assistance.

Required Courses

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMSV 100</td>
<td>Introduction to Human Services</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 110</td>
<td>Introduction to Counseling and Interviewing</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 115</td>
<td>Introduction to Case Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 120</td>
<td>Public Assistance and Benefits Programs</td>
<td>1.0</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Computer Applications</td>
<td>1.5</td>
</tr>
<tr>
<td>COOP 670</td>
<td>Cooperative Education/Work Experience or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperative Education/Internship</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14.5</td>
</tr>
</tbody>
</table>

Electives (Select Four Classes from the Following)

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 108</td>
<td>Business Writing and Presentation Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE 201</td>
<td>Child Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE 212</td>
<td>Child, Family, and Community</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE 223</td>
<td>Infant Development</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 130</td>
<td>Employment Support Strategies</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 131</td>
<td>Job Development</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 150</td>
<td>Rehabilitation and Recovery</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 151</td>
<td>Current Trends and Issues in Psychosocial Rehabilitation</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 106</td>
<td>Psychology of Ethnic Minorities</td>
<td>3.0</td>
</tr>
<tr>
<td>SOSC 250</td>
<td>Mexican-American Culture</td>
<td>3.0</td>
</tr>
<tr>
<td>SOCI 105</td>
<td>Social Problems</td>
<td>3.0</td>
</tr>
<tr>
<td>SOCI 141</td>
<td>Understanding Diverse Racial/Ethnic Cultures</td>
<td>3.0</td>
</tr>
<tr>
<td>SPCH 120</td>
<td>Interpersonal Communication</td>
<td>3.0</td>
</tr>
</tbody>
</table>

TOTAL UNITS 26.5
Appendix E2

College of San Mateo
Human Services Program

The Human Services Program at College of San Mateo was developed in cooperation with State and County Departments of Mental Health, Rehabilitation, Vocational Rehabilitation, and Human Services. The program is designed to train personnel to provide value-based services for individuals and families in need of temporary social, health, and economic assistance.

Career Opportunities
The Human Services Program prepares students for various paraprofessional fields, such as mental health case manager, job coach-employment specialist, social service intake specialist, community health worker, and other entry-level human services agency positions. Graduates of the program can expect to work as entry-level employees under the direct supervision of social workers and other human services professionals in public and non-profit social services agencies. Completion of this program also prepares the student for upper-division work in human services and other behavioral sciences.

Certificate Program-Human Services Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMSV 100</td>
<td>Introduction to Human Services</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 110</td>
<td>Introduction to Counseling and Interviewing</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 115</td>
<td>Introduction to Case Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HMSV 680</td>
<td>Public Assistance and Benefits Programs</td>
<td>1.0</td>
</tr>
<tr>
<td>COOP 641</td>
<td>Human Services Internship</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Electives (Select Two)

- Administration of Justice
- Anthropology
- American Sign Language
- Business
- Business/Windows
- Career & Life Planning
- Ethnic Studies
- Human Services
- Health Science
- Psychology
- Sociology
- Social Science
- Speech

Units: 100, 102, 108, 125
Units: 110, 120, 180
Units: 111
Units: 401
Units: 105
Units: 133, 140, 141, 142
Units: 101, 102, 161, 261, 262, 360, 430
Units: 130, 131, 150, 151, 262, 264
Units: 100, 105, 109, 111, 112, 113
Units: 100, 108, 200, 201, 300, 410
Units: 100, 105, 141, 200, 300, 391
Units: 301, 303, 304, 307, 309, 310, 313, 314
Units: 120, 140, 150, 180

Total Certificate Units: 25
Solano Community College
Human Services
Certificate & Associate of Arts Degree

This program is designed to equip the student with the basic knowledge and skills necessary for a variety of jobs in the field of human services. These courses are intended to provide entry-level skills and training for students who are interested in employment in mental health, social welfare, developmental services, corrections, alcohol and drug treatment, or child/adolescent treatment services.

A certificate can be obtained by completing the 18 units major below. The Associate of Arts Degree can be obtained upon completion of 60 units, including the 18 units major, general education requirements, and electives.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 51</td>
<td>Introduction to Human Services</td>
<td>3.0</td>
</tr>
<tr>
<td>HS 52</td>
<td>Group Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>HS 53</td>
<td>Special Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>Coun 62</td>
<td>Intro to Counseling: Theory &amp; Skills</td>
<td>3.0</td>
</tr>
<tr>
<td>HS 55</td>
<td>Case Management</td>
<td>3.0</td>
</tr>
<tr>
<td>OCCED 90</td>
<td>Occupational Work Experience</td>
<td>18.0</td>
</tr>
</tbody>
</table>

**Electives**

- Early Childhood Education 62
- Human Development 38, 39, 58, 70, 75
- Psychology 1, 2, 5, 10, 20, 34, 65
- Social Science 22, 23, 25, 26, 27
- Counseling 55, 64, 65
- Criminal Justice 1, 11, 58
Appendix E4

Riverside Community College
Human Services Certificate/
Associate in Science Degree

Reason for Origination of Program
To prepare students who plan to work as paraprofessionals with agencies such as welfare, rehabilitation, mental health, schools, probation and corrections, as well as possible transfer to four-year programs in a related major. The program is a result of the state-wide collaborative efforts of the State Departments of Mental Health and Rehabilitation and four community colleges to provide “Education for Employment Outcomes” to meet some of the needs of welfare reform legislation, managed care, and one-stop career centers.

Certificate Program
Required Courses (21 units)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 4</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HMS 5</td>
<td>Introduction to Evaluation &amp; Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HMS 6</td>
<td>Introduction to Case Management</td>
<td>3</td>
</tr>
<tr>
<td>HMS 8</td>
<td>Introduction to Group Processes</td>
<td>3</td>
</tr>
<tr>
<td>HMS 16</td>
<td>Public Assistance and Benefits</td>
<td>1</td>
</tr>
<tr>
<td>HMS 210</td>
<td>Human Services Work Experience/Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives (Choose from list of elective courses)  
Elective Courses (6 units)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS 7</td>
<td>Introduction to Psychosocial Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>HMS 13</td>
<td>Employment Support Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HMS 14</td>
<td>Job Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Associate in Science Degree
The Associate in Science Degree Human Services will be awarded upon completion of the requirements for the certificate, plus completion of the graduation requirements as described in the catalog, as well as electives totaling 60 units of college work as required for the associate degree.
Required Courses in Human Services Courses
Cañada Community College &
College of San Mateo

Required Courses in Human Services

Human Services 100: Introduction to Human Services
An introductory course for students interested in the field of human services. Students will be provided with an overview and history of the human services field, the types and functions of human service agencies, careers in human services, critical skills needed to succeed in the field, current trends and issues, ethics, and a theoretical perspective, as well as exposure to local agencies and the diverse populations they serve. Social policy and prevention will also be discussed.

Human Services 110: Introduction to Counseling and Interviewing
An introduction to the basic skills and techniques of counseling and interviewing. Students will learn a variety of skills applied to various human services settings. The course will cover listening, responding, building trust, questioning, assessment, reflecting strengths, referral, values and ethics. Discussion of selected topics and services will provide the student with the opportunity to explore and communicate feelings while learning these key principles used in various human services settings.

Human Services 115: Introduction to Case Management
An introduction to the basic concepts and skills of case management applied in a variety of Human Services settings. Students will be provided with an overview of the history of case management, as well as personal characteristics of professional case managers. This course will introduce case management concepts, assessment, financial concerns related to case management, record keeping, legal and ethical issues, planning and linkage to community agencies, monitoring, and benefits. Careers in case management will also be discussed.

Human Services 120: Public Assistance and Benefits Programs
This course provides an overview and examination of public assistance benefits awarded under state and welfare programs. Students will gain a working knowledge of various benefit programs available to persons, including eligibility requirements, determination and duration. Discussion topics will include: the unique problems associated with public assistance programs; the rights of public assistance recipients; the fiscal impact on local, state, and federal levels; and ethical issues arising from public assistance programs.

Human Services 430: Computer Applications
This is an introductory, hands-on approach to computers and computer applications. Students will learn the basics of Microsoft Windows and word processing. Telecommunications and presentation graphics will be discussed.
Cooperative Education 670: Cooperative Education/Work Experience or Cooperative Education 672: Cooperative Education: Internship
Students earn college credits by improving their skills and knowledge through a paid or volunteer assignment. Students work in collaboration with their instructors, and job supervisors establish measurable learning objectives appropriate for their jobs. Human Services students can take an opportunity to explore a variety of career paths while increasing their skill sets.

Selected Electives in Human Services

**Human Services 130: Employment Support Strategies**
An introductory course for students working in human services agencies and settings which prepares individuals to secure and maintain employment. Course covers the values and principles of employment support services, assessment for work readiness, strength identification, motivators for employment, removing barriers to work, community training, and employment resources. The course will cover the role of the practitioner in the entire employment process from the matching process to providing services as a job coach while providing support planning and ongoing monitoring.

**Human Services 131: Job Development**
An introduction to the values, theory, skills, and practices used by job developers to facilitate successful job placement for persons in need of employment. Discusses the values and principles of job development, marketing, developing partnerships with local employers, presentation skills, career counseling principles, vocational assessment, job match, job placement, and job retention strategies. Designed to assist the human services professionals who wish to enhance their job development skills.

**Human Services 150: Rehabilitation and Recovery**
An introduction to the principles and practices involved in providing support services to persons with psychiatric disabilities as they move through the process of rehabilitation and recovery. The course covers the theory, values, and philosophy of psychosocial rehabilitation, diagnostic categories and symptoms of mental illnesses, the development of rehabilitative environments and support systems, disabilities management, approaches to service delivery and skills, and ethics.

**Human Services 151: Current Trends & Issues in Psychosocial Rehabilitation**
An introduction to the overview of the current trends and issues affecting the field of psychosocial rehabilitation. Course covers the contemporary issues and service delivery trends in rehabilitation as they are applied to a mental health setting. Designed for paraprofessionals currently working in health and human services agencies and students preparing for careers in human services.
Human Services Major: Solano Community College

Brief Course Description

Human Services 51: Introduction to Human Services
An introduction to human services which involves a critical exploration of the history, theoretical development, and defining problems and causes within the field of human service, as well as the characteristics and career of a human services worker. The course will also study a variety of local agencies, looking at the diverse population they serve, the politics and economics of the system, and an evaluation of the legal and social issues with such a delivery system.

Human Services 52: Group Processes
An introduction to the theory and dynamics of group interaction with special emphasis on the psychoeducational, support and therapeutic context. The various stages and process of group development are studied using both a conceptual and experiential approach. This course is intended to assist persons who will function as leaders in a variety of small group situations.

Human Services 53: Serving Special Populations
The study of the values, problems, issues, concerns and counseling needs of special population groups including, but not limited to, aging, gender, ethnic, socioeconomic, physical or psychiatric disabled, sexual orientation, and chemical dependency. The course will examine these diverse populations and their impact within human services. It provides students with the insight, knowledge and skills necessary to work with these types of clients effectively.

Counseling 62: Introduction to Counseling: Theory and Skills
An introduction and training course to develop counseling skills which emphasizes the experimental process of interpersonal communication as well as the comprehension of theoretical elements of the counseling process and behavior. Discussion of selected topics involving counseling approaches, cultural diversity, and categories of problems, solutions and services will give the students an opportunity to explore and communicate feelings while learning the principles of counseling as applied to a variety of human services settings.
Human Services 55: Case Management
This is an introductory course which acquaints students with the basic concepts and skills of case management, including history of case management and personal characteristics of professional case managers. This course will provide an introduction to case management concepts, assessment, financial concerns related to case management, planning and linkage with community agencies, service monitoring, legal and ethical considerations of case management consultation, and referral strategies. Careers in case management will also be covered.

OCCED 90: Occupational Work Experience/Human Services
This course provides study and supervised field experiences in one or more public and/or private agencies providing mental health, social welfare, corrections, chemical dependency, or child/adolescent treatment services. Students apply concepts, values, and skills acquired in other core human services courses to the process of helping others. Student evaluation is competency-based.
Human Services - Riverside Community College

HMS 4: Introduction to Human Services (Soc 4) 3 units
This is an introductory course for students interested in a career in human services. Course covers the history of human services, types and functions of human services agencies, careers in human services, skills utilized in the human services professions, ethics, current trends and issues, human needs theory, and self-support techniques for human services workers. Total of 54 hours lecture.

HMS 5: Introduction to Evaluation and Counseling (Soc 5) 3 units
This is an introduction to the basic skills and techniques of evaluation and counseling. Course covers listening, responding, building trust, questioning, assessment, reflecting strengths, referral, values, and ethics. Designed for professionals and paraprofessionals in human services positions and students preparing for a career in human services. Total of 54 hours lecture.

HMS 6: Introduction to Case Management (Soc 6) 3 units
This is an introductory course that familiarizes students with the basic concepts and skills of case management. Course covers philosophy, ethics, concepts, assessment, documentation, recordkeeping, plan development, linking to community agencies, services monitoring and an overview of benefits programs. Designed to provide students with knowledge and skills that can be applied to a variety of human service settings. Total of 54 hours lecture.

HMS 7: Introduction to Psychosocial Rehabilitation (Soc 7) 3 units
An introduction to the principles and practices providing support services to persons with psychiatric disabilities who are undergoing rehabilitation and transitioning to recovery. Includes the theory, values, and philosophy of psychosocial rehabilitation; diagnostic categories and symptoms of mental illnesses; development of support systems; disability management; and approaches to service delivery, skills and ethics. Total of 54 hours lecture.

HMS 8: Introduction to Group Process (Soc 8) 3 units
An introduction to the theory and dynamics of group interaction, including psychoeducational, support, and therapeutic context. The various stages and processes of group development are studied using both a conceptual and experiential approach. This course is intended to assist persons who will function as leaders in a variety of small group situations. Total of 54 hours lecture.

HMS 13: Employment Support Strategies (Soc 13) 3 units
An introductory course for those who are either working or preparing to work in human service agencies and other settings which assist individuals in securing and maintaining employment. Principles of employment support services, assessment for work readiness, identification of strengths, removal of employment barriers, identification of community training and employment resources, job search and match, job coaching and support planning are emphasized. Total of 54 hours lecture.
**Human Services 55: Case Management**

This is an introductory course which acquaints students with the basic concepts and skills of case management, including history of case management and personal characteristics of professional case managers. This course will provide an introduction to case management concepts, assessment, financial concerns related to case management, planning and linkage with community agencies, service monitoring, legal and ethical considerations of case management consultation, and referral strategies. Careers in case management will also be covered.

**OCCED 90: Occupational Work Experience/Human Services**

This course provides study and supervised field experiences in one or more public and/or private agencies providing mental health, social welfare, corrections, chemical dependency, or child/adolescent treatment services. Students apply concepts, values, and skills acquired in other core human services courses to the process of helping others. Student evaluation is competency-based.
Human Services - Riverside Community College

**HMS 4: Introduction to Human Services (Soc 4) 3 units**
This is an introductory course for students interested in a career in human services. Course covers the history of human services, types and functions of human services agencies, careers in human services, skills utilized in the human services professions, ethics, current trends and issues, human needs theory, and self-support techniques for human services workers. Total of 54 hours lecture.

**HMS 5: Introduction to Evaluation and Counseling (Soc 5) 3 units**
This is an introduction to the basic skills and techniques of evaluation and counseling. Course covers listening, responding, building trust, questioning, assessment, reflecting strengths, referral, values, and ethics. Designed for professionals and paraprofessionals in human services positions and students preparing for a career in human services. Total of 54 hours lecture.

**HMS 6: Introduction to Case Management (Soc 6) 3 units**
This is an introductory course that familiarizes students with the basic concepts and skills of case management. Course covers philosophy, ethics, concepts, assessment, documentation, recordkeeping, plan development, linking to community agencies, services monitoring and an overview of benefits programs. Designed to provide students with knowledge and skills that can be applied to a variety of human service settings. Total of 54 hours lecture.

**HMS 7: Introduction to Psychosocial Rehabilitation (Soc 7) 3 units**
An introduction to the principles and practices providing support services to persons with psychiatric disabilities who are undergoing rehabilitation and transitioning to recovery. Includes the theory, values, and philosophy of psychosocial rehabilitation; diagnostic categories and symptoms of mental illnesses; development of support systems; disability management; and approaches to service delivery, skills and ethics. Total of 54 hours lecture.

**HMS 8: Introduction to Group Process (Soc 8) 3 units**
An introduction to the theory and dynamics of group interaction, including psychoeducational, support, and therapeutic context. The various stages and processes of group development are studied using both a conceptual and experiential approach. This course is intended to assist persons who will function as leaders in a variety of small group situations. Total of 54 hours lecture.

**HMS 13: Employment Support Strategies (Soc 13) 3 units**
An introductory course for those who are either working or preparing to work in human service agencies and other settings which assist individuals in securing and maintaining employment. Principles of employment support services, assessment for work readiness, identification of strengths, removal of employment barriers, identification of community training and employment resources, job search and match, job coaching and support planning are emphasized. Total of 54 hours lecture.
HMS 14: Job Development (Soc 14)  3 units
An introduction to the theory, skills, and practices used by job developers to successfully place individuals in jobs. Includes principles of job development, marketing, networking with employers, presentation skills, career counseling, vocational assessment and job match, placement and retention. Total of 54 hours lecture.

HMS 16: Public Assistance and Benefits (Soc 16)  1 unit
A course which provides an introduction and overview of public assistance and benefits available under local, state, and federal programs. Examines eligibility requirements and methods used to evaluate applications for selected benefit programs. Includes application of economic, legal, and ethical principles related to administration of public assistance. Total of 18 hours lecture.

HMS 210: Human Services Work Experience  1-2-3-4 units
This class is designed to provide a direct link between the student’s related occupational classroom instruction in human services and his on-the-job training in a human services agency or similar setting. Subsequent enrollment will provide the student with additional skill and competency development required in human services subject matter. In addition, students are required to complete 60 hours volunteer work or 75 hours of paid service per unit, per session. Total of 18 hours lecture. May be repeated 3 times.
Instructional Delivery:

Challenges & Opportunities

- Focus on skills approach
- Integrate principles/values
Instructional Delivery: Challenges & Opportunities

The Instruction
The successful delivery of instruction in the Human Services Certificate Program rests in the hands of the faculty. From the onset, it was the intent that the values-based, skills-focused curriculum would be best delivered by instructors who have first-hand knowledge of the human services field as practicing professionals who share a practical, applied view toward the teaching of the courses. This distinguishing characteristic of the instructors has two major benefits: it increases the credibility of the program in the eyes of employee participants and ensures that employees participating in the program are learning skills which are relevant and current.

A high percentage of students attending the courses are employed full- or part-time in the human services field. Students come from a wide range of backgrounds, work experience, and preparedness for college course work. This diversity in skill level and occupational background creates an opportunity for learning and a challenge for meeting individual training needs. The program is also attracting a large number of students with disabilities.

Challenges
Instructors are challenged by the diversity of students’ abilities, experience, and reasons for attending. Typically, students attend the program for one or more of the following reasons:

1. To prepare for an entry-level job in human services,
2. To complete a mandated part of their employment,
3. To advance their service delivery skills and/or,
4. To pursue a specialization with a particular client population.

Although instructors remind students that courses are based on general models of service delivery, they are sometimes faced with the student concern that course content does not reflect “what happens in my agency.”

Since many students are also employed either full- or part-time, they often feel overwhelmed trying to complete the rigorous course requirements in addition to their work responsibilities. Therefore, instructors often assume a supportive and motivational role in reminding students about the value of growing professionally and encouraging them to become life-long learners.

An additional challenge facing instructors has been to provide instruction in a practical, skills-based approach that incorporates contemporary human services values and principles. Instructors adopted the motto “Teach it tonight, so students can apply it tomorrow.” Focus groups had clearly established that employees and workers were disillusioned with traditional theory-based social science instruction and wanted a more hands-on learning experience. This approach often leads to lively class discussions as instructors are challenged by the contradictions that sometimes emerge while teaching students about current service delivery methods.
Students also vary greatly in their readiness for community college course work. Many are returning to school after several years and simply lack the necessary basic skills required to successfully complete a college course. The HSEC group intended to integrate the critical skills identified in the Secretary’s Commission on Achieving Necessary Skills (SCANS) report (Appendix G2). The SCANS report underscored the importance of “student-directed” teaching and suggested a radical shift from the conventional teacher-focused instruction to a more learner-based approach. As a result, instructors make an effort to infuse the curriculum with the five competencies and three foundation SCANS skills. Examples of human services course syllabi integrating a student-centered skills approach to instruction are provided in Appendices H1-2. Additionally, there are students who must deal with their own mental illness or learning disability.

**Values**

Besides a skills (Appendix G1) trend and SCAN based instructional approach, instructors endeavor to integrate contemporary values principles and trends in human services delivery. Appendices I and J provide lists of current trends, principles, and values emphasized by instructors.

Throughout the program, instructors and stakeholders emphasize a need to focus on customer strengths. Appendices K1-3 describe the strength perspective, the principles of strength based interviewing, and a comparison of the ‘strength model’ to the ‘deficit model.’
### The Conventional Classroom Compared With the Scans Classroom

<table>
<thead>
<tr>
<th>Conventional</th>
<th>Scans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher knows answer.</td>
<td>More than one solution may be viable, and teacher may not have it in advance.</td>
</tr>
<tr>
<td>Students routinely work alone.</td>
<td>Students routinely work with teacher, peers, and community members.</td>
</tr>
<tr>
<td>Teacher plans all activities.</td>
<td>Students and teacher plan and negotiate activities.</td>
</tr>
<tr>
<td>Teacher makes all assessments. Information is organized, evaluated,</td>
<td>Students routinely assess themselves. Information is acquired, evaluated, organized, interpreted, and</td>
</tr>
<tr>
<td>interpreted, and communicated to students by teacher.</td>
<td>communicated by students to appropriate audiences.</td>
</tr>
<tr>
<td>Organizing system of the classroom is simple; one teacher teaches 30</td>
<td>Organizing systems are complex. Both teacher and students reach out beyond school for additional</td>
</tr>
<tr>
<td>students.</td>
<td>information.</td>
</tr>
<tr>
<td>Reading, writing, and math are treated as separate disciplines; listening</td>
<td>Disciplines needed for problem-solving are integrated; listening and speaking are fundamental parts of</td>
</tr>
<tr>
<td>and speaking often are missing from curriculum.</td>
<td>learning.</td>
</tr>
<tr>
<td>Thinking is usually theoretical and &quot;academic.&quot;</td>
<td>Thinking involves problem-solving, reasoning, and decision-making.</td>
</tr>
<tr>
<td>Students are expected to conform to teacher’s behavioral expectations;</td>
<td>Students are expected to be responsible, sociable, self-managing, and resourceful; integrity and</td>
</tr>
<tr>
<td>integrity and honesty are monitored by teacher; students’ self-esteem is</td>
<td>honesty are monitored within the social context of the classroom; students’ self-esteem is high because</td>
</tr>
<tr>
<td>often poor.</td>
<td>they are in charge of their own learning.</td>
</tr>
</tbody>
</table>

Appendix G1
Appendix G2

Human Services Best Practice Skills Domains

According to the U.S. Department of Labor’s Secretary’s Commission on Achieving Necessary Skills (SCANS) Report, there are critical skills domains which must be mastered by workers in all industries, including human services. Workers endeavoring to compete for jobs in human services industry settings must be able to demonstrate skills in the following areas:

**Competencies**

- **Resources:** Allocating time, money, materials, space, and staff
- **Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting, communicating, and using computers to process information
- **Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with persons from diverse backgrounds
- **Systems:** Understanding social, organizational, and technical systems, monitoring, and correcting systems
- **Technology:** Selecting equipment and tools, applying technology to specific tasks, troubleshooting technologies

**Foundational Skills**

- **Basic Skills:** Reading, writing, arithmetic, speaking, and listening
- **Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning
- **Personal Qualities:** Individual responsibility, self-esteem, sociability, self management, and integrity

The SCANS Report underscores the importance of changing the way we teach. A table comparing the conventional classroom with the SCANS classroom is provided.
Appendix H1

Class Syllabus

Introduction to Human Services (HMSV 100)

Instructor: Tim Stringari, MA, MFCC
Semester: Fall 1998
Units: 3
Meeting Times: Monday - 6:30 p.m. to 9:35 p.m.
Location: College of San Mateo, Building 14, Room 101
Assignments: Midterm Exam, Agency Profile, Professional Skills Profile, Prevention Project Proposal

Agenda

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>August 24, Monday</td>
<td>Overview of the Course and New Human Services Certificate Program</td>
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<tr>
<td></td>
<td>Student Introductions</td>
</tr>
<tr>
<td>August 31, Monday</td>
<td>Definition of Human Services</td>
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<td></td>
<td>Who are Human Services Workers and What Services Do They Provide?</td>
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<td>What Makes a Human Services Professional? “Natural” and Institutional Supports</td>
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<td>The “Safety Net” Concept</td>
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<td>Reading Assignment: Chapters 1&amp;3</td>
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<tr>
<td>September 14, Monday</td>
<td>Politics, Values, and Historical Controversy in Human Services</td>
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<td>Reading Assignment: Chapter 9</td>
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<tr>
<td>September 21, Monday</td>
<td>Theoretical Approaches and Service Models</td>
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<td>Schools of Human Behavior</td>
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<td>Reading Assignment: Chapter 4</td>
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<tr>
<td>September 28, Monday</td>
<td>Family Systems Theory</td>
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<td>Date</td>
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<tr>
<td>October 5, Monday</td>
<td>Overview of Human Service Agencies and Populations Served and Guest Presenter</td>
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<td></td>
<td>Reading Assignment: Chapter 2</td>
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<tr>
<td>October 12, Monday</td>
<td>Guest Presenters - Human Services Agencies and Agency Profile Reports</td>
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<td></td>
<td>Midterm Assignment Due</td>
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<tr>
<td>October 19, Monday</td>
<td>Guest Presenters - Human Services Agencies and Agency Profile Reports</td>
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<tr>
<td>October 26, Monday</td>
<td>Guest Presenters - Human Services Agencies and Agency Profile Reports</td>
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<tr>
<td>November 2, Monday</td>
<td>Guest Presenters - Human Services Agencies All Remaining Agency Profile Assignments Due</td>
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<td>November 9, Monday</td>
<td>Prevention Strategies</td>
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<td>Reading Assignment: Chapter 8</td>
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<tr>
<td>November 16, Monday</td>
<td>Characteristics of Human Services Workers</td>
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<td>Reading Assignment: Chapter 5</td>
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<tr>
<td>November 23, Monday</td>
<td>Basic Helping Skills</td>
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<td>Self-Support for Human Services Workers</td>
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<tr>
<td>November 30, Monday</td>
<td>Careers in Human Services</td>
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<td></td>
<td>Professional Skills Profiles Due</td>
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<tr>
<td>December 7, Monday</td>
<td>Current Trends and Issues in Human Services</td>
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<tr>
<td>December 14, Monday</td>
<td>Final Exam Week</td>
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<td></td>
<td>Group Prevention Plans Due</td>
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</table>
Introduction to Human Services

Method for Assigning Final Grades

**Assignment Weighing**

- Class Participation ........................................ 20%
- Agency Profile ............................................. 20%
- Skill Profile .............................................. 20%
- Midterm ...................................................... 20%
- Final Project: Prevention Proposal ........................ 20%

100%

**Final Exam (10% Extra Credit)**

**Grading by Percentages**

- 90-100% ...................................................... A
- 80-89% ...................................................... B
- 65-79% ...................................................... C
- 50-64% ...................................................... D
- Below 50% .................................................. F
Introduction to Human Services
Agency Profile Assignment

Select a Human Services agency or community-based organization from the Guide to Community Resources.

Contact the agency and arrange for an onsite visit.

Visit the agency, observe agency activities, and interview the staff and clients.

Gather and record the following formation:

- What are the agency goals?
- What are the needs the agency is attempting to meet?
- What social problems are they trying to solve?
- Who does the agency serve?
- What does the service cost the client?
- What are the eligibility requirements to receive service?
- How are clients referred?
- Where does the agency get its money? If several sources are involved, list them in order of contribution.
- How many and what kinds of workers are employed?
- What are the salary ranges for each job?
- What are the skills and educational preparations required for the different positions?
- What is the ratio of administrators to service providers.

Collect any literature, final reports, program descriptions, etc., that describe the agency's programs or services.

Summarize your objective and subjective impressions of the agency.

Create a one- or two-page agency profile to be distributed to the class. The profile should be a quick and easy to read summary of the information collected and include the location, key contact persons, and phone numbers for referral.
Introduction to Human Services

Midterm Assignment

Present and discuss three news magazine or newspaper articles you have collected since the start of class that demonstrate a controversy in morals or values as they relate to the provisions or delivery of human services. Attach a copy of the articles, point out the main issues in the controversy, and identify the moral or value questions raised. For assistance, see page 328 of your text and read the discussion of Jansson’s (1988) five moral issues.

1. Review Maslow’s hierarchy of needs (Page 3, Chapter 1) and Hansell’s list of seven basic attachments (Page 176, Chapter 4) and the corresponding signs of failure. Discuss how well those theories match your experience of life thus far. In other words:

   Can you relate to the concepts?
   Do you make sense to you?
   How successful are you and those close to you in meeting these needs?
   Do you recognize signs of failure to meet any of these needs in yourself or others?
   What social problems do you see as being created by the failure of large groups of people to meet certain needs?
   What social/political factors do you see as influencing your ability and the ability of others to meet their needs now and in the future?

2. Discuss either alcoholism, drug abuse, child abuse, or domestic violence from the theoretical perspective of all of the following:

   The medical model, psychoanalytic model, humanistic model and the human services model.

   Describe how each school of thought would view the cause of the problem and how each would attempt to intervene or treat the individual or groups involved.
Professional Skills, 
Values and Characteristics Profile:

A Self-Study and Evaluation

Review the characteristics of effective helpers and basic skills associated with successful human services professionals (chapter 5). Discuss and evaluate your personal strengths and areas in need of growth or development in the following areas:

Characteristics
- Empathy
- Genuiness
- Objective/subjective balance
- Tolerance for ambiguity
- Acceptance
- Desire to help
- Patience

Skills
- Listening, creating safety and trust, interviewing, providing feedback, and referral
- Needs assessment
- Goal setting, plan development, problem-solving
- Educating
- Gathering information
- Advocacy (helping people get the services they need)
- Group leadership, community organizing, and networking
- Multicultural awareness
- Understanding for disabilities and health issues
Values

Reread the section of chapter 5 titled, “Factors That Influence the Use of Skills” (page 227) and answer the following questions related to values taken from page 228.

1. What values underlie your desire to help others? Where did these values come from?
2. What social issues do you feel strongly about? Why?
3. Which client behavior would you have trouble accepting? Why?
4. Which of your values would you like to change or modify? Why?
5. What would you like to accomplish in human services?
6. How do you go about solving personal problems?
Introduction to Human Services

Group Final Project

Identify a social problem in your community, workplace, or school in need of a prevention program.

Describe the problem, its impact on society, your hypothesis as to what the cause of the problem is, and develop a prevention plan to reduce or eliminate the problem.

For this project, use only primary and/or secondary prevention strategies in your plan (see chapter 8, page 311).

Make your prevention plan brief, to the point, and in an outline form.

Example:

Description of the problem
Impact on society
Population(s) involved
Hypothesis for the underlying causes or human needs involved
Historical factors
Moral/political issues
Related legislation
Prior attempts and/or successes at prevention
Current treatment or intervention programs
Your prevention plan:
Strategies for prevention
Staffing needs
Training and/or education for workers
Proposed funding sources
Implementation timelines
Positive impact on society
Appendix H2

Syllabus

Case Management (HS 55)

Instructor: Rick DeGette, MA, MFT
Semester: Spring, 2000
Units: 3
Text: Generalist Case Management: A Method of Human Services Delivery, (Woodside & Mcclam)
Meeting Times: Tuesday, 6:30 p.m. - 9:45 p.m.
Location: Solano Community College Main Campus, 700 Bldg., Room 706
Assignments: Case management skills, values, and characteristics profile; Midterm exam project; Legal/ethical issues review and competency building exercise; Final exam project.

AGENDA

| January 25 | Introductions.
|            | Orientation to class and required assignments.
|            | Reading assignment: Chapter 1.
| February 1 | Discussion of basic elements of case management.
|            | Reading assignment: Chapter 2.
| February 8 | Discussion of history of case management.
|            | Reading assignment: Chapter 3.
| February 15| Models of case management.
|            | Reading assignment: Chapter 5.
| February 22| Effective interviewing skills.
|            | Reading assignment: Chapter 4.
| February 29| Overview of the three phases of case management.
|            | Reading assignment: Chapter 6.
|            | Case management skills profile due.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>March 7</td>
<td>Service planning.</td>
<td>Chapter 8.</td>
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<tr>
<td>March 14</td>
<td>Service coordination and implementation.</td>
<td>Chapter 7. Midterm exam project due.</td>
</tr>
<tr>
<td>March 28</td>
<td>Legal and ethical issues.</td>
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<tr>
<td>April 11</td>
<td>Working within organizations.</td>
<td>Legal/ethical issues review and competency building exercise due.</td>
</tr>
<tr>
<td>April 25</td>
<td>Guest presenters.</td>
<td>Chapter 11.</td>
</tr>
<tr>
<td>May 2</td>
<td>Professional development.</td>
<td>Chapter 12.</td>
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<tr>
<td>May 9</td>
<td>Case management today.</td>
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</tr>
<tr>
<td>May 16</td>
<td>Final exam project due.</td>
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</table>
Method for Assigning Final Grades

Assignment Weighing

Class Participation ................................. 20%
Case Management Skills Profile ............ 20%
Midterm Exam Project ......................... 20%
Legal/Ethical Exercise ....................... 20%
Final Project ..................................... 20%

100%

Grading by Points

90-100% .............................................. A
80-89% .............................................. B
70-79% .............................................. C
60-69% .............................................. D
Below 59% .......................................... F
Case Management Skills, Values, and Characteristics Profile: An Exercise in Self-Assessment and Skills Evaluation

Review the roles of case management in chapter 3. Discuss and evaluate your current skills and abilities related to the provision of case management services. Provide specific examples which illustrate your role competency for that area. Please keep your responses brief and to the point.

Roles of Case Management.

- Advocate
- Coordinator
- Broker
- Colleague and collaborator
- Community organizer
- Consultant
- Counselor/therapist
- Evaluator
- Expediter
- Planner
- Problem solver
- Record keeper
- Service monitor and system modifier
Legal/Ethical Issues Review and Competency Building Exercise

Refer to chapter 10 and familiarize yourself with the key legal and ethical issues pertinent to human services. Briefly define and discuss the key issues listed below:

Informed consent

Structuring the helping relationship

Problem identification and service planning

Confidentiality: Include all instances listed below where confidentiality may be breached, and when it must be breached.

- Child abuse reporting requirement
- Adult abuse reporting requirement
- Duty to warn (Tarasoff law)
- Dangerous client situations, such as domestic violence
- Involuntary hospitalization

Referrals

Family disagreements

Autonomy/client-directed services
Midterm Exam

Your midterm exam is to be completed at home and returned no later than March 16, 1999. Remember, your completed exam will be worth a maximum of 20 points and will represent 1/5 of your grade. Any exam received after the due date will be considered late, and there will be an automatic deduction of 5 points for each class meeting the assignment is turned in late. Please read the questions carefully and respond thoughtfully and succinctly.

Instructions

Among the 10 essay questions listed below, select five for completion. (All students must answer questions #6) Be sure to use any books, notes, and reference materials to develop your answers. Carefully read each question prior to answering to ensure the accuracy of your statements. Answer all of the questions in the second section.

Essay Questions

1. Discuss and define the historical development of case management as a process since the early 1970’s. Include key elements which illustrate shifts in values, beliefs, and methods of service delivery.

2. Define and explain the “process of case management.” Be sure to identify, define, and relate all essential parts of the case management process.

3. Identify one significant event or service facility which made an important and essential contribution to the development of the field of case management. Discuss its historical significance, origin, and primary importance.

4. Explain how counseling skills are woven into the case management process. Identify specific counseling skills and explain how they would come to bear in the process of case management service delivery.

5. Explain the statement, “We are not cases and do not need to be managed.” Discuss the origin of this statement, its impact on case management, and significance for rehabilitation/recovery services.

6. Identify the three different models of case management. Point out the relative strengths and weaknesses of each approach, and cite specific examples of client situations where one approach may work better than another.
7. Summarize the “Assessment Phase of Case Management.” List the necessary ingredients for a complete assessment package. Briefly define “confidentiality” and its relationship to the assessment phase of case management.

8. List four common barriers to the helping relationship. Explain the importance of the helper’s awareness of their own prejudices, biases, and beliefs relative to the provision of case management services. Provide specific examples of how each barrier could impede the helping process.

9. Discuss the purpose and value of psychological testing for case management service delivery. Cite a specific testing instrument and explain its potential uses. Explain what’s meant by the term “halo effect.”

10. Explain your comfort level with interpersonal conflict. Do you anticipate any difficulty advocating for your client’s needs? How do you balance your client’s needs against the realities of managed care and potential limitations on needed services?

SHORT ANSWER

1. Define case review and list the benefits.
2. List the three phases of case management.
3. Define “consumer directed approach.”
4. Define “HMO, PPO, POS.”
5. According to Ozarin (1978), list the key elements for case management success.
6. Define “formal” and “informal” interviewing.
7. List the elements of a “mental status exam.”
8. List three interviewing skills.
9. List three interviewing pitfalls.
10. List the essential parts of a service plan.
11. What is a “test”? How is it used in case management service delivery?
12. How is teamwork used in case management?
13. List the barriers to effective teamwork.
The Strengths Perspective

The strengths perspective challenges workers to understand that, however downtrodden or sick, individuals have survived (and in some cases even thrived). They have taken steps, summoned up resources, and coped. We need to know what they have done, how they have done it, what they have learned from doing it, what resources (inner and outer) were available in their struggle to surmount their troubles.
### Appendix K2

<table>
<thead>
<tr>
<th><strong>Strengths Model</strong></th>
<th><strong>Deficit Model</strong></th>
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<tbody>
<tr>
<td>Focus on identifying capabilities and interests.</td>
<td>Focus on identifying limitations.</td>
</tr>
<tr>
<td>What are the person’s goals, and what are the barriers to those goals?</td>
<td>What is the diagnosis?</td>
</tr>
<tr>
<td>Focus on relationship between individual and environment.</td>
<td>Focus on individual pathology.</td>
</tr>
<tr>
<td>Focus on building upon client strengths.</td>
<td>Focus on ameliorating pathology disease.</td>
</tr>
<tr>
<td>Service providers are “reservoir of hope.”</td>
<td>Service providers define “realistic” goals.</td>
</tr>
<tr>
<td>Optimism about vocational potential.</td>
<td>Disability seen as symptoms-based and static.</td>
</tr>
<tr>
<td>Concerned with social and recreational life of the client.</td>
<td>“Quality of life” seen as secondary to symptom relief.</td>
</tr>
<tr>
<td>Client is active in designing own services and program.</td>
<td>Providers dictate “appropriate treatment.”</td>
</tr>
<tr>
<td>Services seen as evolving, lifelong process.</td>
<td>Treatment seen as chronic symptom management.</td>
</tr>
</tbody>
</table>

*Source: Coni Kalinowski, M.D., San Francisco, California*
Principles of Strength-Based Interviewing

1. Clients are seen as potentially ABLE rather than disabled and CAPABLE rather than incapable.

   (Assists interviewer in prizing, supporting and encouraging the client.)

2. Clients are viewed as having strengths and life accomplishments that can be built upon rather than having deficits and barriers to success.

3. Client's difficulties are viewed as temporary and situationally caused rather than personally created.

   (Assists interviewer in accepting the client's view of the problem and their choice of action.)

Source: Tim Stringari, M.A., MFT, College of San Mateo, 1999
Appendix I

Current Trends in Human Services Delivery

- **Customer Involvement in Service Delivery:**
  The customer is seen as ‘in charge’ of their own recovery, rehabilitation or path to self sufficiency. Practitioners must focus on customer empowerment by supporting individual and family choices.

- **Multi-Disciplinary Team Approach:**
  Increasingly, a multi-disciplinary group of service providers is assigned to work as a team to comprehensively serve individuals or families. Teamwork and coordination are essential skills for practitioners.

- **Community-Based Services:**
  Services are placed in the community in schools, churches, etc., in order to provide easy access to customers in a familiar environment. Practitioners must be able to provide services in the context of community dynamics and culture.

- **Generalist Practitioners vs. Specialists:**
  Human services workers are increasingly asked to function as ‘generalists’ assisting clients in more than one area of need. This requires they have a general knowledge of all areas of human services delivery.

- **Focus on Outcomes:**
  There is an increasing focus on the measurement of identified outcomes to judge the effectiveness of human services programs. Practitioners must be able to assist individuals or families to develop goals and plans toward measurable success.

*Source: Tim Stringari, M.A.,MFT, College of San Mateo, 1999*
Contemporary Principles and Values in Human Services

- **Customer-Driven Services:**
  Individuals and families are seen as ‘in charge’ of their lives, knowledgeable of their needs, and capable of choosing effective service options. Practitioners strive to support and empower customers by honoring and respecting their decisions and preferences.

- **Focus on Strengths:**
  Customers are viewed as having strengths and life accomplishments that can be built on rather than having deficits or barriers to success.

- **Utilization of Natural Supports:**
  Practitioners encourage customers to utilize and strengthen natural supports already in their environment, such as family, friends, fellow employees, and clergy/churches. By doing so, they support the client’s ability to become independent of agency assistance.

- **Integrated Settings:**
  Wherever possible, services are provided to individuals and families in a normalized setting. Separating out customers from the mainstream is seen as detrimental to their ability to participate in society.

- **Coordinated Services:**
  Agencies strive to work together to utilize a similar service approach to ease and accelerate individual or family success.

- **Comprehensive and Individualized Services:**
  Agencies and workers attempt to work with individuals and families in a comprehensive manner, viewing them in the context of their history, family, culture, and personality. Services are individualized as much as possible to accommodate the uniqueness of each person or family.

- **Focus on Outcomes:**
  Agencies and practitioners measure success based on achieving customer goals. Provision of services alone is not a measure of success. Practitioners help individuals and families to identify goals, create plans, and evaluate outcomes.

- **Cultural Competency:**
  Practitioners are appreciative and respectful of the ethnic and cultural uniqueness of customers and strive to understand, accommodate, and support each individual’s ethnic identity, customs, and world view.

*Source: Tim Stringari, M.A., MFT, College of San Mateo, 1999*
The Value of the Collaboration

- Lessons Learned
- Present Status
- Next Steps
The Value of the Collaboration

The Human Services Certificate Program gives human services employers, providers, and agencies in each of the three participating counties (San Mateo, Solano, Riverside) the opportunity to train their employees inexpensively and conveniently. As long as employment and case management skills are needed, the current curriculum will provide human services providers in the three communities with an effective way to receive training. Some agencies have incorporated the Human Services Certificate Program into hiring and promotional opportunities. Since the three community colleges are positioned to respond to the needs of their communities, any shifts in the service delivery of human services can and will be reflected in the certificate's curriculum. Since the curricula is in place at each of the three community colleges, it also offers any resident of the community an accessible and affordable opportunity for training and career advancement in human services occupations.

Courses taught in the Human Services Certificate Program are designed to be as relevant and practical as possible. Initial feedback from human services agencies indicates employee training has become more job specific and relevant to the work performed at the agencies. Providing input into the development of the human services curriculum allowed agencies an opportunity to articulate the requisite competencies they require of staff and have these skills integrated into the course work leading to the certificate.
Lessons Learned

Lesson One
The extensive investment of time in curriculum development by the community colleges and the human services agencies throughout the community helps to make the curriculum relevant and timely. Curriculum developers need to invest substantial time to design a program that truly meets the training needs of employers throughout the community and does not replicate training opportunities already offered.

Lesson Two
The involvement of agency-based professionals as instructors in human services certificate programs enhances the credibility of the programs in the eyes of students, agencies, and the community. Staff members of human services agencies who are familiar with the work-based situations confronted by students become instructors who are able to ensure that course content is reality-based and pragmatic.

Lesson Three
Fostering collaborations and community involvement contributes greatly to establishing a successful Human Services Certificate Program as a permanent part of the local community colleges’ curricula. Individuals and agencies involved in the development of these programs recognize the value of partnering with community colleges to meet the training needs of staff and better serve human services clients in their communities.

Lesson Four
Human services staff will need an increasing level of training and professionalism to effectively meet the changing and complex needs of clients. The human services curriculum will need to evolve to respond to these changing needs in order to ensure that Human Services Certificate Programs thrive.
Present Status and Next Steps

Where we are:
Currently, the HSEC group is continuing the process of developing its three regional programs and searching for effective means of disseminating the process to other interested colleges and communities.

Next steps:
It is likely that the next steps for the HSEC will be to:

- Organize a state-wide consortium of colleges and communities involved or interested in developing human services training, credentials, certificates, and degree programs. With the advent of welfare reform and the implementation of the WIA, numerous colleges and communities are attempting to establish some sort of skill-based training to meet the emerging needs for employment outcomes. Many have contacted HSEC members to ask for assistance. The development of a consortium would provide an avenue for sharing information and set the stage for a state-wide consensus among colleges as to the skills, competencies, values, ethics, and instructor qualifications desirable for such programs.

- Planning and hosting statewide and regional meetings of the consortium would serve as the vehicle to allow members to communicate and share information, including curriculum teaching strategies, and to reassess and evaluate standards.

- Seek partners and secure funding resources to implement future plans. To continue the work already begun to ensure that the curriculum and subsequent training remains relevant and current and to effectively serve as a resource to other colleges and communities.
About the Writers

Tim Stringari, MA., MFT
Since 1991, Tim has been the director of a model supported education program for community college students with psychiatric disabilities. Developing the program involved a huge struggle against stigma and prejudice on the college campus, low expectations by mental health providers, and lack of sufficient funding. The struggle has made Tim very aware of the difficulties and barriers facing mental health consumers who wish to succeed in higher education and brought him personally close to the students as individuals and as an underrepresented group in our society. The successful development of this program and Tim’s empathy for the cause of persons with psychiatric disabilities has led him through 10 years of consulting and training in the field of supported education. Most recently, Tim has been involved in the establishment of human services training programs designed to prepare and encourage persons with psychiatric disabilities to become service providers.

Rick DeGette, MA., MFT
Rick is currently the Vocational Services Coordinator for Solano County Mental Health Services and also teaches part-time in the Human Services Program at Solano Community College. Rick played an important role in helping to conceptualize, develop, and implement the Human Services Major program at Solano Community College and has partnered with the statewide Human Services Educational Collaborative Work Group (HSEC). In addition, he provides consultation services in the areas of education with support strategies for persons with psychiatric disabilities and the development of Human Service Certificate Programs. Rick has worked to develop the current memorandum of understanding with Solano Community College and has provided numerous workshops and training to community college faculty and staff in the area of disability awareness and best practice approaches in handling the needs of students who suffer with persistent psychiatric disabilities.

Sylvia Thomas, MA.
Sylvia’s career includes 20 years of teaching, seven of which are at the community college. For the past 10 years, Sylvia has been an educational administrator for Riverside Community College. In her current capacity as Dean of Instruction at RCC, she is the chief academic officer for the college. A major focus of her position involves networking with other educational institutions and community groups. She has participated in the Human Services Educational Collaboration Work Group (HSEC), whose success has been based on the “best practices” for initiating, developing, and implementing a core curriculum of training that results in workplace skill development with an opportunity for growth and expansion. Working with human services agencies, Sylvia has helped with the design of a skills-based program with direct workplace applicability. Her involvement in this collaboration while a member of the Riverside B.E.S.T. and Statewide Steering Committee/B.E.S.T. Subcommittee has increased Sylvia’s awareness of the needs of those with psychiatric disabilities and has challenged her to find new ways to meet the unique educational and training needs of individuals with disabilities.