Making the Community Connection

A Guide to Developing Community College Human Services Certificates & Programs
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Making the Community Connection: 
A Guide for Developing Community College Human Service Certificate and Degree Programs

Acknowledgments

The authors would like to thank the California State Departments of Mental Health and Rehabilitation (DMH/DOR) and their California Mental Health Cooperative Program for their continuing mentorship and support of the Human Services Educational Collaborative and the creation and revision of this guide. The DMH/DOR Cooperative Programs provide community-based collaborative rehabilitation services and supports to improve employment opportunities and workplace success for persons with disabilities.

We would also like to thank Production Printing of Riverside Community College District for their excellent help in the creation of this guide.

The Intended Purpose of This Publication

This publication is intended to serve as a step-by-step guide for communities and their local community colleges to collaboratively develop Human Services Certificate and/or Degree programs to train, retrain and certify local human service workers. Input from Advisory Committees and data from job market analyses and research all underscore the increasing need for trained human service workers who are skilled in providing employment-focused, customer-driven services.

Contemporary best practices in human services delivery based on empowerment and recovery principles, as well as supporting legislation now demand that every service provider assume the role of counselor, mentor, motivator, service coordinator, advocate, and employment specialist in order to support the people they serve achieve self-sufficiency. This guide is intended to support communities and their human services workers meet this expectation.

Assistance Available

The State Departments of Mental Health and Rehabilitation (DMH/DOR) provide consultation, training and technical assistance through a special cooperative unit that supports the development of partnerships between community colleges and their local mental health and rehabilitation agencies. In addition to assisting colleges and their community partners create Human Services Certificate and Degree programs and related curriculum, DMH/DOR encourages communities and their colleges to develop supported education services that facilitate the career success of students with disabilities. For information about this type of assistance contact the authors at Ricder_ricder@yahoo.com, JustSylviaT@sbcglobal.net, tim.stringari@sbcglobal.net, or Edie Covent or Dee Taylor of the California Department of Mental Health, edie.covent@dmh.ca.gov, (619) 644-8967/ dee.taylor@dmh.ca.gov, (619) 654-6933.
Building Community Connections:

The Human Services Educational Collaborative (HSEC)
And
The Human Services Certificate and Degree Program

Background and Development

Description

Legislative Mandates

Labor Market Demands
Background and Development of the Human Services Educational Collaborative (HSEC)

In January 1997, the Departments of Mental Health and Rehabilitation Cooperative Programs Unit (DMH/DOR) sponsored the convening of a statewide educational collaborative work group to address anticipated training needs created by the system changes of Welfare Reform Act, the Workforce Investment Act and subsequently, California’s Mental Health Services Act. The goal of the work group was to meet these new training needs by establishing human services training programs based at local community colleges that were affordable, accessible and able to be replicated statewide. The group became known as the Human Services Educational Collaborative (HSEC). The training programs that developed were designed to address the community need to build a human services workforce skilled in the best practices of rehabilitation, recovery, empowerment and employment support. Secondarily, the programs were intended to provide employment and career ladder opportunities in human services for persons with psychiatric disabilities.

DMH/DOR’s statewide network of cooperative employment programs was used to identify three community colleges in San Mateo, Solano and Riverside counties to be members of the collaborative. Additionally, a cross section of human services and mental health agencies within those counties were invited to participate in the HSEC work group with the College of San Mateo, Riverside Community College and Solano Community College.

The HSEC work group was facilitated and coordinated by DMH/DOR Cooperative Unit field staff. Under the mentorship of the HSEC work group, each county engaged in an extensive assessment process to ascertain community interest and training needs and to secure buy-in from all interested agencies, employers and customer groups. The assessment process included employer surveys, focus groups, and meetings with customer groups and individual agencies. Ultimately, the group’s work resulted in state community college Chancellor’s office approval of Human Services Certificate and Degree Programs at each of the participating community colleges. In 2007, the authors in their capacity as trainers/consultants and members of the original HSEC group were asked to review, update and refine the three programs and this guide to reflect the training and employment needs created by the Mental Health Services Act.
Description of the HSEC Human Service Certificate and Degree Programs

The HSEC Human Services Certificate and Degree Programs are designed to train human services personnel to provide services for individuals and families in need of social, health, and economic assistance. The programs prepare individuals 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. Additionally, the programs can lead to transfer to four-year colleges and universities.

The target populations for the certificate programs include potential human services employees, current employees of mental health and human services agencies, and human services customers and mental health customers who are interested in entering human services occupations. By design, the human services programs are “customer-friendly” because they have been made accessible to participants in the mental health and human services system who want to pursue human services occupations. This has been accomplished by linking the programs to existing supported education programs at the colleges. These supported education programs are partnerships between the college and the mental health community and function to provide on-going supports (above and beyond Disabled Student Services) to students with psychological and other disabilities. Assistance in developing supported education programs is available at no cost to colleges and communities through the DMH/DOR Cooperative Programs (see the Assistance Available information on page 4).

The primary goals of the Human Services Programs are to:

- **Respond to the training and staffing needs** of the individual human services communities
- **Offer areas of concentration or specialization** that include, but are not limited to Psychosocial Rehabilitation, Dual-Diagnosis, Family Development, Community Health Work, Peer Support, Employment Support and others to be developed as needs emerge
- **Maintain a human services program and curriculum model** that can be disseminated state-wide and will respond to system changes in health and human services
- **Provide human services career opportunities** for interested participants seeking human services job skills or skills upgrades
- **Provide a skill based human services lower division transferable curriculum that has workplace applicability** while, encouraging and providing the opportunity for transfer to four-year institutions thereby meeting workforce development needs for bachelors and masters level professionals.
All three Human Services programs and related curriculum are based upon four 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 client-directed approach to service**, partnering with customers to attain their chosen goals
- **Focus on clients strengths as opposed to deficits** and functional limitations
- **Appreciation of ethnic and cultural diversity.**

The Human Services Certificate Programs have given local human services employers, providers, and agencies in each of the three participating counties the opportunity to train their employees inexpensively and conveniently. They offer the residents of the community an accessible and affordable opportunity for training and career advancement in human services occupations. Looking toward the future, the three participating colleges and their Advisory Groups are well positioned to respond to the changing needs of their communities and any shifts in the service delivery of human services can be reflected in the curriculum.
Legislative Mandates

Three powerful pieces of legislation precipitated the formation of the HSEC and have been the driving force behind the development, implementation and on-going refinement of the Human Services Certificate and Degree Programs. They are: The Welfare Reform Act, the Workforce Investment Act (WIA) and the Mental Health Services Act. These three legislative landmarks have radically changed the way mental health and social services are delivered and have created a new and pressing need for human service education and training.

The first two laws, the Welfare Reform Act and the Workforce Investment Act (WIA) occurred in the mid 1990’s and made job development and employment outcomes the common objective of all human services providers in the nation. These laws require that human services workers assume new roles as mentors, case managers and employment service specialists. Working in a co-located partnership, called a One-Stop Center, social service agencies, human services, and welfare providers work together to support customer empowerment that can lead to employment and self-sufficiency.

Facilitating empowerment and providing employment support requires new attitudes, skills, and abilities on the part of human services workers. Many, who were once called "eligibility workers” and "benefits specialists,” must now go beyond determining eligibility for services and checking for fraud, to directly assisting their clients, now called "customers,” to reorder their lives and enter or re-enter the competitive workforce. The Human Services Certificate and Degree programs are meeting the demand for new skills, attitudes, and abilities by providing human service agencies, their workers and potential employees, with low cost, practical and locally available training and certification.

The third and most recent legislative action reaffirming the need for the Human Services Certificate and Degree programs is California’s Mental Health Services Act (MHSA) passed in 2004. Along with the influx of much needed dollars to community mental health, the MHSA mandates the adoption of an empowerment-based "Recovery" paradigm. The Recovery approach to services establishes the expectation for the recovery and reintegration of persons with mental illness into meaningful roles in the community. This bold expectation requires that mental health and social service providers do "whatever it takes" to facilitate and mentor customer rehabilitation, recovery and employment. Just as in the case of the WIA and welfare reform, the MHSA has created a new demand for training and certification. Additionally, the MHSA encourages community mental health agencies make an effort to hire customers and family members who have previous experience as service recipients. Community colleges are positioned to be a valuable partner in this effort through the development of Supported Education programs. (see appendix) These programs provide the necessary assistance, mentoring and support services to assure the success of individuals with disabilities as human services students and providers.

The Legislative Context for today's human services education as discussed above and the resulting directives, challenges, trends and roles are summarized in the following outline.
The Legislative Context of Human Services Education Today

• Significant System Change Events
  Welfare Reform
  Workforce Investment ACT (WIA) and One-Stop Centers
  The Mental Health Services Act (MHSA)

• The Directives of the New System Changes: The New Paradigm
  Self-reliance is the goal (*empowerment vs. the provision of services*)
  The customer is in charge (*power with vs. power over*)
  Build on customer strengths (*strength perspective vs. deficit model*)
  Service coordination and consolidation is a must (*do more with less*)
  Comprehensive assessment and services (*serve the whole person*)

• Common Challenges Presented by the New System Changes
  Teach new values and skills to service providers (training & HS certificate programs)
  Identify and remove barriers to success (resource development)
  Service coordination and cooperation between agencies (partnerships)
  Greater client involvement in the delivery of services (customer providers)
  More effective job development (*employer partnerships*)

• Resulting Trends in Human Services
  Generalist vs. Specialist
  Comprehensive Services
  Multi-disciplinary Team Approach to Services
  Community-based Services
  Web Supported Services
  Customers as Service Providers
  Focus on Self-reliance Outcomes

• The New Human Services Worker’s Role
  Generalist
  Mentor/Motivator
  Counselor
  Service coordinator
  Advocate
  Planner
  Problem solver/barrier buster
  Collaborator
  Record keeper
The Labor Market Demand

In addition to the legislative mandates and subsequent system changes discussed above, the increasing demand in the labor market for human services workers has also fueled the development of the three human services programs. The Labor Market Information Division of the California Employment Development Department forecasts employment opportunities for Human Services Assistants in the state and local metropolitan statistical area. Ample evidence exists that there will be an increased demand for human services workers statewide. In California, in 2002, the annual number of Human Services Assistants was 27,300. By the year 2012, the annual average of Human Services Assistants is projected to increase by 34.8% or by 9,500 absolute positions (Attachment). An additional 4,800 jobs will be open due to openings and separations.

In Riverside, one of the identified counties in the HSEC collaboration, the need for Human Services Assistants is anticipated to grow by 52.5% (from 1,580 in 2002) or by 830 positions to be 2,410 in the year 2012. Also, there will be an additional 111 positions due to openings and separations (Attachment).

- **Net Job Market**

Given the number of enrollments projected for the Human Services program, there should be more than enough positions locally (Riverside County) and statewide to permit placement of the expected number of Human Services degree and certificate recipients that will result.

- **Growth anticipated in the job market**

According to the Bureau of Labor Statistics, employment opportunities for human services assistants are expected to be plentiful, particularly for applicants with appropriate postsecondary education. The number of human services assistants is anticipated to *increase much faster than the average* for all occupations between 2004 and 2014. As a result, this ranks the occupation among the most rapidly growing. Additional job opportunities will grow from the need to replace workers who advance into new positions, retire, or leave the workforce for other reasons. There will be more competition for jobs in urban areas than in rural areas, but qualified applicants should not experience any difficulty obtaining employment. Due to the rapid increase in the demand for social and human services, many employers increasingly rely on human services assistants to assume greater responsibility for delivering services to clients.

In addition, job opportunities are expected to be good in private social service agencies, which provide such services as adult day care and meal delivery programs. Also, job opportunities in private agencies will grow as the state of California and local governments continue to contract out services to the private sector in efforts to lower costs. Moreover, social services will expand with the growing elderly population, who
are more likely to need these services and more human service assistants will be needed to provide services to the homeless, individuals with substance abuse problems, pregnant teens, individuals with mental illness and the developmentally disabled. In some cases, private agencies have employed more human services assistants in place of social workers, who are more educated and, as a result, more highly paid.

- **Earning Potential (Attachment)**

  The average initial salary for a human services assistant is $27,248. The median annual salary of a human services assistant with experience is $30,513 (based on $14.67 an hour).

- **Program Credibility/Career Potential**

  According to the Bureau of Labor Statistics found that a bachelor’s degree usually is not required for entry into human services related positions. However, employers more often seek potential employees with relevant work experience or education beyond high school. Certificates or associate degrees in social work, human services, gerontology, or one of the social or behavioral sciences meet most employers’ requirements. Some employers may require a bachelor’s or master’s degree in human services or a related field such as counseling, rehabilitation, or social work for their positions.

**Source**

Creating a Human Services Program

Step One: Establishing the Community Connection

Identifying key stakeholders

Identifying common values, goals, needs, and roles

Establishing the community's role
Identifying Key Stakeholders

The first step in the development of a collaborative Human Services Certificate and Degree Program is establishing a solid link or connection with key stakeholders in the community. This group includes all the agencies and employers who will potentially be hiring program graduates and/or sending current employees for retraining or skill enhancement. This group of agencies is different in each community and will reflect the unique organization or structure of the community and training needs and interests of the individual region.

Start by convening a meeting of the largest and most active community agencies such as local county mental health, human services, and the Department of Rehabilitation. After assessing the general interest a certificate program and securing initial buy-in, ask the question, “Who else should be at this meeting?” At that point, additional stakeholders can be identified and invited to subsequent meetings. This expanded group can then become the Advisory Group for the certificate development project. Although each community is unique, the following is a list of typical community member organizations that can make up an Advisory Group.

Authors’ Caution: An Advisory Group that does not attempt to include as many stakeholders as possible, places a developing program at risk from lack of community support.

Example of a Human Services Advisory Group membership:

- Department of Rehabilitation
- County Mental Health Services
- County Health and Human Services
- Employment Services (One Stop)
- Alcohol and Other Drug Services
- Mental Health Association
- National Alliance for Mentally Ill
- Youth and Family Assistance
- Independent Living Centers
- Developmental Services
- College Administration and Faculty
- College Disabled Student Services
- Family Services
- Aging and Adult Services
- Human Resource Agency
Identifying Common Values and Goals

After Advisory Group membership is established, hold subsequent meetings to identify common goals, philosophies, values, and needs and to define the role of each of the stakeholders in the program development. The primary role of an Advisory Group is to guide the philosophic and structural development of the program making sure it meets community and employer needs. Prior to setting out to establish a program, the authors recommend that the Advisory Group create a clear vision of what is to be accomplished and the goals and values that will then guide them in the process.

Establishing the Community’s Role

Additionally, the Advisory Group takes ownership of the many and varied responsibilities typical of a college/community collaborative endeavor. Key professionals from governmental and nonprofit agencies can assist the program in a variety of ways from internal resources to public relations. Possible responsibilities of Advisory Group members include the following:

- Assist with curriculum development and evaluation
- Provide in-kind resources as needed
- Publicize and promote the Human Services Program
- Offer input so that the program remains current
- Support internship experiences for students
- Recruit talented adjunct teaching faculty from the field
- Give career development feedback to students.
Step Two: Community Assessment
Community Assessment

After establishing Advisory Groups comprised of key stakeholders in the community, the college and its Advisory group can begin an extensive assessment process to ascertain the widest possible measure of human services training needs and potential student interest in their community. Community meetings, employer surveys, meetings with individual agencies, customer groups, and focus groups can all be used to complete the assessment process. Included in the assessment can also be a survey of training and education resources currently available in the community in order to avoid program duplication in a given geographical area. Also very important is a local and state labor market survey (see Labor Market Demands in the previous section).

Authors’ Caution: The importance of undergoing a complete and thorough community assessment can not be emphasized enough. A program developed on only a small amount of information from the community is likely to fail either because of lack of attendance, or buy in or ownership at local level, or the absence of employment outcomes or both.

Additionally, regional community college deans who must approve new Certificates of Achievement will not allow a program to go forward to the Chancellor's office for approval without sufficient evidence of an established regional need. Although locally approved certificates (those that are less than 18 units, sometimes referred to as “sub” or “mini” certificates) do not require approval by the regional deans or the Chancellor's office, the community assessment process is still essential for program success. In some cases, locally approved certificates can be created to meet the needs of a few targeted employers and in these cases the community assessment process can be less broad in its focus and duration.

DMH/DOR consultants are available to assist colleges and their Human Services Program Advisory Groups to start or complete this very important community assessment process. To apply for assistance refer to the Assistance Available Section in this guide.
Examples of employer surveys, student interest surveys, and a focus group summary utilized in the community assessment process follow.

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**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.
- 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.
- 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**

- 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.
- 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**

- 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.
- 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.
- 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

- 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.
- 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.
- 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 District 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.
Human (Community) 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 Human (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 to encourage employees to participate in professional development and career training?

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

<table>
<thead>
<tr>
<th>Para-</th>
<th>Professional</th>
<th>Professional</th>
<th>Supervisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency conducts training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees are reimbursed for all or a portion of their training costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees are allowed paid work release time for training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary increases are awarded upon program completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional training is considered in promotion decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: ____________________</td>
<td></td>
<td></td>
<td></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
- Language, Literacy and Policy Changes Skills
- 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</th>
<th>Training Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check all that are of interest)</td>
<td>(Circle your preference)</td>
</tr>
<tr>
<td>Full-or half-day workshops</td>
<td>Workplace</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
</tr>
<tr>
<td>Two-day Seminars</td>
<td>Workplace</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
</tr>
<tr>
<td>Three-to six-day forum</td>
<td>Workplace</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
</tr>
<tr>
<td>Short college credit courses (Less than 18 weeks)</td>
<td>Workplace</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
</tr>
<tr>
<td>Semester length college courses</td>
<td>Workplace</td>
</tr>
<tr>
<td>credit courses (18 weeks)</td>
<td>On Campus</td>
</tr>
<tr>
<td>Evening program</td>
<td>Workplace</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
</tr>
<tr>
<td>Weekend program</td>
<td>Workplace</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
</tr>
<tr>
<td>Accelerated degree program</td>
<td>Workplace</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
</tr>
<tr>
<td>Other: ________________________________</td>
<td>Workplace</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
</tr>
</tbody>
</table>
5. Please indicate the number of persons employed at each job level in each of the following areas.

<table>
<thead>
<tr>
<th></th>
<th>Para-Professional</th>
<th>Professional</th>
<th>Supervisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Support Services</td>
<td>_____________</td>
<td>______________</td>
<td>_____________</td>
</tr>
<tr>
<td>Job Coaching</td>
<td>_____________</td>
<td>______________</td>
<td>_____________</td>
</tr>
<tr>
<td>Community Resource Coordinator (Case Management)</td>
<td>_____________</td>
<td>______________</td>
<td>_____________</td>
</tr>
</tbody>
</table>

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

| Employment Support Services (Job Coaching) | _____________ | ______________ | _____________ |
| Community Resource Coordinator (Case Management) | _____________ | ______________ | _____________ |

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

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

<table>
<thead>
<tr>
<th></th>
<th>Clerical</th>
<th>Para-professional</th>
<th>Professional</th>
<th>Supervisory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_____________</td>
<td>______________</td>
<td>_____________</td>
<td>_____________</td>
</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:
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 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 principle 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, into 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 services 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. In which of the following vocational/occupational areas would you be most interested?
    (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)*
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 entry-level positions?

6. Do you have staff that would 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?
Step Three: Curriculum Development

Deciding on the Structure of the Curriculum

Choosing Which Courses to Create and Teach

Designing New Courses

Lesson Design

Things to Consider When Designing Courses
And Creating Lesson Plans
Deciding on the Structure of the Curriculum

The first order of business in curriculum development is for the college, with help from the Advisory Group, to determine what knowledge, core skills and training will be needed for an individual to be successful as a human services employee. Simply put, what are the intended “student learning outcomes” (SLOs) for the curriculum? Once this has been determined, it will be easier to decide how many courses will be required in order to meet the SLOs identified by the Advisory group. If the goal is have the curriculum packaged in a California Community College Chancellor's office approved Human Services certificate, then a minimum of 18 units will be needed. At most community colleges, this would equate to 6 classes, each of which consists of about 54 hours of instruction. As mentioned in the previous section, the approval process for a state-approved certificate requires a thorough community needs assessment, a labor market study, the approval of the regional community college vocational deans to avoid regional geographical conflicts or duplications, and finally approval from the State Community College Chancellor's office.

If the college and its Advisory Group determine that fewer than 18 units will be needed to adequately address the subject matter and topics, then one or more locally-approved certificates can be created. These certificates generally consist of 6 to 17 units. For locally-approved certificates, the community assessment and labor market study are still important for program success, but the certificates do not require the approval of the regional deans nor the State Chancellor's office. Without the lengthy approval process required of the state-approved certificates, the advantages of locally approved certificates (sometimes referred to as "mini-certificates," "sub-certificates" or “Certificates of Specialization”) are attractive. They can be created quickly for a specific training purpose such as change in legislation or licensing requirements and can be discontinued when they are no longer needed. The disadvantage of choosing the locally approved certificate option is that the coursework is limited to 17 units and the courses cannot be used to create a Human Services Major for an AA Degree. The smaller certificate is recognized locally, but lacks portable state wide recognition.

The experience of the participating colleges, primarily the College of San Mateo (CSM) which has four locally-approved certificates is that these disadvantages discussed above have not had a negative impact in the context of local workforce development. The four San Mateo "Certificates of Specialization" are held in high regard by local employers and have a positive impact on both hiring and promotional opportunities. The primary reason for the success of these certificates is that local employers were actively involved in the creation of the certificates as members of the advisory group and the college has recruited and hired part-time faculty who work in these agencies to teach the classes. This is a great example of a true collaborative effort!

Authors’ Tip: A "best of both worlds" strategy allows a college to respond quickly to its assessed community need with a locally approved certificate and then add courses and begin the approval process for the Certificate of Achievement, Human Services Major and AA Degree. Examples of the three California Community College Chancellor’s office state approved programs and descriptions of two of College of San Mateo's locally approved certificates follow.
<table>
<thead>
<tr>
<th>College of San Mateo Human Services Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUMAN SERVICES</strong></td>
</tr>
<tr>
<td>Certificate of Specialization – Community Health</td>
</tr>
<tr>
<td>Family Development</td>
</tr>
<tr>
<td>Peer Support Services</td>
</tr>
<tr>
<td>Psychosocial Rehab</td>
</tr>
<tr>
<td>Certificate of Achievement – Human Services</td>
</tr>
<tr>
<td>19 semester units required</td>
</tr>
<tr>
<td>Complete major requirements listed under Associate in– Major in Human Services.</td>
</tr>
<tr>
<td>Certificate of Specialization – Family Development</td>
</tr>
<tr>
<td>9 semester units required</td>
</tr>
<tr>
<td>HMSV 262 – Empowerment Skills for Family Worker 3.0</td>
</tr>
<tr>
<td>HMSV 264 – Support Family Success 3.0</td>
</tr>
<tr>
<td>Any COOP and/or CRER 152 3.0</td>
</tr>
<tr>
<td>Certificate of Specialization – Community Health Worker – 17 semester units required</td>
</tr>
<tr>
<td>HMSV 262 – Empowerment Skills for Family Worker 3.0</td>
</tr>
<tr>
<td>HMSV 264 – Supporting Family Success 3.0</td>
</tr>
<tr>
<td>Any COOP and/or CRER 152 3.0</td>
</tr>
<tr>
<td>Certificate of Specialization – Peer Support Services</td>
</tr>
<tr>
<td>12 semester units required</td>
</tr>
<tr>
<td>HMSV 110 – Introduction to Counseling and Interviewing</td>
</tr>
<tr>
<td>CRER 140 – Peer Counseling 3.0</td>
</tr>
<tr>
<td>CRER 142 – Advanced Peer Counseling 3.0</td>
</tr>
<tr>
<td>CRER 138 – Skill Development for Career Growth 3.0</td>
</tr>
<tr>
<td>HSCI 100 – General Health Education 2.0</td>
</tr>
<tr>
<td>Plus 3 units of any HSCI (Health Science courses) 3.0</td>
</tr>
<tr>
<td>Plus 3 units elective units selected from HMSV 100 or 110 or 115 3.0</td>
</tr>
<tr>
<td>Certificate of Specialization – Psychosocial Rehabilitation</td>
</tr>
<tr>
<td>37</td>
</tr>
<tr>
<td>HMSV 150 – Rehabilitation and Recovery 3.0</td>
</tr>
<tr>
<td>HMSV 151 – Current Trends and Issues in Psychosocial Rehabilitation 3.0</td>
</tr>
<tr>
<td>Plus 3 units from any COOP and/or CRER 152 3.0</td>
</tr>
</tbody>
</table>
College of San Mateo
Peer Support Services Certificate of Specialization

Goal: The curriculum of the Peer Support Services Certificate of Specialization (PSSC) is designed to prepare students to provide empowerment focused and strength based peer support and mentoring to persons recovering from mental illness.

Career Opportunities: The PSSC prepares students for entry-level peer positions in public and private non-profit agencies serving persons recovering from mental illness. Job titles include Peer Counselor, Recovery Mentor, Peer Recovery Educator, Activities Coordinator, Peer Support Group Leader, and Customer Advocate. Typical job duties include: counseling and mentoring peers, facilitating peer recovery groups, conducting home visits, planning and coordinating activities for peer drop-in centers, connecting peer clients to resources and services and advocating on their behalf, accompanying peers to medical appointments or social activities, and assisting peers to complete housing, employment or educational responsibilities. Current indications are that the number of peer positions in mental health agencies is increasing and that the need for trained peer service providers will increase.

Certificate: The PSSC consists of six units in counseling or human services, three units of skill development and three units of supervised work or volunteer experience to assist students in the application of course material to the work site. The 12 unit requirements are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRER 140</td>
<td>Peer Counseling or</td>
<td></td>
</tr>
<tr>
<td>HMSV 110</td>
<td>Introduction to Counseling and Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>CRER 142</td>
<td>Advanced Peer Counseling or</td>
<td></td>
</tr>
<tr>
<td>HMSV 150</td>
<td>Rehabilitation and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>CRER 138</td>
<td>Skill Development for Career Growth</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Education 641, 645, or 650</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

All units completed by students in the PSSC also apply toward completion of the Human Services Certificate and/or Degree at College of San Mateo.
Goal: The curriculum of the Psychosocial Rehabilitation Certificate of Specialization (PSRC) is designed to prepare students to provide recovery focused rehabilitation services to persons with psychiatric disabilities.

Career Opportunities: The PSRC prepares students for entry-level positions in public and private rehabilitation agencies serving persons recovering from mental illness. Job titles include: Assistant Case Manager, Community Worker, Family Partner, Peer Partner, Residential Counselor, Recovery Educator, Job Coach and Customer Advocate. Typical job duties include: assisting professionals in planning and coordinating rehabilitation and recovery services, connecting clients and their families to resources and advocating on their behalf, recovery focused counseling and wellness planning, facilitating groups and teaching recovery focused seminars, conducting job site visits and home visits, record keeping and billing. Current indications are that the number of available psychosocial rehabilitation positions in mental health is on the rise and that the need for trained service providers will continue to increase.

Certificate: The PSRC consists of two three unit courses in Human Services and a total of three units of Cooperative Work Experience Education and/or Service Learning:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMSV 150 Rehabilitation and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>HMSV 151 Current Trends and Issues in Psychosocial Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>Any COOP and/or CRER 152</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

All units completed by students in the PSRC apply as electives toward completion of the Human Services Certificate and/or Degree at College of San Mateo.

Completion of HMSV 150 and 152 also satisfies the educational requirement necessary to test for the nationally recognized Certified Psychosocial Rehabilitation Certificate offered through the United States Psychiatric Association.
This program is designed to equip the student with the basic knowledge and skills necessary for the 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**

- HS 51 Introduction to Human Services 3.0
- HS 52 Group Processes 3.0
- HS 53 Special Populations 3.0
- Coun 62 Intro to Counseling: Theory & Skills 3.0
- HS 55 Case Management 3.0
- Coun 63 Field Work 6.0

**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
Riverside Community College
Human Services Certificate/Associated 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 three community colleges to provide “Education for Employment Outcomes.”

Certificate Program        AS663/CE663
Required Courses (21 units) Units
HMS 4  Introduction to Human Services     3
HMS 5  Introduction to Evaluation & Counseling    3
HMS 6  Introduction to Case Management     3
HMS 8  Introduction to Group Processes     3
HMS 16 Public Assistance and Benefits       1
HMS 200 Human Services Work Experience/Internship 2

Electives (Choose from list of elective courses)     6
Elective Courses (6 Units)
HMS 7  Introduction to Psychosocial Rehabilitation 3
HMS 13 Employment Support Strategies     3
HMS 14 Job Development     3
HMS 18 Introduction to Social Work    3
HMS 19 Generalist Practices of Social Work    3

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.

The following certificate may lead to employment competency and in combination with other Human Services courses can lead to additional certification in Human Services.

Employment Support Specialization      CE 802
Certificate Program
Required Courses (4 units)
HMS 13 Employment Support Strategies     3
HMS 16 Public Assistance and Benefits    1
Choosing Which Courses to Create and Teach

After making a decision about the certificate and/or degree structure of your program, it is time to choose what new courses need to be created, which are to be required, and what existing courses can be utilized to meet community and employer needs. This can be done by a small committee of college faculty and stakeholders. This committee will pour over all the data collected from the Community Assessment including the knowledge, skills, competencies, abilities and attitudes that employers and current workers reported are necessary to perform their duties and from this information determine course titles. This group will then report to the Advisory Group for final approval. Although each community is unique, it is helpful to look at other existing Community College Human Services programs and curriculum. Certificate programs, especially those over 17 units are usually made up of required courses, which everyone must take, and elective courses which students can choose to complete the certificate and/or to specialize in a given area.

Although for some college administrators and faculty, it would appear expedient and cost effective when creating a Human Service program to utilize numerous existing Social Science courses already being taught at the participating college, the authors would like to strongly discourage this practice.

Authors’ Caution: Students, employees and employers will, in our experience, soon rebel against re-packaged Social Science courses because of their lack of emphasis on practical skills and their marginal or limited applicability to the workplace. As one focus group member clearly stated in the Riverside Community College assessment process, “Please don’t give us warmed over Social Science. If we want Social Science theory, we can already take those classes. I have and they didn’t help me on the job!”

Existing Social Science courses have however, proven useful as part of the elective choices for Human Services programs. The ability to choose Social Science electives as part of a Human Services major or degree is very helpful to transfer bound students and to students with degrees returning for Human Services certification.

Designing New Courses

After deciding which courses will be the core of your certificate and/or degree program, the next step is to create or design the new courses that have been deemed necessary to achieve your intended outcomes for students. In collaboration with human services agencies from the Advisory Group, designated community college staff can begin to translate the required knowledge and training needs of the agencies into practical and realistic courses.

Authors’ recommendation: The course design should focus on creating learning opportunities and experiences that have direct applicability to the workplace thereby immediately improving on-the-job work performance. This means emphasizing practical skills, competencies, attitudes and abilities that are needed to perform local and universal human service job functions rather than theory.
Authors’ Caution: Unless your community assessment process has revealed an employee desire or agency need for better understanding of theory (something the authors would find surprising), placing an emphasis on theory will likely result in a loss of the vocational, career and occupational students and employees for whom the program was created.

There are, in the mind of the authors, key differences between instructional programs designed to prepare students solely to transfer and career technical programs that focus on preparing students for the workplace with a transfer option. The characteristics of a vocational program with a transfer option are:

- A focus on skills vs. theory
- An emphasis on hands-on experience vs. lecture
- An effort to mirror the employment setting vs. a university research setting
- A curriculum primarily informed by employer needs.

Lesson Design

Our experience over the last ten years in designing human services courses clearly indicates that the lessons designed will be most effective if they have the following characteristics:

- Focus on job functions
- Incorporate contemporary principles, values and trends
- Provide hands on experience
- Involve the student in the teaching process
- Build on information already present in the student's experience
- Use progressive skill development
- Incorporate student self-evaluation
- Include field assignments and service learning
- Utilize guest teachers from the field.

Authors’ Caution: Our experience shows that courses that use an instructional lesson design based on traditional lecture, discussion and traditional testing do not meet the needs of human services employees nor the type of non-traditional adult student interested in a career in human services.

Next are summaries of what the authors believe to be Universal Job Functions, Contemporary Principles and Values and Current Trends to consider when designing courses and lesson plans.
Things to Consider When Designing Courses and Creating Lesson Plans

Universal Human Services Job Functions to Consider

Job functions in order of occurrence are:

1. **Listening** to the customer
2. **Assessing** for eligibility
3. **Conducting** a comprehensive strengths and needs assessment
4. **Planning** the services with the customer
5. **Linking** the customer to services
6. **Advocating** for the customer
7. **Collaborating** with other agencies
8. **Overseeing** (coordinating) the delivery of services
9. **Evaluating** the service plan with the customer
10. **Record Keeping**

Skills Needed to Carry Out Universal Job Functions:

- **Counseling** and interviewing techniques
- **Recognizing** and describing customer strengths and needs
- **Identifying** potential barriers
- **Problem solving** to remove barriers
- **Partnering** with the client to develop service plans
- **Knowing** and accessing resources
- **Partnering** with other providers
- **Adapting**: seeing what works and modifying the plan
- **Process recording** and summarization
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 customers 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 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 assist 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.
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 are 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.

On the following pages are examples of course descriptions that incorporate the Universal Human Services Job Functions and Contemporary Values and Current Trends described above.
College of San Mateo, Riverside and Solano Community Colleges
Sample Course Descriptions of
Required Courses in Human Services

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, a theoretical perspective, as well as exposure to local agencies and the diverse populations they serve. Social policy and prevention will also be discussed.

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 a variety of 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 a variety of human services settings.

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.

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.

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.
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.
Elective Courses in Human Services
Sample Descriptions

Employment Support Strategies
An introductory course for students working in Human Services agencies that prepare 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.

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 Human Services professionals who wish to enhance their job development skills.

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 supports systems, disabilities management, approaches to service delivery and skills, and ethics.

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 and recovery 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.
Creating a Human Services Program

Step Four: Instructional Delivery:
Teaching Non-Traditional Students

The Challenges

SCANS Competencies and Foundation Skills

The Opportunity: Student Strengths

The Strengths Perspective

The Opportunity

Summary
Instructional Delivery

The successful delivery of instruction in the Human Services Certificate Program rests in the hands of the faculty.

Authors’ tip: It has been our experience that the skills-focused curriculum recommended by this guide is best delivered by instructors experienced in student-centered teaching who have first-hand knowledge of the human services field as practicing professionals.

Utilizing instructors from the field has two major benefits: it increases the credibility of the program in the eyes of employers and employee participants and it ensures that students and employees participating in the program are learning skills which are relevant, current, and have direct applicability to the workplace. If existing faculty without field experience are used, the authors recommend that they participate in job shadowing or an immersion experience at local human services agencies to familiarize themselves with the jobs they are preparing students to fill. For faculty not working in the field, spending time "down town" on a regular basis is essential for program success.

Authors’ Caution: Existing human services employees will soon abandon a program if they perceive that the instructors are unaware of or lack knowledge regarding the challenges of their jobs and/or have little or no experience in the field.

Although the student demographics in each community will vary, it has been the experience of the authors that a high percentage of students attending human services courses are employed full or part-time in the human services field. Students not already employed in the field are often students who are or have been participants in the social service system and many of them have one or more disabilities. Students come from a wide range of backgrounds, work experience, and preparedness for college course work. This diversity in skill level, disability, occupational, and experiential background creates an opportunity for learning and a challenge for meeting individual training needs.

The authors have found that students typically attend the program are:

- Human services workers upgrading their skills and seeking promotional opportunities
- Transfer bound students who are interested in social work
- Persons with AAAs, BAs, MAs and PhDs improving skills, or changing careers
- Students on welfare and other social service customers seeking jobs in the System
- Displaced workers undergoing retraining
- Mental health customers seeking jobs in the Mental Health System
- Students with multiple disabilities on SSI and/or SSDI wanting to enter the work force
- Students with disabilities sponsored by the Department of Rehabilitation
- Immigrants entering the workforce.
The Challenges

The program instructors have been continuously challenged by the diversity of students’ abilities, disabilities, and experience. The most common challenges of these non-traditional students are:

- Limited English skills and low basic skills
- Multiple disabilities including learning and psychological disabilities
- Limited academic preparation and experience (limited student skills)
- Immigrant status
- Low income
- Working full-time
- Child care and parenting responsibilities
- Caring for children with disabilities and other family members.

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

Students have also varied 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 integration of the critical skills identified in the Secretary’s Commission on Achieving Necessary Skills (SCANS) report optimizes the likelihood of success for students. The SCANS report underscores the importance of “student-directed” teaching and suggests a radical shift from the conventional teacher-focused instruction to more learner-based approach in which instructors infuse the curriculum with the five competencies and three foundation SCANS skills. The SCANS Skills and Competencies and a chart comparing the SCANS classroom to the traditional classroom follows.

**SCANS Competencies**

- **Resources**: Allocating time, money, materials, space and staff
- **Information**: Acquiring and evaluating data, organizing and maintaining files, interpreting, and 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
SCANS 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 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 teachers, 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.</td>
<td>Information is organized, evaluated, interpreted and communicated to students by the teacher.</td>
</tr>
<tr>
<td>Students routinely assess themselves.</td>
<td>Information is acquired, evaluated organized, interpreted, and communicated by students to appropriate audiences.</td>
</tr>
<tr>
<td>Organizing system of the classroom is simple; one teacher teaches 30 students.</td>
<td>Organizing systems are complex. Teacher and students both reach out beyond school for additional information.</td>
</tr>
<tr>
<td>Reading, writing, and math are treated as separate disciplines; listening and speaking often are missing from curriculum.</td>
<td>Disciplines needed for problem-solving are integrated; listening and speaking are fundamental parts of learning.</td>
</tr>
<tr>
<td>Thinking is usually theoretical and “academic.”</td>
<td>Thinking involves problem solving, reasoning, and decision-making.</td>
</tr>
<tr>
<td>Students are expected to conform to teacher’s behavioral expectations; integrity and honesty are monitored by teacher; students’ self-esteem is often poor.</td>
<td>Students are expected to be responsible sociable, self-managing, and resourceful; integrity and honesty are monitored within the social context of the classroom; students’ self-esteem is high because they are in charge of their own learning.</td>
</tr>
</tbody>
</table>

*Examples of human services course assignments that integrate a student-centered SCANS approach to instruction that incorporate critical thinking, student self-evaluation, resource and systems exploration, oral and written presentation, research, group problem solving and team work follow.*
A Student Centered SCANS Approach to Instruction
Oral & Written Presentation Assignment
College of San Mateo - Introduction to Human Services

Work in teams of three.

- Select a Human Services agency or 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 information:
  - 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 agencies 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 when you deliver your short oral presentation. The profile should be quick and easy to read summary of the information collected and include the location, key contact persons and phone numbers for referral.
Present and discuss three news magazines 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 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 the concepts 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 alcoholism, drug abuse child abuse or domestic violence from the theoretical perspective of 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.
A Student Centered SCANS Approach to Instruction
A Self-Study and Evaluation
College of San Mateo - Introduction to Human Services
Professional Skills, Values and Characteristics Profile:

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
- Genuineness
- 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 five 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?
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 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
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
Refer to Chapter 10 and familiarize yourselves with the key legal and ethical issues pertinent to Human Services. Working as team, briefly define and discuss the key issues and ethical dilemmas presented by the topics listed below. Record the main points of your discussion and report to the class.

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
The Opportunity: Student Strengths

The authors have found that although non-traditional students face many challenges, they have numerous strengths that can be mobilized to assist them in overcoming their challenges. Some of these are:

- Bilingual
- Bicultural
- Experience as customers of social and mental health services
- Familiar with community resources
- Experience in over-coming barriers
- Familiar with the immigrant experience
- Motivated
- Have positive work histories
- Hands-on learners
- Empathy for clients
- Caring, thoughtful, courageous and supporting
- Family oriented
- Parenting experience

A Focus on Strengths

In each course, instructors emphasize a need to focus on customer strengths, and at the same time, build on the numerous student strengths outlined above. Below is a description of the Strength Perspective which is often referred to as the "New Paradigm" in Human Services.

The Strengths Perspective

1. Customers (and students) are seen as potentially ABLE and CAPABLE rather than disabled and incapable. (Assists the worker or teacher in trusting the abilities and potential of the customer or student)

2. Customers (and students) are viewed as having strengths and life accomplishments that can be built upon rather than having deficits and barriers to success. (Assists worker or teacher in supporting, encouraging, and mentoring the customer or student)

3. Customer (or student) difficulties are viewed as temporary and situational rather than personally created. (Assists worker or teacher in accepting the client or student’s view of the problem and their choices)
By focusing on the strengths of students, teachers become mentors in addition to instructors. This not only supports student success, but provides a model for the students to utilize when dealing with their customers. Most importantly, it is a highly rewarding experience for both teacher and student. This great feeling of joy and satisfaction resulting from the mentor relationship is sometimes referred to as "The Second Paycheck" of Human Services work.

**Summary**

The following is a summary list of the teaching principles, specific techniques, and mentoring behaviors recommended by the authors.

**Principles**

- Know and understand your students
- Know the jobs you are preparing students to fill
- Practice what you preach: Align your values with your approach to instruction
- Involve the student in teaching process
- Practice strength-based teaching
- Utilize progressive skill development
- Mirror the employment setting: The instructor is a supervisor
- Use employment mirroring assignments
- Use employment mirroring methods of evaluation
- Utilize student self-evaluation
- Build in service learning and field experience
- Use guest teachers from the community
- Partner with Disabled Student Programs & Services (DSP&S), counseling services, and Extended Opportunity Programs & Services (EOPS)

**Specifics**

- Encourage students to take the college placement exams
- Partner with and refer to college counseling services for Education plans
- Get a writing sample early in the semester
- Keep writing assignments short as to mirror the work place
- Insist on computer typed papers
- Have students work in teams
- Open all class discussions with small group talk first
- Utilize in-class activities that involve interviewing and public speaking whenever possible
- Utilize homework assignments that involve interaction with the human services community
Provide individual verbal feedback
Strive to be a mentor

**Effective Mentoring Behaviors for Instructors**

- Accurately reflect your students’ strengths, talents and abilities
- Verbalize your admiration of your students’ accomplishments
- Show confidence in the ability of your students to succeed
- Express support for your students’ expressed goals
- Speak of the future; summarize and reflect your students’ processes and progress
- Celebrate successes with your students
- Express appreciation for what you have learned from your students
Creating a Human Services Program

Reflections
Lessons Learned

Lesson One
Community involvement is essential to establishing successful Human Services Certificate Programs as a permanent part of the local community college’s curricula.

Lesson Two
A thorough and complete community assessment and employer survey are vital to program and curriculum development.

Lesson Three
An extensive investment of time in curriculum development by the community colleges in partnership with human services agencies is necessary to make the curriculum relevant and timely. Curriculum developers need to design a program that truly meets the training needs of employers by focusing on job functions, contemporary values, and current trends in the field.

Lesson Four
Courses and lesson plans developed for Human Services Programs must be practical, skills based, and employ student-centered methods of instruction that focus on student strengths and develop competencies that will be needed on the job.

Lesson Five
The involvement of agency-based professionals as instructors in Human Services and Degree Programs adds credibility to the programs in the eyes of students, agencies, and the community. Staff members of human services agencies, familiar with the work-based situations, are instructors able to ensure that course content is reality-based and pragmatic.

Lesson Six
Attention to student support services and programs is vital to the success of non-traditional students. Supported Education programs for students with disabilities assists in the retention and success of these students in human services programs (see Article in appendix).
About the Authors

Tim Stringari, MA. MFT
Since 1991, Tim has been the director of a model supported education program for community college students with psychiatric disabilities at the College of San Mateo. 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 customers who wish to succeed in higher education and brought him personally close to the students as individuals, and as an under-represented 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 17 years of consulting and training in the field of supported education. Starting in 1998, Tim, as part of the HSEC, has been involved in the establishment of human services training programs throughout the state. The College of San Mateo Human Services Certificate and Degree Program has been highly effective in meeting local workforce needs and has Certificates of Specialization in Family Development, Community Health, Psychosocial Rehabilitation and Peer Services. Tim can be contacted at <Tim.Stringari@sbcglobal.net>.

Rick DeGette, MA. MFT
Rick is currently the Vocational Services Director for Alameda County Mental Health Services and also teaches part-time in the Human Services Program at Solano Community College (SCC). Rick played an important role in helping to conceptualize, develop and implement the Human Services Program at Solano Community College and has been a partner in the statewide Human Services Educational Collaborative (HSEC) since 1998. In addition, he provides consultation services to colleges and mental health agencies throughout the state in the areas of Supported Education for persons with psychiatric disabilities and the development of Human Services Certificate Programs. Rick was instrumental in developing the current Memorandum of Understanding between Solano County Mental Health and SCC and has provided workshops and trainings to the college in the area of Disability Awareness and providing support to students with persistent psychiatric disabilities. Rick can be contacted at <ricder_ricder@yahoo.com>

Sylvia Thomas, MA.
Sylvia’s career includes twenty years of teaching, seven of which are at the community college. Sylvia is presently an Associate Vice Chancellor for Riverside Community College District (RCCD). A major focus of her position involves networking with other educational institutions and community groups. She has participated in the HSEC since 1998 and initiated the development and implementation of the Human Services Certificate/Degree Program at Riverside Community College. Sylvia has participated in the development, follow up and evaluation of a highly successful Core Curriculum Training Program for the State Department of Mental Health and Department of Rehabilitation's (DMH/DOR) Cooperative unit that has been used to teach best practices to social service agencies. Additionally, Sylvia has conducted needs assessments, developed, and evaluated training programs. She has provided
workshops and training on supported education, curricular development and the certificate and program approval process in community colleges. Sylvia can be contacted at <JustSylviaT@sbcglobal.net>
TRAINING AND TECHNICAL ASSISTANCE AVAILABLE FOR COLLEGES AND THEIR LOCAL MENTAL HEALTH AND REHABILITATION PARTNERS

Training and technical assistance is available through the State Departments of Mental Health and Rehabilitation (DMH/DOR) Cooperative Program for community colleges and their local mental health and rehabilitation agencies to develop mutually beneficial partnerships to better support and engage students with psychological or psychiatric disabilities.

There has never been a better time for colleges and mental health and rehabilitation agencies to form partnerships. The recently passed Mental Health Services Act (MHSA) provides additional funds to community mental health for the mandated purpose of accomplishing greater recovery and rehabilitation outcomes for persons with mental illnesses. The law has placed a special emphasis on prevention, treatment and recovery of young adults and other underserved groups. In most counties, these are the same populations identified by community colleges as needing additional supports to achieve transfer and career outcomes. Working together as partners, colleges and community agencies can do a better job meeting their mutual goal of fully integrating persons with disabilities into the workforce.

The DMH/DOR sponsored training and consultation is customized to meet the special needs of individual colleges and community agencies and focuses on building a greater community capacity to assist persons with psychiatric or psychological disabilities through agency/college partnerships.

Examples of positive outcomes that can result from DMH/DOR trainings and/or consultations are:

- The establishment of crisis intervention and referral linkages and/or agreements with local mental health agencies.
- The creation of individualized disability management plans for students with disabilities that link the student with college and community resources.
- The development of wellness curriculum or peer mentoring programs to support retention and academic success.
- Faculty in-service trainings on mental illness and community resources.
- Pooling of college and community resources to develop a Supported Education program.
- The creation of a Human Services Certificate and Degree program to meet local social service workforce needs.

For further information or to apply for trainings and/or consultations contact: Edie Covent, California Department of Mental Health, (619) 644-8967, edie.covent@dmh.ca.gov
COMMUNITY PARTNERSHIPS INCREASE SERVICES AND OUTCOMES FOR STUDENTS WITH PSYCHOLOGICAL DISABILITIES
by Tim Stringari M.A., M.F.T.
College of San Mateo

Synopsis

Over the past fifteen years, students with psychological disabilities have become the fastest growing disability group to attend community colleges. Because of the recent recovery and employment emphasis in community mental health and the additional funding provided by the Mental Health Services Act, there has never been a better time for colleges to develop partnerships with local mental health and rehabilitation agencies to meet the student support needs of this growing population.

Article

The Challenge

Fifteen years ago the California Education Code was amended to include services to students with psychological disabilities. Since that time, because of increasingly effective medications and a growing customer empowerment movement, the numbers of persons attending community colleges who are in the process of recovering from mental illness has increased to become the fastest growing disability group on our campuses. It is likely that this trend will continue because it is estimated by the National Institute of Mental Health that one in five Americans over the age of 18 will suffer from a mental disorder in any given year.

Although it is true that students with psychological disabilities require the same basic accommodations that are required by other disability groups, most DSP&S (Disabled Students Programs and Services) and student service professionals now recognize that students with psychological disabilities have service needs that are unique in a few important ways. First, the functional limitations presented by their disability fluctuate over time, and therefore require regular monitoring in order that the appropriate level of support can be provided. Second, because these students are very vulnerable to stress, they are at exceptionally high risk of dropping out of school as a way of coping with academic or social pressures. These factors create the need for greater one-on-one staff time devoted to planning, counseling, academic programming and monitoring. Under present conditions in California State funding, this kind of intensive support is more than most colleges can provide without greatly taxing their resources and exhausting front line staff.
How then are we to meet this challenge? At College of San Mateo, a community college located near San Francisco, California, our response has been to develop and strengthen partnerships with the mental health and rehabilitation community.

The Partnership

For the past sixteen years, College of San Mateo (CSM) has been providing academic and disability related counseling, special emphasis career instruction, accommodations and peer support to students with psychological disabilities through its supported education program. Entitled Transition to College, the program is maintained by an active and vibrant partnership between the college and local mental health and rehabilitation agencies and customer groups. These agencies and groups were instrumental in the development of the program in 1991 when CSM became a Model Service site for the California State Chancellors Office and have continued as partners with CSM since that time.

The agencies contribute to the partnership by providing staff to serve and support students on the college campus as educational case managers, co-instructors for special career classes, consultants to college staff, and trainer/supervisors for peer counselors. They also assist in student recruitment, intake, registration and orientation as well as contributing to a book fund and providing educational supplies. The college provides an academic counselor/DSP&S specialist, a career instructor and office space for community providers. The result has been an increase in student retention and success without an increased commitment of staff time by the college.

Educational Outcomes

Prior to the development of the Transition to College program, the attrition rate for students with psychological disabilities was approximately 90% to 95%. Since the implementation of the program the attrition rate for students enrolled in the program has only been 17% to 20%. Performance surveys show that students complete 90% of the courses in which they enroll with grade point averages between 2.0 and 3.3. Degree and transfer rates equal those of the non-disabled population.

Rehabilitation and Recovery Outcomes

Research conducted on the CSM campus and at other colleges and universities nationwide reveals that students enrolled in a supported education program such as Transition to College report a greater level of satisfaction with their quality of life than persons recovering from mental illness who are not attending college. These same students also had decreased incidence of hospitalization and over half are employed in their community. Many Transition to College students have earned degrees and/or certificates through CSM’s Human Services program that qualify them to work as paraprofessionals in local mental health and social service agencies. The CSM Human Services program, with its sub-certificates in Peer Services, Family...
Development, Community Health Work and Psychosocial Rehabilitation is also a college and community partnership that grew out of the associations built through the development of the Transition to College Program.

**Motivation**

The partnership is maintained and reinforced by a monthly meeting of all participants including students. During the meetings, the program is monitored and modified to meet current needs and available resources. Representatives from the partnership also meet monthly with other agencies involved with non-educational aspects of rehabilitation such as employment and housing in order to coordinate services. Both the college and the mental health and rehabilitation community are motivated to work together by awareness that they have overlapping missions. Mental health and rehabilitation agencies must assist and support their clients to assume meaningful roles in the community. Colleges must prepare these students with the skills and knowledge to assume those roles. Neither can achieve complete success with this disability group without the support and cooperation of the other. Continued success over the years through collaboration now fuels the process.

**Creating your own partnership**

Developing a partnership with local agencies can be a relatively easy and rewarding process. You will likely find the mental health and rehabilitation community quite motivated to collaborate. This motivation is the result of the recent emphasis and legislation in mental health policy that focuses on supporting clients to assume meaningful roles in society, primarily through competitive employment. Since community colleges are the largest resource in any community for education and training, community providers want and need to establish pathways of access to college so that the people they serve can achieve their employment and career goals. Since the recent passage of the Mental Health Services Act, additional funding has been provided by the state to community mental health. Some of those funds may be directed toward supporting community partnerships that lead to education and employment.

**Possibilities**

Partnerships with the mental health and rehabilitation community can assume many forms both large and small. As described above, collaboration between College of San Mateo and local community agencies is extensive. With the community’s yearly in-kind contribution amounting to more than $150,000, regular contact and well committed relationships are required to keep things running smoothly. Other colleges and their local community agencies have established more modest partnerships requiring less maintenance and commitment of resources. Examples of some of these collaborations are: jointly sponsored orientations and campus tours for mental health customers prior to the start of the school year; in-service trainings for faculty on psychological disabilities presented by mental health and DSP&S staff; and bi-annual meeting between DSP&S staff and community providers to coordinate services.
Although these smaller partnerships which focus primarily on access are a great way to start, partnerships which provide the greatest assistance to the college in terms reducing the need for staff contact with students are those which involve the assignment of community staff to the college. These also have the greatest impact on retention and course completion. Examples of some of these endeavors are: on-campus support groups led by mental health staff or peer advocacy groups; campus visits to students by mental health and rehabilitation case managers; career or disability management classes co-taught by college and community staff; and peer counseling provided by peers trained and supervised by community providers. These types of arrangements take more time to initiate and maintain but in the long run will pay off by reducing the time college staff will spend providing support to students and will result in boosting student retention.

**Assistance available**

The State Departments of Mental Health and Rehabilitation (DMH/DOR) support the development of partnerships between community colleges and their local mental health and rehabilitation agencies by providing consultation, training and technical assistance through a special cooperative unit. In addition to assisting in the development of Transition to College, DMH/DOR has helped CSM and its community partners to create a Human Services Certificate and Degree program. Like Transition to College, this program relies heavily on the involvement of community partners and maintains a focus on providing career opportunities for persons with disabilities. For information about how to receive this type of assistance contact the author at tim.stringari@sbcglobal.net, (650) 574-6193, or Edie Covent of the California Department of Mental Health, edie.covent@dmh.ca.gov, (619) 644-8967.