HUMAN SERVICES TECHNOLOGY

STUDENT HANDBOOK

2018-2019 EDITION

Vance-Granville Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award certificates, diplomas, and associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Vance-Granville Community College. The Commission on Colleges should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. Vance-Granville Community College is an equal opportunity, affirmative action institution. The college serves all students regardless of race, creed, color, age, sex, national origin, or disabling conditions. Vance-Granville Community College is a Tobacco-Free College.

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Revised 3/22/18 by Sharon O'Geary

HUMAN SERVICES TECHNOLOGY

CONTACT INFORMATION

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PROGRAM DESCRIPTION

The Human Services Technology program prepares students for entry-level jobs in the helping professions. The program has three tracks - General, Gerontology, and Substance Abuse Counselor. The General track is related to Social Services, while the Gerontology track prepares students to work with the elderly in nursing homes and assisted living facilities. The Substance Abuse Counselor track is approved by the North Carolina Substance Abuse Professional Practice Board to prepare students for the Certified Substance Abuse Counselor (CSAC) and/or the Certified Criminal Justice Addictions Professional (CCJP) exams.

Those students whose goal is to attend a four-year college/university should strongly consider completing the College Transfer program (Associate in Arts or Associate in Science). Those who want to complete the Human Services program without completing the College Transfer program but still go on to a four-year university are encouraged to talk to the Human Services program head about programs in the state that involve transferring into a four-year college with a two-year Human Services degree.

ACCREDITATION

The VGCC Human Services Technology program is accredited by the Council for Standards in Human Services Education. This qualifies students to take the Human Services Board Certified Practitioner Exam the last semester before graduating or at any point after graduation. In order to apply for the exam, students can apply by going to the website for The Center for Credentialing and Education or apply through the Human Services program head.

ADVISING

When making out a class schedule, students are strongly encouraged to seek advising from full-time HST faculty. If students receive advising from a non-HST adviser, the student should print and use the Advising Checklist found on the program website and email the Human Services Technology program head in order to inform him what classes the student is going to register for.

FACULTY EXPECTATIONS

Faculty expectations for students are high. Students are expected to behave as mature, responsible, and respectful adults. Students should be courteous and respect the rights and

welfare of other students, faculty, and college staff. Students are expected to abide by all policies of the college and directives of college employees.

Consistent class attendance is expected. When a student must be absent, it is the student's responsibility to make up work and receive information from the missed class or classes. Instructors set their own attendance, grading, and exam policies. Late assignments or exams may result in a grade reduction. Tardiness is disruptive to class and may be counted as an absence.

Because the Human Services program is attempting to prepare students for positions in the helping professions, a proper work ethic should be fostered while in the program. This includes proper attendance, completion of assignments, meeting deadlines, respect for others, dress, hygiene, sobriety while on campus or while doing internship, and professional attitude.

In addition, students are responsible for being knowledgeable about the requirements of their curriculum and the policies of the college and Human Services program as described in the catalog, student handbook, course syllabi, and co-op packet. Students should know what courses are required in their Human Services track and not depend on their advisor to tell them what to take. Advisors are meant to give advice and should not have to guide the student every step of the way towards taking the proper classes.

STUDENT CODE OF CONDUCT

Student responsibilities and Student Code of Conduct are found in the Vance-Granville Community College Catalog. Human Services students should be aware of these policies.

While the Human Services program does not require criminal background checks or drug screens, be aware that some internship sites do perform these checks. The North Carolina Substance Abuse Professional Practice Board requires that NCSAPPB applicants maintain a minimum of two years of abstinence from all mood-altering chemicals and may require you to provide evidence of your participation in a recovery program. While the VGCC Human Services Technology (HST) program does not require a specific period of abstinence, the program does expect students with addictions to seek treatment. HST faculty will evaluate student's appropriateness and readiness for the program.

Criteria that may lead to HST faculty refusal to recommend a student for internship:

- The students is undependable or irresponsible.

- The student is disrespectful or inconsiderate of others.

- The students shows poor verbal or written communication skills.

- The student displays unprofessional behaviors or demeanor.

Examples of demonstrating criteria #1:

- Being late to class.

- Failure to meet assignment deadlines.

- Failure to check email and Moodle messages.

- Failure to check Moodle announcements.

- Failure to notify VGCC of personal contact information changes.

- Leaving class early.

- Sleeping in class.

- Not paying attention to the instructor during class.

- Failure to read the HST Student Handbook.

Examples of demonstrating criteria #2:

- Having conversations with other students during class.

- Being impolite or disrespectful to others on campus.

- Using social media to criticize VGCC, faculty, staff, students or internship sites.

- Asking other students or faculty to borrow notes or textbooks.

- Using inappropriate language or descriptions, including racists, sexists, anti-religious, ethnic, or gender related words, either on campus or in Moodle postings.

- Intimidating or threatening students or VGCC employees.

- Monopolizing class or Moodle discussions.

Examples of demonstrating criteria #3

- Sending poorly worded emails.

- Plagiarism.

- Disorganization or poor grammar in written assignments.

- Interrupting others.

- Poor verbal communication skills.

- Poor listening skills.

Examples of demonstrating #4

- Inappropriate dress while on campus.

- Being outwardly unfriendly or hostile.

- Disrupting class.

- Surfing the internet or social media during class.

- Failure to maintain proper hygiene when on campus.

- Inappropriate or unwanted touch.

- Spreading gossip about students, faculty or staff.

- Misrepresenting oneself or one's background.

When on campus, on social media, or performing internship, as students in a professional Human Services field, your words and actions represent not only yourself, but also VGCC and the Human Services program.

DISTANCE EDUCATION

Since VGCC is offering an increasing number of online courses, it is important to point out some important Distance Education policies. When a student registers for an online class, the student must first complete the Moodle Enrollment Key Quiz. This is typically required within the first week of the semester. Moodle courses are found through the student's Web Advisor account. Since the Enrollment Key Quiz is used to record the first day's attendance in Moodle, if the student fails to complete the Enrollment Key Quiz, he/she will likely be dropped from the class. If a student has a problem beginning an online course, he/she should immediately contact the instructor, advisor, or Technical Support Student Intern. Students will receive feedback concerning grades within a week after due dates for assignments.

ONLINE ATTENDANCE POLICY

Online classes are not time specific; attendance therefore will be verified by the completion of weekly assignments. If a student does not complete at least 50% of the assignments within each weekly Moodle section, the student will be counted absent for that week. For 16 week online classes, no more than two consecutive absences are allowed for the semester. If a student has more than two consecutive absences, this may result in removal from the course with a grade of W. If, however, the two consecutive absences occur after the last date to withdrawal without penalty, the student will receive a grade of F.

INTERNSHIP

The internship, or Work-Based Learning (WBL), is a crucial part of the program. Human Services students are required to complete 9 semester hours in HSE or SAB prefix courses in the general track, 9 semester hours of HSE or MHA prefix courses in the Mental Health track, 9 semester hours of SAB prefix courses in the SAB track, and 9 semester hours in GRO prefix courses in the Gerontology track. Human Services students take WBL 111 and WBL 115 for the first part of internship and WBL 121 for the second. Each WBL or internship requires 160 hours of experience and the completion of all paperwork. Before beginning internship, the student needs to see the program head and complete a WBL Application. The next step is to attend mandatory WBL Orientation at Main Campus. The student needs to have an internship site established before attending orientation and before the semester starts.

A student cannot log any internship hours until the first day of the semester in which the student is registered for WBL.

Most students do internship over two semesters at 160 hours each semester for a total of 320 hours, but students can also choose to do all 320 hours in one semester by registering for WBL 112.

If a student is turned down by one internship site due to concerns by that site about the student's professional presentation, mental health, legal background, lack of knowledge about the field, sobriety, or other issues, then the Human Services program may be unable, in good faith, to send that student to another placement. The Human Services WBL sites are valued partners, and sending a student that has already been rejected by one site due to concerns about the student could damage that partnership.

While doing the internship, the student is covered by the college's liability insurance if the internship hours are done while the college is in operation. If a student performs any internship hours while the college is closed, then the student is not covered.

SUBSTANCE ABUSE TRACK INFORMATION

The Substance Abuse Counselor Track is designed to prepare students to qualify for the written Certified Substance Abuse Counselor exam. The Substance Abuse Board, however, makes the determination as to whether or not a student is qualified for the exam. Students in the Substance Abuse track are strongly encouraged to look at the Board's website at www.ncsappb.org for more information about certification. Students are also strongly encouraged to register with the Board as soon as possible while taking classes.

Note: Certified Substance Abuse Counselors (CSACs) with two-year degrees are paraprofessionals in the mental health system and therefore must be supervised while working with clients.

HUMAN SERVICES TECHNOLOGY CURRICULUM DESCRIPTIONS

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

MISSION STATEMENT: HUMAN SERVICES TECHNOLOGY

The mission of the Human Services Technology Program is to meet the educational needs of students in the areas of human services to contribute to the social, cultural, economic, and political well-being of the community.

PHILOSOPHY OF HUMAN SERVICES TECHNOLOGY

The Human Services Technology curriculum is designed to train and to prepare graduates to fulfill a wide range of consumer needs in a variety of human service settings, in order to enable people to live a more satisfying, more autonomous, and more productive life. The program combines liberal arts education, human services/mental health care and/or substance abuse courses, and practicum courses. A major emphasis is placed on experiential learning. Information is presented in the classroom situation, and application of knowledge is through field placement under supervision. Personal growth, attitudes, knowledge, and marketable skills are distinct components of the human services program. This course of study is also appropriate for those individuals who wish primarily to improve their understanding of themselves and of the society in which we live.

HUMAN SERVICES TECHNOLOGY PROGRAM GOALS

The goals of the Human Services Technology program are:

- To prepare graduates for a career in the human services profession.
- To prepare graduates to effectively match consumer needs with available community resources.
- Provide students with a comprehensive "hands-on" work experience in a human service agency.
- To increase the capacity for self-awareness and personal growth.

- To develop a thoughtful, genuine, and empathetic attitude toward human beings.
- To expand and implement knowledge, skills, and attitudes necessary to help people help themselves.
- Aid the student in choosing a career track in human services.
- Provide work experience in a human service agency as an aid in gaining employment or qualifying for further education toward professional level status: Registry, Certification, and Licensure.
- To develop the necessary marketable skills to obtain and retain employment.
- To facilitate articulation with four-year degree programs.

HUMAN SERVICES TECHNOLOGY COURSE SEQUENCE

* See College Catalog or HST Program Website. For more information contact program head.

COURSE DESCRIPTIONS

Title	Class	Lab	Work Exp	Credit
CIS 110 Introduction to Computers	**2**	**2**	**0**	**3**

Prerequisites: None
Corequisites: None
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

Title	Class	Lab	Work Exp	Credit
WBL 111 Work-Based Learning I	**0**	**0**	**10**	**1**

Prerequisites: complete 9 semester hours in HSE or SAB prefix courses in the general track, 9 semester hours of HSE or MHA prefix courses in the Mental Health track and 9 semester hours of SAB prefix courses in the SAB track
Corequisites: WBL 115
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Title	Class	Lab	Work Exp	Credit
WBL 112 Work-Based Learning			**20**	**2**

Prerequisites: Complete 9 semester hours in HSE or SAB prefix courses in the general track, 9 semester hours of HSE or MHA prefix courses in the Mental Health track, 9 semester hours of

SAB prefix courses in the SAB track and 9 credit hours of GRO prefix courses in the Gerontology track.

Corequisites: COE 115

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Title	Class	Lab	Work Exp	Credit
WBL 115 Work-Based Learning Seminar I	**1**	**0**	**0**	**1**

Prerequisites: None

Corequisites: State, Take One Course:

WBL-111, WBL-112

This is a seminar course designed to enrich the student's cooperative education work experience.

Title	Class	Lab	Work Exp	Credit
WBL 121 Work-Based Learning II	**0**	**0**	**10**	**1**

Prerequisites: COE 111

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Title	Class	Lab	Work Exp	Credit
ENG 111 Writing & Inquiry	**3**	**0**	**0**	**3**

Prerequisite: DRE 098

Corequisite: None

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

Title	Class	Lab	Work Exp	Credit
ENG 112 Argument based Research	**3**	**0**	**0**	**3**

Prerequisites: State, ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion,

students should be able to summarize, paraphrase, interpret, and synthesis information from primary and secondary sources using standard research format and style.

Title	Class	Lab	Work Exp	Credit
GRO 120 Gerontology	**3**	**0**	**0**	**3**

Prerequisites: None
Corequisites: None
This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.

COURSE DISCRIPTIONS

Title	Class	Lab	Work Exp	Credit
GRO 220 Psy/Soc Aspects of Aging	**3**	**0**	**0**	**3**

Prerequisites: Psy 150
Corequisites: None
This course introduces the individual and social aspects of the aging process. Topics include psychological and social factors of aging; roles of the older adult within families, work, and community; and adjustments to aging and retirement.

Title	Class	Lab	Work Exp	Credit
GRO 240 Gerontology Care Managing	**3**	**0**	**0**	**3**

Prerequisites: GRO 120
Corequisites: None
This course covers community resources; discusses care management, including assessment, care-planning, evaluation, issues of family, high-risk and self-care. Topics include funding, eligibility for community and health resources, care management protocols, care plan development, identification of major resources and barriers to self-care. Upon completion, students will be able to develop a care plan for older adults at various levels of needs, including community and health resources.

Title	Class	Lab	Work Exp	Credit
GRO 230 Health, Wellness, and Nutrition	**3**	**2**	**0**	**4**

Prerequisites: None
Corequisites: None
This course covers the basic concepts of health, wellness, and nutrition related to aging. Emphasis is placed on nutrition and diet, physical activity and exercise, and maintenance of well-being. Upon completion, students should be able to identify health, wellness, and nutrition concepts related to aging.

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Title	Class	Lab	Work Exp	Credit
HSE 110 Introduction to Human Services	**2**	**2**	**0**	**3**

Prerequisites: Local, DRE 098
Corequisites: None
This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

Title	Class	Lab	Work Exp	Credit
HSE 112 Group Process I	**1**	**2**	**0**	**2**

Prerequisites: Local, Enrollment in the HSE program
Corequisites: None
This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

COURSE DISCRIPTIONS

Title	Class	Lab	Work Exp	Credit
HSE 123 Interviewing Techniques	**2**	**2**	**0**	**3**

Prerequisites: None
Corequisites: None
This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

Title	Class	Lab	Work Exp	Credit
HSE 125 Counseling	**2**	**2**	**0**	**3**

Prerequisites: None
Corequisites: None
This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

Title	Class	Lab	Work Exp	Credit
HSE 145 Child Abuse & Neglect	**3**	**0**	**0**	**3**

Prerequisites: None
Corequisites: None
This course explores the abused and neglected child, including the nature and dimension of the problem. Emphasis is placed on various types of abuse and neglect, their causes, proper treatment, and reporting laws and procedures. Upon completion, students should be able to identify family intervention and counseling techniques to help parents effectively cope in parent-child conflicts.

Title	Class	Lab	Work Exp	Credit
HSE 210 Human Services Issues	**2**	**0**	**0**	**2**

Prerequisites: None
Corequisites: None
This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.

Title	Class	Lab	Work Exp	Credit
HSE 225 Crisis Intervention	**3**	**0**	**0**	**3**

Prerequisites: none
Corequisites: None
This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

Title	Class	Lab	Work Exp	Credit
HSE 226 Mental Retardation	**3**	**0**	**0**	**3**

Prerequisites: State, PSY 150
Corequisites: None
This course covers mental retardation and related issues. Emphasis is placed on the theoretical perspectives, causes, prevention, and treatment of mental retardation. Upon completion, students should be able to demonstrate a general knowledge of the mentally retarded individual.

Title	Class	Lab	Work Exp	Credit
HSE 245 Stress Management	**2**	**2**	**0**	**3**

Prerequisites: None
Corequisites: None
This course covers stressors and techniques for stress management. Topics include anger, assertiveness, breathing, change, coping skills, family, time management, meditation, guided imagery, and journaling. Upon completion, students should be able to identify areas of stress and the skills and management techniques for dealing with stressors.

Title	Class	Lab	Work Exp	Credit
HSE 250 Financial Services	**2**	**0**	**0**	**2**

Prerequisites: None
Corequisites: None
This course introduces those agencies that provide income maintenance casework services. Emphasis is placed on qualifying applicants for a variety of economic assistant programs offered by human services agencies. Upon completion, students should be able to make a factual and objective assessment of a client's economic situation to qualify them for economic assistance.

COURSE DISCRIPTIONS

Title	Class	Lab	Work Exp	Credit
HSE 251 Activities Planning	**2**	**2**	**0**	**3**

Prerequisites: None
Corequisites: None
This course introduces skills and techniques used in recreation and leisure activities to enhance the lives of special populations. Emphasis is placed on music, art, and recreational therapy. Upon completion, students should be able to define, plan, and adapt recreational activities for selected groups and individuals.

Title	Class	Lab	Work Exp	Credit
HSE 255 Health Problems & Prevention	**2**	**2**	**0**	**3**

Prerequisites: Local, DRE 098
Corequisites: None
This course surveys a range of health problems and issues, including the development of prevention strategies. Topics include teen pregnancy, HIV/AIDS, tuberculosis, communicable diseases, professional burnout, substance abuse, and sexually transmitted diseases. Upon completion, students should be able to identify health issues and demonstrate prevention strategies.

Title	Class	Lab	Work Exp	Credit
HUMANITIES	**3**	**0**	**0**	**3**

An approved Humanity listed under the Human Services Technology Program of Study/Course Sequence

Title	Class	Lab	Work Exp	Credit
MHA 150 Mental Health Systems	**3**	**0**	**0**	**3**

Prerequisites: State, HSE 110
Corequisites: None
This course introduces the treatment and services available at both public and private mental health facilities. Topics include intake procedures, admission criteria, history, and structure of

mental health facilities. Upon completion, students should be able to demonstrate competence in articulating both the theory and practice of mental health services delivery.

Title	Class	Lab	Work Exp	Credit
MHA 155 Psychological Assessment	**3**	**0**	**0**	**3**

Prerequisites: State, PSY 150
Corequisites: None
This course covers psychological assessment. Emphasis is placed on different types of psychological tests. Upon completion, students should be able to recognize and understand the purpose of various psychological tests

COURSE DISCRIPTIONS

Title	Class	Lab	Work Exp	Credit
MHA 240 Advocacy	**2**	**0**	**0**	**2**

Prerequisites: State, HSE 110
Corequisites: None
This course covers the roles and duties of the client advocate. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from contact initiation to termination.

Title	Class	Lab	Work Exp	Credit
Natural Sciences/Mathematics Elective	**3**	**0**	**0**	**3**

An approved Humanity listed under the Human Services Technology Program of Study/Course Sequence

Title	Class	Lab	Work Exp	Credit
PSY 150 General Psychology	**3**	**0**	**0**	**3**

Prerequisites: None
Corequisites: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This course is also available through the Virtual Learning Community (VLC).*

Title	Class	Lab	Work Exp	Credit
PSY 241 Developmental Psychology	**3**	**0**	**0**	**3**

Prerequisites: State, PSY 150
Corequisites: None

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This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

Title	Class	Lab	Work Exp	Credit
PSY 265 Behavioral Modification	**3**	**0**	**0**	**3**

Prerequisites: State, PSY 150
Corequisites: None
This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.

COURSE DISCRIPTIONS

Title	Class	Lab	Work Exp	Credit
PSY 281 Abnormal Psychology	**3**	**0**	**0**	**3**

Prerequisites: State, PSY 150
Corequisites: None
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders.
Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

Title	Class	Lab	Work Exp	Credit
SAB 110 Substance Abuse Overview	**3**	**0**	**0**	**3**

Prerequisites: Local, ENG 080, RED 080 or ENG 085/085A
Corequisites: None
This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.

Title	Class	Lab	Work Exp	Credit
SAB 120 Intake and Assessment	**3**	**0**	**0**	**3**

Prerequisites: Local, DRE 098
Corequisites: None

This course develops processes for establishment of client rapport, elicitation of client information on which therapeutic activities are based, and stimulation of client introspection. Topics include diagnostic criteria, functions of counseling, nonverbal behavior, collaterals and significant others, dual diagnosis, client strengths and weakness, uncooperative clients, and crisis interventions. Upon completion, students should be able to establish communication with clients, recognize disorders, obtain information for counseling, and terminate the counseling process.

Title	Class	Lab	Work Exp	Credit
SAB 125 SAB Case Management	**2**	**2**	**0**	**3**

Prerequisites: None
Corequisites: None
This course provides case management activities, including record keeping, recovery issues, community resources, and continuum of care. Emphasis is placed on establishing a systematic approach to monitor the treatment plan and maintain quality of life. Upon completion, students should be able to assist clients in the continuum of care as an ongoing recovery process and develop agency networking.

Title	Class	Lab	Work Exp	Credit
SAB 135 Addictive Process	**3**	**0**	**0**	**3**

Prerequisites: Local, DRE 098
Corequisites: None
This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders.

Title	Class	Lab	Work Exp	Credit
SAB 210 Substance Abuse Counseling	**2**	**2**	**0**	**3**

Prerequisites: Local, DRE 098
Corequisites: None
This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.

Title	Class	Lab	Work Exp	Credit
SAB 240 SAB Issues in Client Services	**3**	**0**	**0**	**3**

Prerequisites: Local, DRE 098
Corequisites: None
This course introduces systems of professional standards, values, and issues in substance abuse counseling. Topics include confidentiality, assessment of personal values, professional

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responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues.

Title	Class	Lab	Work Exp	Credit
SOC 210 Introduction to Sociology	**3**	**0**	**0**	**3**

Prerequisites:
Corequisites: None
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

COURSE DISCRIPTIONS

Title	Class	Lab	Work Exp	Credit
SOC 220 Social Problems	**3**	**0**	**0**	**3**

Prerequisite: None
Corequisite: None
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems.

Title	Class	Lab	Work Exp	Credit
SOC 244 Sociology of Death & Dying	**3**	**0**	**0**	**3**

Prerequisite: None
Corequisite: None
This course presents sociological perspectives on death and dying. Emphasis is placed on analyzing the different death rates among various groups, races, and societies, as well as various types of death. Upon completion, students should be able to discuss the rituals of death, both cultural and religious, and examine current issues relating to death and dying.

Title	Class	Lab	Work Exp	Credit
SWK 113 Working with Diversity	**3**	**0**	**0**	**3**

Prerequisites: None
Corequisites: None
This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

Human Services Technology Curriculum Competencies

KNOWLEDGE

1. Knowledge of professional, ethical, personal, and client related values and conflicts.
2. Knowledge of human systems: individual, group, family, organization, community, and society and their interaction.
3. Explore the psychodynamic, behavioral, humanistic, cognitive, and eclectic approaches to working with the individual.
4. Knowledge of diversity in our society.
5. Knowledge of future trends and career choices available to the human service worker.
6. Knowledge of client populations served by human service workers.
7. Knowledge of human service related community resources.
8. Reason logically, analyze objectively, generate new ideas, and make reasoned choices.
9. Express a working knowledge of the historical development of human services and the profession.
10. Distinguish a wide range of intervention techniques and roles that are appropriate to their level of knowledge.
11. Recognize various psychotropic drugs, side effects, and reasons for use.
12. Understand various treatment models, strengths, and weaknesses.

SKILLS

1. Communicates effectively and appropriately both verbally and in written form.
2. Assess and evaluate psychosocial conditions reflecting current individual/participant functioning.
3. Recommend modifications to support optimal human functioning.
4. Demonstrate the ability to select appropriate strategies, services, or interventions and assist in the evaluation of outcomes.
5. Demonstrate information management skills including observations, communication, assessment, evaluation and documentation.
6. Demonstrate an understanding of prevention, intervention and resolution skills.
7. Use a wide range of interpersonal skills to include clarifying expectations, dealing effectively with conflict, establishing rapport, maintaining behavior that is congruent with expressed values and empowerment of others.
8. Demonstrate an understanding about the mission and practices of the support organization (agency) with which the students are affiliated and participate in the life of the organization.
9. Demonstrate knowledge and application of human intervention skills.
10. Identify and use the skills involved in creating a helping relationship and environment.
11. Create a two-year Human Services Technology Portfolio to be used to assist the student in obtaining employment or admission into four year program.

ATTITUDES

1. Cooperate and collaborate with others.

2. Communicate the major human service values and attitudes in or to promote understanding of human service ethics and their application in practice.
3. Examine and develop awareness of one's own values, personalities, reaction patterns, interpersonal styles and limitations.
4. Contact and keep in touch with your advisor.
5. Become familiar with your advisor's office hours or schedule.
6. Make and keep appointments or call if it is necessary to change or cancel an appointment.
7. Be willing to discuss any concerns regarding schoolwork, study habits, academic progress, etc.
8. Be open to discussions concerning careers and selection of appropriate courses.
9. Be willing to search out and use other sources of information.
10. Clarify some of your personal values and goals prior to sessions with your advisor.
11. Be prepared; have the necessary forms and, have an idea of the type of schedule you desire.
12. Become knowledgeable about all VGCC policies, procedures, and requirements.
13. Accept responsibility for the decisions to be made and the outcome thereof.

RELATIONSHIPS WITH INSTRUCTORS

Instructors are people. They are an integral part of education process. Here are some suggestions for forming a good working relationship with them.

1. Form your own opinion about each instructor. Students talk about teachers, and you may hear conflicting reports. Decide for yourself.
2. Be attentive. Daydreaming, sleeping, or having side conversations in class will insult your instructor. Besides, you miss what's happening. Side conversations also disturb other students.
3. We all have mental pictures about instructors. Perhaps they are unapproachable, brilliant, boring, demanding, eccentric, etc. Assume nothing. Get to know your teacher first-hand. Take advantage of their office hours. Some teachers' best express their love and enthusiasm for their subject in private conversations rather than lectures.
4. Many instructors have special office hours. Most are delighted to talk to students. That's why they are teachers. Talking to one student allows them to focus on the area that is critical to that student and their enthusiasm can be contagious. What sounded incomprehensible in class may become clear in a one-to-one exchange.
5. Arrive early for classes. You can visit with your instructor or classmates, review notes, or spend a few minutes relaxing. Being on time demonstrates your commitment and interest.
6. Participate in class discussions. Ask questions. Provide answers. Be ready to debate and discuss. Your instructor will know you are interested and prepared. Asking questions to sidetrack your teacher or just to get noticed, however, wastes everyone's time.
7. Accept criticism. Learn from your teacher's comments on your work. It is a teacher's job to correct. Don't take it personally.

8. Submit professional work of high quality in both content and form. Prepare papers as if you were submitting them to an employer. Imagine that a promotion and raise will be determined by your work.

CONFIDENTIALITY STATEMENT

As Human Services students and employees, students will be privy to confidential client information. Any discussion of client information beyond the purpose of fulfilling one's duties as an intern, volunteer or employee is prohibited. Discussion of client information in co-op seminar or with coworkers must be accomplished in a confidential manner.

KNOWLEDGE AND ACCEPTACE OF POLICY STATEMENT

I have received a copy of the recommended Human Services Technology two-year course sequence and it has been explained to me. I understand that if I choose not to follow this sequence, I might not graduate in two years. It was also explained that if I need to take a developmental reading/English course, I should do so my first semester and complete the developmental courses as soon as possible. Needing developmental course will affect my ability to follow the recommended Human Services Technology course sequence but I should follow the sequence as closely as possible in order to complete the program in a timely manner.

Signature _____

Date _____