

# HUMAN SERVICES

The Human Services program prepares students for entry-level positions in a variety of educational and social service professions and for transfer to bachelor's degree programs at institutions of higher education throughout the country.

The sequence of competency-based courses required for the associate degree combines classroom and fieldwork experience in the areas of child development and family relations, early childhood education, public school education, child and adult services for special needs populations, social work, gerontology, mental health, and substance use. All students complete three internships in a school, agency or program setting in their chosen concentration. Each concentration provides 50 to 90 hours of field experience and a corresponding seminar for educational and clinical supervision. This provides students with a well-integrated balance of theory and practice for personal and professional development.

Graduates of the Human Services program perform a variety of educational, therapeutic, supportive and direct service functions for diverse individuals of all ages with educational, emotional, social, developmental and physical needs.

## Graduate Options

Human Services program graduates have three options:

**Option 1:** Enter employment directly upon graduation. Students often are offered a position in the school or agency where they have completed their internship.

**Option 2:** Transfer to a four-year college. Human Services faculty are readily available to assist with CCRI course selection that will prepare students for transfer.

**Option 3:** Enter the workforce while working toward completion of a bachelor's degree. This is one of the most common options selected by CCRI graduates.

## Programs

### Degrees

- Education, Early Childhood Education and Child Development - Associate in Arts (<https://catalog.ccri.edu/programs-study/human-services/education-early-childhood-development-aa/>)
- Education, Education/Special Education - Associate in Arts (<https://catalog.ccri.edu/programs-study/human-services/education-education-special-education-aa/>)
- Social Services - Associate in Arts (<https://catalog.ccri.edu/programs-study/human-services/social-services-aa/>)

### Certificates

- Case Management - Certificate (<https://catalog.ccri.edu/programs-study/human-services/case-management-certificate/>)
- Human Services, Early Childhood - Certificate (<https://catalog.ccri.edu/programs-study/human-services/human-services-early-childhood-certificate/>)
- Human Services, Gerontology - Certificate (<https://catalog.ccri.edu/programs-study/human-services/human-services-gerontology-certificate/>)

- Human Services, Social Services - Certificate (<https://catalog.ccri.edu/programs-study/human-services/human-services-social-services-certificate/>)
- Mental Health and Wellness - Certificate (<https://catalog.ccri.edu/programs-study/human-services/mental-health-wellness-certificate/>)

## Courses

### Human Services

#### HMNS 1010 - Introduction to Helping and Human Services (3 Credits)

This is the first in a sequence of required courses for internship placement in all Human Services Concentrations. This course provides a working familiarity with theories of human development and will explore values and helping skills that are generic to the fields of teaching and human services. Students examine personal and professional attitudes, values and beliefs that correlate with high effectiveness and will review current research for an understanding of social and behavioral issues critical to effective teaching and helping. Tools to assist students in self-assessment, use of a sequential model for helping and the development of critical reading and reflective writing skills are provided. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

#### HMNS 1040 - Drugs and Human Behavior (4 Credits)

This course provides general and specialized knowledge concerning the bio-psycho-social antecedents and consequences of drug taking behaviors. Additionally, it carefully examines the nature of compulsion as it relates to the activity addictions. The use of medical, behavioral and psychodynamic models promote an understanding of addiction as a process, not an event, and students are exposed to current research documenting the connections between addictive behavior activities and brain chemistry. Students will gain knowledge and skills in the areas of assessment, intervention, treatment, relapse prevention and health promotion for working with individuals, groups and families affected by addictive and compulsive disorders. This course is required for placement in a substance abuse internship. Note: Grade of C or better required for Human Services program students.

Lecture: 4 hours

#### HMNS 1080 - Health, Nutrition and the Young Child (3 Credits)

This course provides students with basic concepts of health, nutrition and food science as they apply to the care and education of young children. Students acquire those skills necessary for incorporating critical concepts into programming and curriculum in a wide variety of early childhood settings. Students will be required to spend 4-6 hours over the course of the semester participating in experiences and researching application of course content in a public school, licensed educational setting or licensed child care. Note: This course is approved by the Department of Education for RI Early Childhood Teacher Certification. Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 1090 - Foundations of Gerontology and Elder Care  
(3 Credits)**

Using a competency-based approach, this course provides students with specialized skills needed to plan and implement the professional delivery of direct services to senior adults, nursing home residents, the frail and elderly and the chronic or disabled senior patient. Students become familiar with the construction and interpretation of diagnostic assessments as part of senior activity planning that addresses the physical, social and emotional needs of the nursing home client. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 1101 - Introduction to Teaching and Learning  
(2 Credits)**

Students construct a map for their journey of developing a professional educator identity. Students explore essential questions of social justice education through academic and field experiences. Topics include Key Concepts of Social Justice Education, Racism, Classism, Religious Oppression, Sexism, Ableism, Adultism and Advocacy.

Lecture: 2 hours

**HMNS 1130 - Introduction to Interpersonal Violence  
(3 Credits)**

This course is designed to introduce students to current research and theories of interpersonal violence. Students acquire knowledge about developmental approaches as well as psychological and sociological theories as they relate to the effects of interpersonal violence on individuals and society. A systems perspective is used to examine both victim and perpetrator profiles in the areas of child abuse and neglect, attachment abuse, elder abuse, partner abuse, hate crimes and youth violence. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 1140 - Interventions in Interpersonal Violence  
(3 Credits)**

This course is designed as an extension of HMNS 1130 and will explore the continuum of prevention, intervention and treatment in interpersonal violence. Students will learn about treatment and intervention models as well as current research describing advocacy, psychological, sociological and systems approaches. The specific strategies suggested by each are reviewed toward providing students with skills for appropriate interventions. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**Prerequisite(s):** HMNS 1130

**HMNS 1161 - Mental Health First Aid  
(1 Credit)**

Students will complete the necessary requirements to become certified as a mental health first aider which includes a minimum of eight hours of specific content as required by the National Council for Behavior. In this course, students will focus on recognizing the patterns of thoughts, feelings, behaviors, and appearance that shows there might be a mental health challenge taking place. In addition, students will learn the difference between early warning signs, worsening signs, crisis, and trauma. Students will apply the Mental Health First Aider Action Plan and develop appropriate self-care methods necessary to engage in following assisting a person in crisis.

Lecture: 1 hour

**HMNS 1200 - Practicum I: Service Learning<sup>^</sup>  
(5 Credits)**

All field and practicum courses are competency-based internships designed to train students in basic human service skills through a combination of field placement and seminar activities. Field placements range from 50 to 90 hours per semester at an approved agency. Students will develop and refine observation, communication, documentation, ethical practices, working relations, presentation, critical thinking, and service skills appropriate for entry-level placement in a Human Service agency. Students will complete the training requirements for certification as a Mental Health First Aider (MHFA). Students who complete the training and earn 80% or better will become MHFA certified by the National Council for Mental Wellbeing. Note Grade of "C" or better is required for Human Service program students.

Lecture: 4 hours, Other: 1 hour

**Prerequisite(s):** HMNS 1010 and HMNS 2200

**HMNS 1210 - Field Experience and Seminar I -Child Development<sup>^</sup>  
(3 Credits)**

All field and practicum courses are competency-based internships designed to train students in basic human service skills through a combination of field placement and seminar activities. Field placements range from 50 to 90 hours per semester and require a one- to three- hour campus-based seminar. Note: Eligibility for field placement at all levels is subject to academic standing and instructor recommendations regarding readiness.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2100

**HMNS 1220 - Field Experience and Seminar I - Education/Special Needs****(3 Credits)**

All field and practicum courses are competency-based internships designed to train students in basic human service skills through a combination of field placement and seminar activities. Field placements range from 50 to 90 hours per semester and require a one- to three- hour campus-based seminar. Note: Eligibility for field placement at all levels is subject to academic standing and instructor recommendations regarding readiness.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2060 or HMNS 2070**HMNS 2030 - Emergent Literacy: Reading Readiness in ECE****(3 Credits)**

This course introduces students to the theoretical and practical foundations of emergent literacy. Students will develop teacher competencies in areas of developmental assessment, teaching methodology, curriculum planning and implementation. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**Prerequisite(s):** HMNS 2100 and HMNS 2120**HMNS 2040 - Leadership and Reflective Supervision of Early Childhood Programs****(3 Credits)**

This course will explore methods and principles of supervision and leadership in early child care and education programs. Emphasis will be placed on reflective supervision, staff hiring, onboarding and supervision, professional development, advocacy, and the leader's role with curriculum and assessment.

Lecture: 3 hours

**HMNS 2060 - Foundations of Teaching and Learning****(3 Credits)**

This course provides a theoretical and practical foundation for understanding the evolution and current state of American schooling. Students will examine critical issues related to classroom environment, learning styles and appropriate instruction, curriculum development, standards and diversity. Students will gain a practical understanding of those ethics and indices of professional development that correlate with effective teaching. This is a required course for teacher associates, education and special education majors. Four hours of field observation are required for education majors planning to transfer. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

*URI/RIC Transfer General Education Transfer Opportunity: Yes***HMNS 2070 - Characteristics and Needs of Special Populations****(3 Credits)**

This course examines origins, indicators and issues related to children and adults who have significant differences mentally, physically, socially, behaviorally or in the area of communicative skills. Students gain a working knowledge for recognizing and responding appropriately to the needs of children and adults in a variety of educational and caregiving environments. Educational modifications and placement alternatives are discussed. This is a required course for Special Education, Education and Child Development majors. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 2100 - Child Growth and Development Skills****(3 Credits)**

This course is the first in a sequence for Child Development majors and provides the foundation for understanding major theories in the physical, social, intellectual and emotional needs of children. Students will explore various teaching styles for observing, assessing and guiding the growth and development of young children. Students are required to observe children from birth to age eight in a public school, licensed educational setting for a total of 4-6 hours over the course of the semester. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 2110 - Introduction to Social Work and Social Welfare****(4 Credits)**

This course provides an overview of social work as a profession, including its history, values, practices, methods and settings. Students will gain a working knowledge of the structure and organization of public, private and voluntary social services, welfare programs and their interconnection in the human service delivery network. Students will understand the code of ethics, skills and competencies that guide effective practitioners in the social work profession. Note: Grade of C or better required for Human Services program students.

Lecture: 4 hours

**HMNS 2120 - Curriculum for Young Children****(3 Credits)**

This course is designed so students can develop the skills necessary to plan developmentally appropriate curriculum and environments for children from birth to age eight in a variety of early childhood settings. Students will gain an understanding of how children learn and how to assess developmental readiness for creating and implementing developmentally appropriate. Students will be required to spend 3-4 hours over the course of the semester observing environments and implementing learning opportunities in a public school, licensed educational or child care setting. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**Prerequisite(s):** HMNS 2100

**HMNS 2130 - Therapeutic Interventions I: Working with Individuals (3 Credits)**

This course provides a comprehensive overview of major therapeutic models including psychoanalytic, Adlerian person-centered reality, Gestalt, transactional, rational-emotive and behavioral. Students will acquire related intervention skills and techniques for meeting the needs of individual clients of all ages served in social work, mental health and substance abuse settings. Emphasis is also placed on ethical standards and the development of skills needed for formulation of bio-psycho-social case/treatment plans. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**Prerequisite(s):** HMNS 2200

**HMNS 2135 - Therapeutic Interventions II: Group Process and Practice (3 Credits)**

This course provides a comprehensive overview of major therapeutic models and related intervention methods for use with families and small groups. Students will learn skills appropriate for constructing and facilitating groups in social service and mental health settings.

Lecture: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2200

**HMNS 2140 - Guiding Children's Behavior (3 Credits)**

This course examines positive strategies in supporting and guiding the emotional self-regulation and social competence in early childhood development. Emphasis is placed on intervention strategies to critical issues common to young children. Student will learn skills related to shaping the ways young children think, learn, react to challenges and develop relationships. Students will practice positive guidance strategies and learn about classroom design as a focus of prevention of behavior problems. Students may be required to spend 4-6 hours over the course of the semester conducting observations in an educational or licensed childcare setting. Note: Grade of C or better is required for Human Services program students.

Lecture: 3 hours

**HMNS 2150 - Parent and Child Relations (3 Credits)**

This course explores the parent-child relationship as it develops and evolves within diverse family systems and reviews strategies for working with parents. Special attention is placed upon the various developmental stages that both children and parents pass through and, in turn, how children and parents influence and challenge each other's development. Selected topics may include the impact that various parenting and behavioral control styles can have on children, how such issues as culture, social class, children's temperament, divorce, abuse, special needs and parental mental health can impact parenting and child well-being. Students develop an understanding of how to assess parent-child relations and review behavioral strategies for working with parents in educational and social settings. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 2170 - Learning Disabilities (3 Credits)**

This course provides students with an understanding of learning disabilities as they manifest in children and as they impact learning and development. Students are able to recognize the characteristics; impact on self-concept; various auditory, visual, perceptual and motor challenges; language delay and hyperactivity and become familiar with diagnostic tests and the appropriate remediation techniques most often prescribed. The Individuals with Disabilities Education Act, along with current changes in research and social policy, frame discussions around eligibility for special services, the referral process and parental rights. (Completion of HMNS 2070 strongly recommended.) Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 2180 - Significant Developmental Disabilities (3 Credits)**

The course provides a specialized understanding of individuals with significant developmental disabilities that includes a focus on multi-sensory impairment, severe intellectual disabilities and profound multiple disability. Students will learn strategies through hands-on activities for developing appropriate intervention and remedial skills. Use of technology, supportive equipment and environmental modifications are included. (Completion of HMNS 2070 recommended.) Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 2190 - Infant/Toddler Care: Methods and Materials  
(3 Credits)**

This course is designed to assist in the planning of curriculum and caregiving for infants and toddlers in home family child care and center-based settings. Students develop skills for planning, selecting developmentally appropriate materials and designing the physical and social environments related to the promotion of infant and toddler development. Students will be required to spend 4-6 hours over the course of the semester conducting observations in a licensed infant-toddler educational setting or a licensed family child care setting. (Completion of HMNS 2100 recommended.) Note: Grade of C or better required for Human Services program students.

Lecture: 4 hours

**HMNS 2200 - Assessment Interviewing for Treatment Planning  
(3 Credits)**

This course provides an in-depth study of the interviewing process, including methods for creating client safety and rapport and most importantly how to obtain and assess client information. Data collection and client assessment are the initial steps in the social service process; therefore, this is the first course in the social work, mental health, gerontology and substance abuse concentrations for teaching appropriate intervention skills. Students are taught how to use the interviewing process to initiate helping strategies for use in a variety of mental health and social service settings. This course is a prerequisite for HMNS-1200. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 2202 - Mental Health and Wellness  
(3 Credits)**

Students will explore and discuss mental health, mental illness, recovery, wellness, and self-care practices. Students will identify and discuss stigma, and access, at the individual level, community level, institutional level, cultural and legal level. Students will explore relevant ethical practices, trauma, and recovery. Students engage in learning activities such as role-play and case review, that demonstrate practice in the documentation of case notes, interviewing, and advocacy. Students will develop and present a resource tool of local and national resources. Note Grade of "C" or better is required for Human Service program students.

Lecture: 3 hours

**HMNS 2208 - Case Management  
(3 Credits)**

This course provides students with the fundamentals of case management practice. Emphasis is placed on skills for human services including effective communication, documentation, observation, service plan development, and termination. Students learn to monitor services and follow the client. Students synthesize the purpose of the DSM and the Mental Status Examination in alignment with case management practices. Students develop a resource tool of local and national resources. Note Grade of "C" or better is required for Human Service program students.

Lecture: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2200

**HMNS 2220 - Social Work Program and Policy Analysis  
(3 Credits)**

This course critically analyzes the values, theories, history, economics and politics associated with the development, implementation and evaluation of social policies and programs. Special attention is given to policies in the areas of poverty, education, health, race and sex. In addition to understanding the forces and processes that establish or change social policies, emphasis is placed on the systematic analysis of both existing and proposed social policy. Students will review current trends in national social policies and their effect on state/federal programs with particular attention to oppressed populations. This course places heavy emphasis on critical analysis. Students will learn to build on their skills in analyzing and critiquing various social policies. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**HMNS 2230 - Individuals, Families and Small Groups  
(3 Credits)**

This course examines how biological, psychological, social and cultural influences affect the behavior of individuals and families. Emphasis is placed on how human behavior is affected by social context and the forces of oppression as well as the impact of oppression on women, lesbians and gay men, persons with physical disabilities and the aged. Skills required to work with these populations, using an ecological/generalist person in environment approach, are discussed. Note: Grade of C or better required for Human Services program students.

Lecture: 3 hours

**Prerequisite(s):** HMNS 2110

**HMNS 2290 - Driver and Traffic Safety Education  
(3 Credits)**

This course will prepare Certified Teachers to deliver the RI Driver and Traffic Safety Education Curriculum in compliance with those requirements set forth by the RI Department of Motor Vehicles and the Office of Higher Education. Completion will carry Lifetime Certification. In order to be eligible for certification in this new area, students must already be BA/BS Certified Teachers.

Lecture: 3 hours

**HMNS 2310 - Field Experience Seminar II-Child Development  
(3 Credits)**

This course provides a school or community based placement (as arranged by the instructor) to assist students in refining caregiving and teaching skills developing competencies related to assessing the needs of children from birth to age eight. Students advance their skills for developing appropriate curriculum and activities for young children and continue the development of their professional portfolio. Students are expected to complete 78-90 hours of supervised placement on the designated days and times as noted upon course registration. Students are required to complete a BCI (Bureau of Criminal Identification) background check and should be up to date with immunizations. Grades of C or better required for Human Services program students.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2100 and HMNS 1210 and HMNS 2120 (may be taken concurrently)

**HMNS 2320 - Field Experience Seminar II-Education/Special Needs  
(3 Credits)**

This course places students in a school or community-based placement (as arranged by the instructor). Students refine skills of behavior management, assessment, instructional methodology and lesson development in settings for typical and special needs children and adults. Students learn how to work with individuals and small groups while initiating larger group control. Students will complete 78-90 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 1220 and HMNS 2060 or HMNS 2070

**HMNS 2340 - Field Experience Seminar II-Social Work and Gerontology  
(3 Credits)**

This course involves students in a setting and seminar to refine their intake and communication skills (both written and verbal) and to develop basic tools for client advocacy, assessment and intervention. Students learn intermediate level strategies for meeting physical, social-emotional and cognitive needs of clients in agency and community settings. Students demonstrate an increasing awareness of ethical issues including confidentiality, dual relationships and countertransference. Students will complete 78-90 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 1200 and HMNS 2200

**HMNS 2360 - Field Experience Seminar II-Mental Health/Substance Abuse  
(3 Credits)**

This course places student in a mental health or substance abuse setting. Through a combination of field experience and seminar, students refine their intake assessment, prevention and intervention skills in ways that allow them to begin taking a more active role in meeting the needs of clients in mental health and substance abuse settings. Students will complete 78-90 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 1200 and HMNS 2200

**HMNS 2410 - Field Experience Seminar III-Child Development  
(3 Credits)**

This course provides a school or community based-placement (as arranged by the instructor) and seminar to assist students in advanced refinement of caregiving and teaching skills and for the delivery of developmentally appropriate curriculum and assessment that meets the individual and group needs of children from birth to age eight. This competency-based progression culminates in students' taking an active role within their placement site as they prepare to enter the workforce. Students complete their professional portfolio. Grades of C or better required for Human Services program students.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 1210 and HMNS 2100 and HMNS 2120 and HMNS 2310



**HMNS 2420 - Field Experience Seminar III-Education/Special Needs (3 Credits)**

This course places students in a school or community-based placement (as arranged by the instructor) and a field setting and seminar to assist students in further developing and refining instructional techniques, behavioral strategies and lesson development and implementation for individual, small and large groups of typical and special needs students of all ages. The construction and presentation of lesson plans that include instructional objectives and learning outcomes are achieved in accordance with the RI Teacher Preparation Standards. Students should be able to demonstrate a teaching style that promotes the physical, intellectual, language, social and emotional development of students. Students will complete 78-90 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

Other: 3 hours

**Prerequisite(s):** HMNS 1220 and HMNS 1010 and HMNS 2320 and HMNS 2060 or HMNS 2070

**HMNS 2440 - Field Experience Seminar III-Social Work and Gerontology (3 Credits)**

This course provides a field location and seminar where students are expected to utilize advanced skills and clinical supervision acquired thus far to demonstrate increased ability to assess, plan and perform independently in response to clients serviced in social work and gerontology settings. Students will complete 78-90 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 1200 and HMNS 2200 and HMNS 2340

**HMNS 2460 - Field Experience Seminar III-Mental Health and Substance Abuse (3 Credits)**

This course provides a field location where students are expected to demonstrate refined skills and an increased ability to operationalize knowledge gained thus far in their program to meet the physical, emotional, cognitive and clinical needs of clients served by mental health and substance abuse service providers. Students demonstrate an increased ability to assess, plan and perform independently in mental health and substance abuse settings. Grades of C or better required for Human Services program students.

Other: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 1200 and HMNS 2200 and HMNS 2360

**HMNS 2515 - Major Health Issues for the Elderly: Implications for Human Services (3 Credits)**

Major Health Issues for the Elderly: Implications for Human Services is a course that provides general information regarding health issues surrounding the aging and elderly to include Alzheimer's and Dementia related diseases, Parkinson's disease, incontinence, cancer, heart disease, arthritis, vision and eye diseases, diabetes, sleep disorders, depression, hearing loss, osteoporosis and lung disease. Students will explore, discuss and reflect on the most common health concerns affecting the aging and elderly as it relates and affects the human service worker as the helping professional. Implications will be examined and discussed for supporting health, safety, wellbeing, independent living, caregiver support and the role of the human service worker as part of a multidisciplinary collaborative approach in preparation for working with this population. Note: Grade of "C" or better is required for Human Service program students.

Lecture: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 1090

**HMNS 2520 - Social and Psychosocial Characteristics of Aging (3 Credits)**

Social and Psychosocial Characteristics of Aging provides competency-based approach to understanding the social and psychological characteristics and effects of aging. Students will examine theorist perspectives on aging and gain insight into the implications of living longer as myths of aging are dispelled, and realities are discussed. Special emphasis is placed on social and political issues, global trends, cross-cultural view of Elder's roles, and quality of life experiences. Additional focus will be paid to special populations to include grandparents as second time parents, women, and veterans. Students will demonstrate competencies in understanding ethical human services approaches regarding critical and relevant issues such as how aging and older adults are studied, social and psychological challenges with aging, independent living and social interactions, death and dying, and social supports. Note Grade of "C" or better is required for Human Service program students

Lecture: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2200 and HMNS 1090 (may be taken concurrently)

**HMNS 2530 - Legal & Financial Literacy Human Service Resource (3 Credits)**

Legal and Financial Literacy: Human Service Resource is designed to introduce students to legal and financial literacy supports that are in place to strengthen advocacy practices. Students will explore common concerns, discuss and dispel myths, while examining best practices for identifying and accessing legal and financial services in support of the elderly client. Relevant discussions surrounding healthcare expenditures for older adults, Medicare, Medicaid, Certified Elder Law Attorney (CELA), durable power of attorney, assets, trusts, guardianship, timing and satisfaction of retirement, the older employed economic status and asset awareness. Note Grade of "C" or better is required for Human Service program students

Lecture: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2200 (may be taken concurrently)

**HMNS 2540 - Human Services Advocacy for Aging and Elderly (3 Credits)**

Human Services Advocacy for Aging and Elderly focuses on the role of the human service worker in coordinating and collaborating multidisciplinary and interdisciplinary approaches to advocating best ethical practices for the aging and elderly client. Students will examine case studies to identify and discuss challenges and barriers often experienced by the older adult. Note: Grade of "C" or better is required for Human Services program students.

Lecture: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2200

**HMNS 2560 - Healthy and Successful Aging (3 Credits)**

Healthy and Successful Aging provides a competency-based learning approach to healthy practices for successful aging. Students will identify and explore current best practices in successful aging to include latest research in nutrition, exercise, safety, and high levels of social connection. Other key factors examined include proactive legal and good economic practices, the coordination of good health, and examples in effective medication-monitoring practices. Note: Grade of "C" or better is required for Human Service program students

Lecture: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2200

**HMNS 2590 - Service Practicum in Gerontology (3 Credits)**

Students will develop and refine observation, communication, working relations, presentation, writing, and service skills appropriate for entry-level placement in a gerontology service agency. Students will complete a minimum of 50 hours of volunteer service 25 hours in direct care, 25 in non-direct care within the gerontology community of agencies. Students are required to have a BCI (Bureau of Criminal Investigation) background check and should be up to date with immunizations. Note: Grade of "C" or better is required for Human Service program students

Lecture: 3 hours

**Prerequisite(s):** HMNS 1010 and HMNS 2200

**HMNS 2710 - Diversity and Cultural Competency Skills (3 Credits)**

This course provides students with an awareness of the historical, cultural, socio-economic, biological and psychosocial influences that define diversity. Students learn skills critical to becoming culturally competent and sensitive to diversity. Students develop core competencies to communicate more effectively with diverse populations, to foster inclusive attitudes in the classroom and to work more effectively toward the elimination of racism and other forms of discrimination in public education and social service delivery systems. A 20-hour practicum is required to meet the artifact requirement for education majors planning to transfer. Grade of C or better is required for Human Services program students.

Lecture: 3 hours

**HMNS 2900 - Human Services Capstone (3 Credits)**

The Human Services Capstone course allows students to review, integrate and apply the knowledge and skills acquired over the course of their pursuit of the associate's degree to situations and challenges common to the Human Services field. Students will engage in critical thinking and analytical activities that will challenge them to review and expand upon their current knowledge base. This course will review the similarities and differences in the methods and theories generic to the various Human Service Fields (e.g., Education, Special Education, Social Work, Mental Health, Gerontology, Substance Abuse, etc.). Students will take Human Services Capstone in their final semester of study and/or close to graduation. The Hybrid version of this course will require 2-3 on campus meetings. Grade of C or better is required for Human Services program students.

Lecture: 3 hours

**Prerequisite(s):** (HMNS 1210 and HMNS 2310 and HMNS 2410 (may be taken concurrently)) or (HMNS 1220 and HMNS 2320 and HMNS 2420 (may be taken concurrently)) or (HMNS 1200 and HMNS 2340 and HMNS 2440 (may be taken concurrently)) or (HMNS 1200 and HMNS 2360 and HMNS 2460 (may be taken concurrently))