



INSTRUCTIONAL PROGRAM REVIEW

SELF-STUDY

Human Services – 2013

Submitted by Kam Vento, HUS Instructor

ACADEMIC SENATE APPROVAL: June 3, 2014

BOARD OF TRUSTEES MEETING: August 12, 2014

SECTION ONE: ACADEMIC PLANNING

I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES

Description/Evaluation:

- a) Our Human Services core program currently offers career opportunities in; Clinical Social Worker Assistant, Drug and Alcohol Counselor, Halfway House Group Home Worker, Mental Health Worker, School Counselor Aid, and Social Work Assistant. Two degrees: 1) Associate in Science in Drug and Alcohol Paraprofessional and 2) Associate in Science in Human Services, support transfer opportunities and workforce development basic skills instruction. The Human Services program supports the LCC Institutional goals of *Learning Opportunities* and *Student Success* through the following program and class student learning objectives (SLOs).

Table 1: LCC Strategic Goals
1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Table 2: Human Services – Program SLOs Upon completion of this degree the student will be able to:
Associate in Science Degree – Drug and Alcohol Paraprofessional (DAP-AA)
1. Demonstrate an understanding of the functions of Alcohol and Other Drug treatment programs by applying theoretical foundations and intervention strategies from latest research protocols.
2. Be academically prepared to obtain an entry-level or mid-level position within the Drug and Alcohol treatment facility through course work and field placement skills development.
3. Demonstrate competency at recognizing the potential for substance abuse problems and engaging clients around the issues in order to complete a thorough substance abuse assessment and treatment plan.
Certificate of Achievement - Drug and Alcohol Paraprofessional (DAP-CA)
1. Demonstrate an understanding of the functions of Alcohol and Other Drug treatment programs by applying theoretical foundations and intervention strategies from latest research protocols.
2. Be academically prepared to obtain an entry-level or mid-level position within the Drug and Alcohol treatment facility through course work and field placement skills development.
3. Demonstrate competency at recognizing the potential for substance abuse problems and engaging clients around the issues in order to complete a thorough substance abuse assessment and treatment plan.
Associate in Science Degree – Human Services (AS-HS)
1. Demonstrate an understanding of the functions of Human Services agencies by applying theoretical foundations and intervention strategies and identifying client populations, concepts, and ethical principles.
2. Be academically prepared to obtain an entry-level or mid-level position within the Human Services Agency through course work and field placement skills development.
3. Identify and explain cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions and prejudices impact multicultural interactions.
4. Sharing results and analyses in order to arrive at a final collaborative product.
Certificate of Achievement - Human Services (CA-HS)
1. Demonstrate an understanding of the functions of Human Services agencies by applying theoretical foundations and intervention strategies and identifying client populations, concepts, and ethical principles.
2. Be academically prepared to obtain an entry-level or mid-level position within the Human Services Agency through course work and field placement skills development.
3. Identify and explain cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions and prejudices impact multicultural interactions.

Table 3: Human Services - Course Student Learning Objectives

Course	Course Title	Course SLO
HUS-10	Introduction to Human Services	Define the practice and professionalism of Human Services and identify the type of services available to people in our community.
HUS-22	Substance Abuse Treatment	Describe the most generally accepted and scientifically supported models of treatment and use these models to develop a treatment plan for clients presenting with a diagnosis of substance abuse.
HUS-23	Special Population Considerations/Human Services	<ol style="list-style-type: none"> 1. Recommend appropriate interventions and/or resolutions to special population identified needs /concerns. 2. Demonstrate effective treatment planning for special population needs and goals.
HUS-24	Group Facilitator Process/Human	<ol style="list-style-type: none"> 1. Identify potential problem areas in the evolution of a group, and develop skills to prevent these problems. 2. Determine what interventions and skills are appropriate in working with a variety of themes that emerge in a group and implement same
HUS-25	Family Treatment Approaches	Recognize the key issues for children and adult children of abusers of alcohol and other drugs and develop family treatment plans for recovery.
HUS-27	Gender Differences and Addictive Behavior	Recognize the differing socialization process of males and females and identify the relationship of these processes relative to the development of addictive behavior.
HUS-28	Human Services and Maladaptive Behavior	Recognize symptoms of maladaptive behavior and describe appropriate intervention and treatment techniques.
HUS-30	Pharmacology of Drugs of Abuse	<ol style="list-style-type: none"> 1. Analyze information available on the drug action and drug disposition of the major drugs of abuse, marijuana, cocaine, heroin, amphetamines, Pep and designer drugs. in the evolution of a group, and develop skills to prevent these problems. 2. Assess the functions of various drugs on the body both physically and psychologically. 3. Demonstrate an understanding of the pharmacologic impact of positive and negative factors on a person's health.
HUS-31	Crisis Intervention Strategies	Appropriately identify clients in crisis and implement specific intervention procedures.
HUS-32	Understanding Addiction	Identify the psychopathology of addiction and correctly diagnose a case vignette.
HUS-35	Ethical Issues/Human Services	Become familiar with the ethical codes of the counseling profession and develop an increased ability to apply these ethical principles to a variety of specific problem situations.

HUS-37	Case Management and Client Record Documentation	<ol style="list-style-type: none"> 1. Compose clear, concise case notes in SOAP format (Subjective, Objective, Assessment, Plan) 2. Develop individualized treatment plans specific to the clients' diagnoses.
HUS-40	Field Instruction and Seminar I	<ol style="list-style-type: none"> 1. Follow professional ethical standards when providing services to clients. 2. Locate appropriate referral sources for clients.
HUS-41	Field Instruction and Seminar II	Apply human services theory and concepts during the internship experience, and, make meaningful connections between classroom learning and field experiences.
HUS-48.03	Creating a Spirit of Nonviolence	Examine their behavior in conflicts and demonstrate skills to find non-violent resolutions
HUS-48.06	Creating a Spirit of Nonviolence (Advanced)	Achieve conflict resolution through improved listening, consensus and decision-making skills.
HUS-62	Paraprofessional Counseling Skills in Residential	Identify and differentiate between various treatment modalities appropriate to Residential Care facilities and describe appropriate treatment specific to client needs.
HUS-64	Residential Care Regulations	Define the Community Care Act and as it relates to group home facilities with an emphasis on clients rights.

Learning Opportunities: The Human Services Program currently offers a solid foundation in the core Knowledge, Skills, and Attitudes (KSA's) required for Human Service workers. Discussion is underway regarding the potential for development of certification opportunities, which could be offered, in a distributed learning modality to expand student opportunities.

Student Success: Student retention and completion of their studies are critical. It's important to assist students early in their academic career to self-identify if Human Services is their career path. Taking Introduction to Human Services (HUS-10) first is recommended as the course provides the student with an overview of the field and an opportunity to explore human services. Every student should be advised to take HUS-10 first. The second recommendation to improve student success is to identify a cohort and provide those students mentoring opportunities. This is essentially the model that CSU Chico's School of Social Work uses successfully.

The Associate in Science in Human Services (AS-HS) provides training in the requisite knowledge, critical core skills, and attitudes (KSA's) required in a wide range of job opportunities in the field of Human Services. The Associate in Science in Drug and Alcohol Paraprofessional (AS-DAP) provides training specific to alcoholism and addiction treatment. Recent trends in the Human Services field such as; focus on evidence-based treatment, co-occurring disorder treatment, and the role of dual-diagnosis in the addiction treatment process highlight the importance of continued review and revision of Human Services curriculum.

Recently, Lassen County Behavioral Health and Alcohol and Drug Department merged with a strong focus on evidence-based treatment and co-occurring treatment. In a recent meeting, the director of Social Services and the Behavioral Health Services director both expressed their interest in our program and the importance of "relevant training" for our current and future workforce.

At a recent Workforce Educational Partnership (WEP) meeting, held at Chico State University, workforce training needs and potential certifications in support of the demand for peer specialists and psychiatric rehabilitation specialists were discussed.

This program review will be shared with our Human Services Advisory Group (HSAG) for comments. Additional communications will be conducted via email, phone, and individual meetings when possible. A full advisory group meeting will be scheduled, preferably before the start of next semester, to discuss the possible development of: Certificates for Psychosocial Rehabilitation Specialist, Peer Support Specialist, and Case Management Specialist. Additionally, articulation of classes with CSU Chico, student mentorship, and strategies for program promotion are underway.

Lassen College's Institutional Goal #2 "Learning Opportunities" (Table 1) is a priority in the Human Services Instructional Program. Instruction has been updated to include focus on current evidence-based treatment modalities and co-occurring disorders to reflect current requirements in the field of Addiction Treatment. As identified earlier, in this IPR, we want to develop a certification opportunity for both Psychiatric Rehabilitation Specialists and Peer Support Specialists. We anticipate offering these opportunities in both live and distributed learning modalities. The intent is; to increase proficiency with an emphasis on providing currency in KSA's and thus increase job opportunities.

The development of certification opportunities and inclusion of evidence-based treatment modalities in instruction also supports and strengthens our first Program Student Learning Outcome "Demonstrate an understanding of the functions of Alcohol and Other Drug treatment programs by applying theoretical foundations and intervention strategies from latest research protocols." (Table 2, item 1)

New demands in the addiction treatment workplace for evidence-based treatment practices and integration of peer support specialists also require core and currency training. The development of the aforementioned certifications will also support our program objective of academically preparing students for entry to mid-level employment opportunities in addiction treatment facilities (Table 2, item 2).

Goal # 4 "Student Success" (Table 1) is extremely important. We have very dedicated students in our program who often face many barriers to success. For example; re-entry students with limited college skills, students experiencing financial difficulty, and students with self-regulation issues. To help students succeed we need to help them identify the areas where they are failing to meet required standards.

Planning Agenda:

- Advise students considering a Human Services degree or certification to take Introduction to Human Services (HUS-10) first.
- Assist students in visualizing their goals, assessment and utilization of their strengths, and improvement of their performance in meeting program standards to achieve their education goals.
- Early identification of potential student challenges
- Clear articulation of our program requirements and standards
- Mentorship to assist our dedicated students in their successful pursuit of a position in Human Services.

Table 4: Lassen College Institutional Goals

2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Table 5: Program Student Learning Outcomes Paraprofessional

The student will be able to:

1. Demonstrate an understanding of the functions of Alcohol and Other Drug treatment programs by applying theoretical foundations and intervention strategies from latest research protocols.
2. Be academically prepared to obtain an entry-level or mid-level position within the Drug and Alcohol treatment facility through course work and field placement skills development.
3. Demonstrate competency at recognizing the potential for substance abuse problems and engage clients around the issues in order to complete a thorough substance abuse assessment and treatment plan.

- The following is a summary of the Human Services IPR 2013 Update:

The 2011 update was submitted and accepted by the Board of Trustees in 2012, a program update was also submitted in 2013. One of the Human Services Advisory Group (HSAG) recommendations was to provide some staff development and/or travel to the Human Services budget. The money was added to the 2014 budget and Mr. Vento was able to attend a Superior Region Mental Health Workforce Education and Training Partnership (WEP) meeting at CSU Chico to discuss partnership priorities.

All three of these priorities are part of our Human Services vision and plan.

1. Support the planning, development and implementation of a distance learning system, accessible throughout the Superior Region including articulation agreements between 2 and 4-year institutions.
2. Encourage the strengthening of curricula in Superior California to support wellness and recovery principles and assure that mental health departments support and encourage career paths through the higher education system.
3. Identify resources to support training and technical assistance that is accessible, focused on wellness and recovery, and available in distributed education formats.

In support of our goal; the establishment of LCC as a site for a recurring Far-North conference on Substance Abuse Disorder and Behavioral Health Issues sponsoring activities intended to raise public awareness and encourage community outreach, the following activities were accomplished:

- 1. Lassen Aurora Network's Stigma Community Reduction dialog event was held on March 25, 2014 in Middleton Hall and had over 75 people in attendance.
- 2. A Project Assist training (Assisting, Serving, Supporting, In, Stressful, Times) sponsored by Lassen Behavioral Health was conducted on campus for local Mental Health service providers.
- 3. A Town Hall Meeting sponsored by Behavioral Health is in the planning stages.

Regarding Human Services Program Promotion a number of guest speakers from both public and private Human Services agencies have visited our Case Management class this semester and shared relevant experiences. Our Introduction to Human Services (HUS-10) is now articulated with CSU Chico's BSW program and exposes beginning Human Service students to public agencies needs and skill requirements.

A Human Services Career Opportunities Sheet was completed by the Art Department at the beginning of Spring 2014. Copies of the Human Services Opportunities sheet were delivered to the counseling department and outreach. A large advertisement for the Human Services Program appeared multiple times prior to start of Spring 2014 semester. The recommendation is for public affairs to continue advertisement of the program.

Planning Agenda:

- Continue advertisement of the Human Services Program in the local paper.
- Human Services faculties attend recruitment events when possible.
- Continue process of articulation of Lassen College classes with CSU Chico.
- Continue dialog with the California Association of Social Rehabilitation Agencies (CASRA) regarding curriculum development for a Community College certificate for Psychosocial Rehabilitation Specialist and possibly a Peer Support Specialist.

II STUDENT OUTCOMES

A. Trends and Patterns in Student Outcomes

Description/ Evaluation:

Table 6: Success Comparison

Success	2009-2010	2010-2011	2011-2012	2012-2013
Institutional Set Standard	70%	70%	70%	70%
Campus	71%	72%	74%	71%
Department	2009-2010	2010-2011	2011-2012	2012-2013
HUS	64%	64%	70%	50%
Course	2009-2010	2010-2011	2011-2012	2012-2013
HUS-10	63%	67%	76%	43%
HUS-22	50%	57%	61%	75%
HUS-23	70%			
HUS-24	83%	57%	80%	57%
HUS-25		67%		50%
HUS-27	92%			
HUS-28	75%		100%	
HUS-30	57%	63%	67%	46%
HUS-31	90%	82%	61%	75%
HUS-32	53%	63%		63%
HUS-35	60%	67%	63%	80%
HUS-37	69%	79%	86%	67%
HUS-40	71%	100%	80%	63%
HUS-41	88%	56%	63%	80%
HUS-48.05	50%	58%	78%	
HUS-49	65%	74%	74%	73%
HUS-49A				100%
HUS-61			100%	
HUS-62	50%	77%		
HUS-64	92%			

Table 7: Retention Comparison

Retention	2009-2010	2010-2011	2011-2012	2012-2013
Institutional Set Standard	87%	87%	87%	87%
Campus	83%	85%	92%	88%
Department	2009-2010	2010-2011	2011-2012	2012-2013

HUS	89%	83%	92%	85%
Course	2009-2010	2010-2011	2011-2012	2012-2013
HUS-10	79%	86%	88%	57%
HUS-22	90%	71%	72%	75%
HUS-23	100%			
HUS-24	83%	71%	87%	71%
HUS-25		100%		50%
HUS-27	100%			
HUS-28	100%		100%	
HUS-30	87%	78%	91%	58%
HUS-31	97%	91%	83%	75%
HUS-32	88%	81%		75%
HUS-35	67%	67%	88%	100%
HUS-37	69%	100%	86%	83%
HUS-40	76%	100%	100%	75%
HUS-41	100%	100%	75%	100%
HUS-48.05	81%	75%	78%	
HUS-49	81%	88%	89%	93%
HUS-49A				100%
HUS-61			100%	
HUS-62	83%	85%		
HUS-64	100%			

Table 8: Awards

Awards	2009-2010	2010-2011	2011-2012	2012-2013
A.S. Human Services	9	2	0	4

2. All four areas: 1) Awards, 2) Transfer 3) Completions, and 4) Success need some improvement. Overall retention is our strongest area, students are committed to Human Services once they get started. There is however, a wide disparity between retention and student success. We need to qualify what is being reflected and develop a strategy to better manage our student's success. For example; in 2013, Hus-10 (Introduction to Human Services) the success rate of 43% was well below the institutional rate of 71%. On the other hand the retention rate in Human Services was 85% which was only slightly lower than the campus rate of 88%.

Anecdotally, HUS-10 (2013) had a number of students, with problems, that likely impacted the success rate; one student experienced mental health issues, one was incarcerated, another lost their financial aid, and another got a job and quit attending classes. With small overall numbers a few students can skew the overall percentage and reflect the low success rates.

An Early Identification Program (EIP) to identify students having difficulty in meeting the program standards or experiencing life issues that effect their performance may be something to consider.

Planning Agenda:

This semester (Spring 2014), I met with the director of Institutional Effectiveness and Research to gather data for this Instruction Program Review.

- Future discussion with the Dept. of Institutional Effectiveness to develop a data driven approach to address success and retention.
- Develop a cohort-driven model similar to the one used in Social Work at the University level with some modifications.

- Track and mentor identified cohort.

Table 9: Job Outlook, source: <http://www.bls.gov/>

Quick Facts: Substance Abuse and Behavioral Disorder Counselors	
2012 Median Pay	\$38,520 per year \$18.52 per hour
Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2012	89,600
Job Outlook, 2012-22	31% (Much faster than average)
Employment Change, 2012-22	28,200

Table 10: Social and Human Service Assistants, source: <http://www.labormarketinfo.edd.ca.gov>

Estimated Employment and Projected Growth Social and Human Service Assistants					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2010-2020)	34,600	42,200	7,600	22.0	7,500

Source: EDD/LMID Projections of Employment by Occupation

In California, the number of Social and Human Service Assistants is expected to grow faster than average growth rate for all occupations. Jobs for Social and Human Service Assistants are expected to increase by 22.0 percent, or 7,600 jobs between 2010 and 2020. Nationwide the job growth rate is 31% (much faster than average).

The vision is: For Human Services to be an academic leader in ensuring quality and student success in the Helping Profession. All comments, criticism, and ideas that contribute to our goals are welcome.

B. Student Learning Outcome Assessment

Description/ Evaluation:

1. In HUS-24 60% of students met the target goal as opposed to 80%, small class size skews numbers. All students passed the class with a “C” or better.

Table 11: SLO Results

Course	Met	Partially Met	Not Met
HUS-10	1 (100%)	0 (0%)	0 (0%)
HUS-22	1 (100%)	0 (0%)	0 (0%)
HUS-24	0 (0%)	2 (100%)	0 (0%)
HUS-25	1 (100%)	0 (0%)	0 (0%)
HUS-30	11 (100%)	0 (0%)	0 (0%)
HUS-31	1 (100%)	0 (0%)	0 (0%)
HUS-32	1 (100%)	0 (0%)	0 (0%)
HUS-35	1 (100%)	0 (0%)	0 (0%)
HUS-37	1 (100%)	0 (0%)	0 (0%)
HUS-40	1 (100%)	0 (0%)	0 (0%)
HUS-41	1 (100%)	0 (0%)	0 (0%)
HUS 49A	2 (100%)	0 (0%)	0 (0%)
HUS 49	2 (100%)	0 (0%)	0 (0%)

2. The analysis of findings of the assessments completed shows a normal distribution when the small numbers are taken into consideration. No recommendations at this time.

Planning Agenda:

Continue monitoring of Student Learning Outcomes and revise as necessary to reflect updated curriculum or new learning requirements.

C. Student Evaluation Summary

The previous student evaluation summary, dated: 9/25/12 is in the form of a spreadsheet included as an electronic attachment (entire spreadsheet is not conducive to printing). Comments from: Item 13: Describe how this course/program could be improved to better meet the needs of the students at Lassen College and Item and Item 14: Provide any additional comments on the course or program were selected for review and evaluation. Another student evaluation should be scheduled next semester for the 2014 Program Review.

Description/ Evaluation:

The following student comments were selected as important for consideration

- “I think if this program was offered on a more wide ranged basis, it would have more attendance”.
- “The Human Services needs to offer more flexible times for learning evenings/correspondence times.”
- “Substance abuse seems to be over-emphasized.”
- “Too many of the classes are too much alike.”
- “Should be utilized by more people.”
- “Consistent teachers would be great. Every year there’s a teacher that teaches a class for the first time.”

Our Human Services Degree should provide the KSA’s required for a broad range of job opportunities. Additionally, credentialed, certification or completion certificates should reflect the disciplines current and future needs such as: peer training, psychosocial rehabilitation specialist, and mental health services and addiction specialists.

Flexibility could be incorporated in hybrid-design classes. Recommend pursuit of the development of a psychosocial rehabilitation specialist certification in hybrid/online format. Additionally, recommend beginning a review process of classes in the program suitable for hybrid/online delivery.

Since 2013 instruction in core classes have included the role of mental health in the treatment of co-occurring disorders and the focus on evidence-based treatment modalities. All classes will continue to be reviewed and updates submitted as necessary.

With projected growth in many areas of Human Services, the next ten years will present many potential career opportunities. I’ve meet with our outreach coordinator, Adam Runyan a number of times about Human Services. Recently, Adam had spoken with a student who was changing from business to human services.

It’s important that we develop pathways from the High Schools to Community College. I believe Adam Runyan’s outreach efforts encourage this process. The important point is; we need to go to our potential consumers of education and let them know what we have to offer. Human Services is definitely on the menu, especially considering the expected growth rate of 22 percent.

A previous comment about not having the same teacher is important: as Human Services was without a full-time faculty for many years. Currently one full-time instructor (Kam Vento) is assigned to the program. Lisa Gardiner, a faculty member and our work experience manager teaches the Introduction to Human Services (HUS-10) and the Field Instruction Seminars (HUS-40, & HUS-41).

Patrick Luna and his wife Carolyn are long serving adjuncts. A cohort-driven modality staffed by a full-time instructor and our work-experience manager would provide a high level of consistency.

Planning Agenda:

- Discuss/Pursue the development of a psychosocial rehabilitation specialist certification in hybrid/online format
- Discuss/Pursue the development of a peer support specialist certification in hybrid/online format
- Discuss/Review classes in the program suitable for hybrid/online delivery

III. CURRICULUM

A. Degrees and/or Certificates

Description/ Evaluation:

1. DEGREES/CERTIFICATES

DEGREES

Associate in Science in Drug and Alcohol Paraprofessional Associate in Science in Human Services

CERTIFICATES OF ACHIEVEMENT

Drug and Alcohol Paraprofessional

Human Services

(see Attachment G, Degrees/Certificates by Program)

2. Student and Program Learning outcomes currently are consistent with set goals. Continued review will be conducted as necessary. With the possibility of development of new certificates program and course SLO's will be reviewed again in the 2014 IPR.

3. Our Associate of Science in Human Services degrees core classes (27 units) provides the relevant SKA's consistent with requirements across many disciplines within the field of Human Services. Our required electives need some adjustment, for example; HUS 61, 62, and 64, which deal with residential care, are not utilized. More relevant electives need to be considered, for example; ES-1 Ethnic Minorities in America, Co-occurring Disorders, Peer Support Interaction, and Evidence-based Treatment fundamentals.

4. Two of the classes in our Human Services Degree (PSY 1 & SOC 1) currently are transfer classes, which meet general education requirements. At a recent meeting, February 14, 2014, with Dr. Vincent Ornelas, from CSU Chico's BSW program we identified the following classes HO 54, HUS 10, ES 1, and PSY 18 to work on articulating which will help us develop a career pathway for transfer students.

As of 5/24/2014 www.assist.org shows the following classes as meeting the Social Work B.A. Lower Division Core Program: PSY-1/PSYCH-101, SOC-1/SOC-100, HUS-10/SWRK-170, and ES-1/SWRK-200. A Memorandum of Understanding is currently being drafted for PSY-18 as an approved substitute for the content requirement of SWRK-302.

5. Transfer programs: In looking at the General Education Requirements, specifically for a BSW, the following classes are required: Macroeconomics (Econ 10) or Microeconomics (Econ 11) and Elementary Statistics (Math 40). We should recommend that students in Human Services take these general education courses, which are required in CSU's BSW program. Human Services enrollment patterns are expected to improve as we articulate the classes mentioned above.

Additionally, advising students, interested in transfer and pursuit of a Social Work degree, about the requirement for Economics and Statistics should work. HUS-61, HUS-62 and 64 are being dropped from the electives due to no enrollment. These electives could be replaced with nine units of recommended applicable electives. The articulation of the above mentioned classes extend the utility of the Human Services Degree and should attract more students. A future transfer degree in Human Services is worth considering for the future.

6. Career/Technical programs: A newly constituted Human Services Advisory Committee met on August 14, 2013. Members present: Kam Vento, Tiffany Armstrong, Melody Brawley, William Jost, Jackie Musick, Colleen Thorn, and Lisa Gardiner. Members absent: Ken Crandall, Barbara Baston, and Tom Rogers. A summary of the Advisory meeting and recommendations was provided in the Human Services Instructional Program Review – 2012/2013 Update (see: Attachment 2013HSU). Promotion of the Human Services program was a concern.

Lisa Gardiner explained that HUS courses are transferrable. However, students may have some additional requirements to fulfill, such as general education requirements, and that some vocational programs are now offering transfer degrees. (Item 4 above. Discusses how we are addressing this concern). The establishment of LCC as a site for a recurring Far-North yearly conference on Substance Abuse Disorder and Behavioral Health

Issues was discussed with the idea of offering Continuing Educational Units (CEU's) needed to maintain currency for LCSW's and MFT's.)

7. Our local employers expressed concern about students not being work ready. The issue being that they are not far enough along in their own recovery process when they begin pursuing employment in assisting clients with recovery. Additionally, it was acknowledged that supervisors sometimes shy away from providing any critical feedback of student performance.

Melody Brawly suggested emphasizing the benefits of public service, including employment/career options, which would attract students. In addition, she validated the importance of students participating in career assessment/self-knowledge activities early in the HUS program, which currently occurs in the HU-10 course.

8. Currently Human Services does not have any Special Programs. However, discussion of a potential psychosocial rehabilitation specialist certificate and peer training specialist is underway. Some coursework electives may be added that by their nature do not lead to a degree or certificate. If courses are added this section will be updated.

Students need to communicate effectively and organize information in a logical and structure manner. The American Psychological Associations Style Guide is the standard for the Social Sciences. It's recommended that all Human Services papers use the APA Style Guide 6th ed.

Planning Agenda:

- Identify nine units of electives to replace de-activated HUS-61, HUS-62, and HUS-64.
- Continue/Complete development of articulation of Human Services classes with CSU Chico's BSW program.
- Discuss/Evaluate Human Services Transfer Degree.
- Purchase Institutional license for APA Style Guide.

B Courses

Description/Evaluation:

1. The electives: HUS-61, HUS-62, and HUS-64 are recommended for de-activation due to no enrolment.
2. All courses within the instructional program were previously reviewed for a recent program update. The 2012-2013 Action Log reflects Board Approved: 01/8/2013. Every course has again been reviewed and forms submitted with the following requested changes:

HUS-10 –Introduction to Human Services textbook updated to latest edition as part of articulation with CSU Chico. Approved at the May 20, 2014 curriculum meeting.

HUS-22 – Substance Abuse Treatment: Update textbook: Loosening the Grip: A Handbook of Alcohol Information, Kinney, McGraw Hill, 11th ed., ISBN: 978-0078028557

HUS-23 – Special Population Considerations No Changes

HUS-24 – Group Facilitator Process No Changes

HUS-25 – Family Treatment Approaches No Changes

HUS-31 – Crisis Intervention Strategies Update text: Crisis Intervention Strategies, James/Gilliland, 7th ed., Cengage, ISBN 13: 9781111186777

HUS-32 – Understanding Addiction Update textbook: Loosening the Grip: A Handbook of Alcohol Information, Kinney, McGraw Hill, 11th ed., ISBN: 978-0078028557

HUS-35 – Ethical Issues Human Services update text: Issues and Ethics in the Helping Professions, 9th Edition, Corey/Corey, Cengage, ISBN: 9781285464749

HUS-37 – Case Management and Client Record Documentation update text: Fundamentals of Case Management, Summers, Wadsworth, ISBN-13: 9781133314165.

HUS-40 – Field Instruction Seminar I No Changes

HUS-41 – Field Instruction Seminar II No Changes

HUS-49 – Human Services Work Experience No Changes

HUS-49A – Introduction to Human Services Work Experience No Changes

HUS 61 – Principles Practices Residential Care De-activate elective with no enrollment.

HUS-62 – Paraprofessional Counseling Skills in Residential Care De-activate elective with no enrollment

HUS-64 – Residential Care Regulations De-activate elective with no enrollment

3. Revision to Existing Course Form for each course were submitted to the Curriculum/Academic Standards Committee.

C. Scheduling and Enrollment Patterns

Description/ Evaluation: No changes recommended at this time.

Table 12: Course Enrollment Patterns

Course	2009-2010	2010-2011	2011-2012	2012-2013
HUS-10	1	1	1	1
HUS-22	1	1	1	1
HUS-23	1			
HUS-24	1	1	1	1
HUS-25		1		1
HUS-27	1			
HUS-28	1		1	
HUS-30	13	27	11	10
HUS-31	4	1	1	1
HUS-32	2	1		1
HUS-35	1	1	1	1
HUS-37	1	1	1	1
HUS-40	2	1	1	1
HUS-41	1	1	1	1
HUS-48.05	1	1	1	
HUS-49	4	5	3	3
HUS-49A				1
HUS-61			1	
HUS-62	1	1		
HUS-64	1			

Enrollment	2009-2010	2010-2011	2011-2012	2012-2013
Campus	17,186	20,079	16,994	15,484
Department	2009-2010	2010-2011	2011-2012	2012-2013
HUS	652	1,048	446	385
Course	2009-2010	2010-2011	2011-2012	2012-2013
HUS-10	19	21	17	7
HUS-22	11	15	20	4
HUS-23	10			
HUS-24	6	14	15	7
HUS-25		9		12
HUS-27	13			
HUS-28	20		10	
HUS-30	355	833	290	299

HUS-31	64	11	18	8
HUS-32	32	16		8
HUS-35	17	13	16	5
HUS-37	14	20	7	6
HUS-40	17	5	5	8
HUS-41	8	16	8	5
HUS-48.05	16	12	9	
HUS-49	32	50	19	15
HUS-49A				1
HUS-61			12	
HUS-62	6	13		
HUS-64	12			

In the period 2009-2011 Campus enrollments increased by 14% while Human Services increased by 38%. In the period 2011-2013 enrollment campus wide declined by 9% while Human services experienced a decline of 16%. Whatever the reason for the change in enrollment patterns Human Services follows the general campus pattern and experiences a somewhat higher decline or increase.

Table 13: FTES

LCC	2009-2010	2010-2011	2011-2012	2012-2013
FTES	1,732.52	2,033.08	1,787.45	1,631.05
FTEF	83.84	88.37	78.23	79.07
Efficiency	20.66	23.01	22.85	20.63
HUS	2009-2010	2010-2011	2011-2012	2012-2013
FTES	60.53	103.17	43.21	36.87
FTEF	2.92	3.72	2.05	1.83
Efficiency	20.76	27.77	21.09	20.11

HUS	2009-2010	2010-2011	2011-2012	2012-2013
Total FTES	60.53	103.17	43.21	36.87
FTES Revenue	276,327.00	481,122.00	197,244.00	168,327.00
Grants				
Other Revenue				
Total Revenue	276,327.00	481,122.00	197,244.00	168,327.00
Total Cost	65,739.00	118,252.00	114,283.00	90,842.00
Gross Contrib to Overhead (GTO = Total Rev - Total Cost)	210,588.00	362,870.00	82,961.00	77,485.00
GTO / Total Cost	3.20	3.07	0.73	0.85

1. The two-year plan in course scheduling during the last four years has been well managed with no deviation.
2. Overall enrolments have dropped campus-wide. Human Services FTE reflects the same decline. The explanation for the enrolment decrease is not apparent.
3. Courses within the program are serving the needs of day students that are not working or are able to adjust their schedules. This is not uncommon as most college classes are held during the day. More flexibility in meeting the needs of full-time employed, single parents, and other students could be met with scheduling of sessions on Saturdays and distributed learning.

4. General education courses within the context of the scheduling of the instructional program courses are taken into account by division chairs and every effort is made to provide access to general education courses and eliminate conflicts wherever possible.

Planning Agenda:

- Consider updating HUS-30 Pharmacology of Drugs of Abuse for Online Delivery.
- Consider scheduling .05 – 1-unit classes on Saturdays.

D. Articulation/Integration of Curriculum

Description/ Evaluation:

1. Currently HUS-30 Pharmacology of Drugs articulates as a CSU GE. As Human Services is a terminal course there are no approved C-ID designations at this time.
2. Articulation of courses in our Human Services degree with CSU Chico’s School of Social Work is completed for: PSY-1, SOC-1, and ES-1. A Memo of Course Substitution for PSY 18 to substitute for SWRK 302 has been submitted.

Planning Agenda:

- In co-operation with counseling update the College catalog to reflect recommended required classes in General Education for students wanting to transfer to CSU Chico SWRK program.

E. Equipment (Human Services has no assigned equipment)

V. Prioritized Recommendations Requiring Institutional Action for Inclusion in Education Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
4. Student Success:	Advise students considering a Human Services degree or certification to take Introduction to Human Services (HUS-10) first.	2014 FALL	\$0	Early evaluation of program content by student.
4. Student Success:	Assist students in visualizing their goals, assessment and utilization of their strengths, and improvement of their performance in meeting program standards to achieve their education goals	2014/16	No projected costs.	Student focused, motivated and prepared for program rigor.
4. Student Success:	Early identification of potential student challenges	2014/16	Unknown at this time	Reduction of barriers promotes increase in completion rate.
4. Student Success:	Clear articulation of our program requirements and standards	2014/15	\$0	Better-informed students increase the success rate.
4. Student Success:	Mentorship to assist our dedicated students in their successful pursuit of a position in Human Services.	2014/16	Unknown at this time	Increase in retention and success rates.
2. Learning Opportunities	Continue advertisement of the	2014	Est. \$100-	Increase enrollment.

	Human Services Program in the local paper.		\$500	
2. Learning Opportunities	Human Services faculties attend recruitment events when possible.		Est. \$0 - \$500	Increase enrollment
2. Learning Opportunities	Continue process of articulation of LCC classes with CSU Chico.	2014	\$0	Increase enrollment.
2. Learning Opportunities	Continue dialog with the California Association of Social Rehabilitation Agencies (CASRA) regarding curriculum development for a Community College certificate for Psychosocial Rehabilitation Specialist and possibly a Peer Support Specialist	2014-16	Unknown at this time	Increased job opportunities and certification of specific education requirements.
	Future discussion with the Dept. of Institutional Effectiveness to develop a data driven approach to address success and retention.	2014/15	\$0	Useful data in developing strategies to address success and retention.
	Develop a cohort-driven model similar to the one used in Social Work at the University level with some modifications	2015/16	\$0	Higher completion rates.
	Track and mentor identified cohort.	2016	Unknown at this time	Higher completion rates.
2. Learning Opportunities	Discuss/Pursue the development of a psychosocial rehabilitation specialist certification in hybrid/online format	2014/16	Unknown at this time	Increase enrollment.
2. Learning Opportunities	Discuss/Pursue the development of a peer support specialist certification in hybrid/online format	2014/16	Unknown at this time	Increase enrollment.
2. Learning Opportunities	Discuss/Review classes in the program suitable for hybrid/online delivery	2014/15	\$0	Increase enrollment.
2. Learning Opportunities	Identify nine units of electives to replace de-activated HUS-61, HUS-62, and HUS-64.	2014/15	\$0	More classes that will transfer to CSU.
2. Learning Opportunities	Continue/Complete development of articulation of Human Services classes with CSU Chico's BSW program.	2014/14	\$0	Increased enrollment and transfers.
2. Learning Opportunities	Discuss/Evaluate Human Services Transfer Degree.	2014/18	\$0	Increased enrollment and transfers.

2. Learning Opportunities	Consider updating HUS-30 Pharmacology of Drugs of Abuse for Online Delivery.	2014/15	\$0	Increased class enrollments.
2. Learning Opportunities	Consider scheduling .05 – 1-unit classes on Saturdays.	2014/15	\$0	Increased class enrollments.
	In co-operation with counseling update the College catalog to reflect recommended required classes in General Education for students wanting to transfer to CSU Chico SWRK program.	2014	\$0	Better informed students.
2. Learning Opportunities	Purchase Institutional license for APA Style Guide.	2014/15	\$200 (one-time cost)	Student papers better organized.

SECTION TWO: HUMAN RESOURCE PLANNING

A. Program Staffing

Description/ Evaluation:

1. Current staffing for the program includes: One full-time and One part-time faculty positions, with two adjuncts. No instructional assistants or classified staff is assigned.
2. At this time no projected staffing needs are indicated.

Planning Agenda:

No recommendations at this time.

B. Professional Development

Description/ Evaluation:

1. On June 27, 2013 Mr. Vento attended at his own expense, a DSM5 Transitions Workshop in Oroville presented by Dr. Stan Taubman. With the addition of travel funds to the Human Services budget Mr. Vento was able to attend a recent Superior Region Mental Health Workforce Education and Training Partnership (WEP) meeting at CSU Chico to discuss partnership priorities and he continues to participate in monthly Workforce Education Partnership (WEP) meetings. Mr. Vento will be attending an evidence-based Mental Health First Aid Instructor Training Course this summer.

Planning Agenda:

- Discuss/Recommend professional development opportunities and identify associated costs.

SECTION THREE: FACILITIES PLANNING

Description/ Evaluation:

Human Services classes are held in the Humanities building. Many improvements to the classrooms have been made over the last five years and for the most part are well equipped and comfortable. Some issues with heating (often too hot) persists in HU-213. It is at the far end of the 2nd floor hall and is somewhat smaller than the other classrooms in the building. It's small size and slopping rear wall give a crowded feeling with a large desk in the rear and 20 plus student desks. Additionally, the sliding room divider blocks the view of the whiteboard on one side of the room.

Planning Agenda:

- Evaluate the room configuration to see if student desks can be better arranged to limit cramped feeling and improve view of whiteboard for all students.

Human Services

HUS-10 – Introduction to Human Services

Revised Assignments/Appropriate Reading. Updated Representative Texts: An Introduction to Human Services, Woodside and McClam, Brooks/Cole, Cengage Learning, ISBN: 978-0-8400-3371-0, 2012.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-22 – Substance Abuse Treatment

Revised Assignments/Appropriate Readings. Updated Representative Texts: 1) Loosening the Grip: A Handbook of Alcohol Information, 10th Edition, eText: ISBN-10:0-07-738238-2, ISBN-978-0-07-738238-4; Print: ISBN-10:0-07-340468-3, ISBN-13:978-0-07-340468-4, Author(s): Kinney, Jean, Publisher: McGraw-Hill Higher Education Copyright year: © 2012; 2) Addiction Counseling Competencies, TAP-21, U.S. Dept. of Health and Human Services, 2006. Note: This document is available in pdf format at: <http://store.samhsa.gov/product/TAP-21-Addiction-Counseling-Competencies/SMA08-4171> or viewable in a browser as an HTML document. Students can view the document online or save as a pdf to a usb-based flash drive.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-23 – Special Population Considerations-Human Services

Revised Assignments/Appropriate Readings. Updated Representative Texts to add the following: The document is available as a download at the following URL:

<https://www.ncjrs.gov/pdffiles1/Digitization/142595NCJRS.pdf>

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-24 – Group Facilitator

Revised Assignments/Appropriate Readings. Removed Correspondence Method of Delivery. Updated Representative Texts: Corey/Corey, Groups Process and Practice, 7th ed., eText: ISBN-10:0495515809, ISBN-13:9780495515807, Print: ISBN-10:0534607950, ISBN-13:9780534607951, Wadsworth, 2006

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-25 – Family Treatment Approaches

Revised Assignments/Appropriate Readings. Updated Representative Texts: Goldenberg/Goldenberg, Family Therapy; eText: ISBN-10:1133471412, ISBN-13:9781133471417, Print: ISBN-10:1111828806, ISBN-13:9781111828806, Wadsworth, 2013.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-27 – Gender Differences and Addictive Behavior

Revised Assignments/Appropriate Readings. Updated Representative Texts and Supplies: "Men's Work" by Paul Kivel, publisher, Hazeldon Foundation and "The Dance of Connection" by Harriet Lerner PhD.

Publisher: Harper Collins.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-30 – Pharmacology of Drugs of Abuse

Revised Assignments/Appropriate Readings.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-31 – Crisis Intervention Strategies

Revised Assignments/Appropriate Readings. Updated Representative Texts and Supplies: James, Crisis Intervention Strategies, 6th edition, eText: ISBN-10:0495588350, ISBN-13:9780495588351, Print: ISBN-10:0495100269, ISBN-13:9780495100263, Wadsworth, 2008.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-32 – Understanding Addiction

Revised Assignments/Appropriate Readings. Updated Representative Text: Jean Kinney, Loosening the Grip: A Handbook of Alcohol Information, 10th Edition, eText: ISBN-10:0-07-738238-2, ISBN-13:978-0-07-738238-4, Print: ISBN-10:0-07-340468-3, ISBN-13:978-0-07-340468-4, McGraw-Hill, 2012.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-35 – Ethical Issues

Revised Assignments/Appropriate. Updated Representative Texts: Corey/Corey/Callanan; Issues and Ethics in the Helping Professions; eText - ISBN-13:97811111; Print – ISBN-10:0495812412/ISBN-13:9780495812418; Wadsworth; 2011.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-37 – Case Management and Client Records Documentation

Revised Assignments/Appropriate Readings. Updated Representative Texts: Summers; Fundamentals of Case Management Practice; eText: ISBN-10:0840033699, ISBN-13:9780840033697; Print: ISBN-10:0840033699, ISBN-13:9780840033697; Wadsworth; 2012.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-40 – Field Instruction Seminar I

Revised Assignments/Appropriate Readings. Update Representative Text: The Human Services Internship; eText: ISBN-10:1111561281, ISBN-13:9781111561284; Print: ISBN-10:1111186871, ISBN-13:9781111186876; Wadsworth; 2012.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-41 – Field Instruction Seminar II

Revised Assignments/Appropriate Readings. Updated Representative Text: Update Representative Text: The Human Services Internship; eText: ISBN-10:1111561281, ISBN-13:9781111561284; Print: ISBN-10:1111186871, ISBN-13:9781111186876; Wadsworth; 2012.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013

HUS-62 – Paraprofessional Counseling Skills in Residential Care

Update Assignments/Appropriate Readings. Update Representative Text: Nancy R. Hooyman; H. Asuman Kiyak; Social Gerontology: A Multidisciplinary Perspective, Ninth Edition; eText: ISBN-10:0-205-80027-0, ISBN-13:978-0-205-80027-8; Print: ISBN-10:0-205-76313-8, ISBN-13:978-0-205-76313-9; Pearson; 2011.

Effective: Fall 2013

Approved: 09/18/2012

Board Approved: 01/08/2013



Lassen Community College District

Minutes LCC Human Services Advisory Group Wednesday, August 14th, 2013 @ 5:30pm

Members Present: Kam Vento, Tiffany Armstrong, Melody Brawley, William Jost, Jackie Musick, Colleen Thorn, Lisa Gardiner

Members Absent: Ken Crandall, Barbara Baston, Tom Rodgers

Call to Order: Kam Vento called the meeting to order at 5:45pm.

Welcome, Introductions

All members introduced themselves and identified the various roles they play in Lassen County Human Service Organizations.

Progress Report

Kam Vento provided the following update on the Human Services Program:

The Human Services Program has not had a completed an Instructional Program Review since 2005.

The following summarizes the executive summary of the 2012 Human Services Instructional Program Review (provided to the College Board in 2012):

List of current and prioritized recommendations

1) Participate in Working Well Together (WWT) Certification Planning Group.

Karin Lettau, WWT Southern Region as the leader has provided a curriculum crosswalk for peer certification and encouraged participation by a wide-variety of stakeholders through webinars. Recently, stakeholders went to Sacramento to discuss peer certification. Mr. Vento did not attend, however some of our local providers went and can provide feedback. Kam wants to develop a Peer Certification component to the program as there is a 20% projected growth rate for Human Service Helpers.

2) Respond to Superior Region Workforce Education and Training RFP

LCC did not respond to the RFP.

3) Human Services Faculty research elements necessary to articulate HUS-10 Introduction to Human Services with SWRK-170 Social Welfare Institutions (CSU-Chico).

A cursory review of the syllabus for both courses indicates a good opportunity for articulation.



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4) District identifies an articulation officer to help Human Services Faculty

Needs follow-up action

5) Write new courses or update current courses as needed for currency with state and employer standards.

Participation in WWT working groups has identified a need for a peer certification component. While California State agencies have not identified specifics the need has been determined. Further recommendations will be proposed later in the agenda.

6) Provide funds for travel and training as needed.

Recommend this category be expanded to include DVD resources, books, instructional webinars and other training opportunities to include opportunities related to codependence and peer support. Discussion and recommendations will be address later in the agenda.

7) Provide Human Services part-time and full-time instructors with laptops. Funding for Video Equipment.

No Apple laptop is currently available for the Human Services instructor. Mr. Vento is currently using his own 2008 MacBook Pro for classes. This is his own preference as he has programs that he purchased to support teaching. There is at least one part-time instructor in Human Services using a laptop, which is dated. Need to research policy on laptops for part-time instructors. Regarding video equipment. The thinking is that a video recorder is a useful tool in evaluating interactions in-group settings. As a student in American River College's Human Services Program we recorded group-training sessions and used the video for discussion and evaluation.

Committee member comments included: Developing a DVD Clearinghouse of resources would be beneficial for this group. While full time LCC faculty are provided with laptops if they choose to use them, adjunct faculty are not. Developing an adjunct faculty laptop lending program would be beneficial.

ACTION ITEMS

1. Accept the Human Services IPR Progress Report (Jost/Brawley MSCU)

2. Investigate offering Nate Rockitter's "Train the Trainer" program as a community workshop (Musick/Thorn MSCU).

Discussion: Kam Vento explained Nate Rockitter's "Train the Trainer" Peer Specialist program is beneficial. The training materials provided are very affordable. Pursuing this training may lead to future opportunities/considerations of offering a Peer Specialist Certificate of Accomplishment. At this time such training would need to be agency funded.



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3. Establish LCC as a site for a recurring Far-North yearly conference on Substance Abuse Disorder and Behavioral Health Issues (Thorn/Brawley MSCU)

Discussion included: Dr. Hall (LCC president) has provided a letter of support to Lassen Aurora Network indicating the College's support of SDR Grant. Kam Vento presented the idea of offering CEUs for such training. Tiffany Armstrong explained limitations Behavioral Health faces in giving CEU's: They can only be offered for training provided by licensed (LCSW's and MFT's) individuals. William Jost offered information regarding the UC Davis Extension Center for Human Services as a resource for further information about offering CEU's. Melody Brawley suggested Sandy Beckwith may be a good resource regarding CEU's as well.

4. Human Services Program Promotion (Discussion/Recommendations)

Discussion included:

It was identified that many students come to the Human Services program based on their life experience with their own recovery process. Concern was expressed that students are not work ready as they enter the workforce; the issue being that they are not far enough in their own recovery process when they begin pursuing employment in assisting clients with recovery.

Lisa Gardiner offered that Work Experience Curriculum has been enhanced to provide more a basic job skills component and that while this would not address all issues student's face, it will hopefully assist with further skill development. It was acknowledged that sometimes when student are interning supervisors shy away from providing any critical feedback of student performance. William Jost suggested meeting with supervisors in a group setting for intern evaluations in order to receive more comprehensive feedback. Kam Vento suggested developing additional program curriculum to address emotional intelligence.

Melody Brawley suggested emphasizing the benefits of public service, including employment/career options would attract students. In addition she validated the importance of students participating in career assessment/self- knowledge activities early in the HUS program, which currently occurs in the HUS10 course.

Melody Brawley and William Jost emphasized their concern regarding students who face problems when they transfer with the HUS AA degree. Lisa Gardiner explained that HUS courses are transferable. However students may arrive at the university and still have additional requirements to fulfill such as general education requirements, and that some vocational programs are now offering transfer degrees. Kam Vento expressed articulation of HUS10 and addressing issues with Econ 11 (next two agenda items) will help address concerns. Melody Brawley expressed strong desire for students to continue towards their BA degrees. Many expressed concern regarding the low percentage of Bachelor Degree applicants for Human Service positions in Lassen County and the need to increase this percentage.



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Additional comments included program recruitment that focuses on attracting a broader student base to include students with a wide variety of backgrounds would be beneficial.

5. **Articulate HUS-10 Introduction to Human Services with SWRK-170 Social Welfare Institutions (CSU-Chico) (Brawley/Jost MSCU)**

Discussion: Lisa Gardiner identified Alison Somerville as the Articulation Officer. Kam Vento expressed he would work on completing this articulation. Melody Brawley and Tiffany Armstrong emphasized the importance of including common employment limitations faced by HUS job applicants including issues pertaining to misdemeanor and felony convictions. They will provide related information to Lisa Gardiner to include in HUS 10 course.

6. **Confirm acceptance of Econ11 with BA in Social Work (Musick/Jost MSCU)**

Discussion: Kam Vento identified Project Assist shows that Econ 11 articulates with IGETC: 4B CSU GE: D2. Lisa Gardiner provided a brief description of IGETC.

7. **Explore the possibility of a location on campus where CSU Chico Social Work Distributed learning students could access their online courses (Brawley/Jost MSCU)**

Discussion: Kam Vento explained some Distributed Learning students have difficulty with Internet access. Identifying an LCC campus location for these students to gain Internet access and have a study/meeting area would assist them greatly and help make the bridge between LCC Human Services and CSU Chico Social Work more visible.

8. **Begin incorporation of DSM-V transitions into current classes. (Brawly/Jost MSCU)**

Discussion: Kam Vento identified a course currency concern: ICD-10 and DSM-5 on Oct 1, 2014 ICD-10 replaces ICD-9 the transition is required by HIPAA.

8a. **Develop a new class that covers ICD-10 Codes and DSM-V updates. Emphasis on working understanding of coding. (Vento: Tabled)**

Comment: Tiffany Armstrong expressed that in public service, at the Certificate/Associate Degree level, understanding specific coding is not a major concern; much of it is computer generated.

9. **Explore renaming A.S. Drug and Alcohol Paraprofessional and Drug and Alcohol Paraprofessional to: A.S. Substance Use Disorder Paraprofessional and Substance Use Disorder Paraprofessional if it does not adversely affect transferability to be more consistent with current terminology. (Brawley/Jost MSCU)**



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FUTURE BUSINESS

Proposed Agenda items

Discussion of Recovery Model (Armstrong)

Desire for Facilitator Certification, perhaps as contract education? offer CEU's? (Brawley)

Integrating WAM/Whole Health Approach (Thorn)

Online LCC student Jobs/Internship Database (Gardiner)

Teamwork

Human Services Workshops/CEU's

Adjournment: 7:25pm (Vento)

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Lassen Community College District

Human Services Instructional Program Review - 2013 Update

Progress Report

A newly constituted Human Services Advisory Group (HSAG) met: **Wednesday, August 14th, 2013 @ 5:30pm**. (Minutes are included as an attachment). This is the first meeting of a Human Services Advisory Board since 2005. A Human Services Program Review and list of recommended Human Services Advisory Committee members was submitted and accepted by the Board of Trustees in 2012. The Board of Trustees accepted the Program Review and asked for an update with more information; this document constitutes the requested update.

At the HSAG meeting the recommendations included in the Executive Summary were outlined and presented as an informational item (further details are in the minutes).

Summaries of the items are as follows:

1. Working Well Together Certification Planning Group (WWT)
 - a. Mr. Vento continues to participate in the WWT group. In discussion, HSAG was informed of the on-going work in developing certification guidelines. A proposal was made to consider bringing Nate Rocketeer back to Susanville to provide peer training. Funded possibly by a public and community agency partnership. Mr. Vento spoke with Nate who is willing to work with us. Feedback from previous participants in the training indicates a very positive outcome.
 - b. Mr. Vento will work with Lassen Aurora Network in the following months to further explore the potential of bringing Nate to Susanville and possibly including Lassen College students in the training at a low or subsidized cost.
2. **Respond to Superior Region Workforce Education and Training RFP**
 - a. HSAG was informed that LCC did not respond to the Request for Proposal.
 - b. A brief discussion of the importance of growing the Human Services Program ensued. Participation in local job fairs and other events was one no or low cost idea. The need to recruit students with aspirations for a Bachelors Degree in Social Services of Behavioral Health was also mentioned.



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3. Human Services Faculty research elements necessary to articulate HUS-10 Introduction to Human Services with SWRK-170 Social Welfare Institutions (CSU-Chico).

- a. Lisa Gardiner identified Alison Somerville as the Articulation Officer. Kam Vento expressed he would work on completing this articulation. Melody Brawley and Tiffany Armstrong emphasized the importance of including common employment limitations faced by HUS job applicants, including issues pertaining to misdemeanor and felony convictions. They will provide related information to Lisa Gardiner to include in HUS 10 course.

4. District identifies an articulation officer to help Human Services Faculty

- a. Lisa Gardiner identified Alison Somerville as the Articulation Officer. Kam Vento will contact Alison Somerville during current semester.

5. Write new courses or update current courses as needed for currency with state and employer standards.

- a. On June 27, 2013 Mr. Vento attended a DSM5 Transitions Workshop in Oroville presented by Dr. Stan Taubman. HSAG, after discussion, motioned and accepted the following:
Discussion: Kam Vento identified a course currency concern: ICD-10 and DSM-5 on Oct 1, 2014 ICD-10 replaces ICD-9 the transition is required by HIPAA.
- b. Recommend that a one-time budget item be approved, this semester, for Mr. Vento to purchase a DSMV manual and supporting materials (\$ 300.00).

6. Provide funds for travel and training as needed.

- a. The DSM5 Workshop attended by Kam Vento was at his own expense.
- b. Attendance at the DSM5 Workshop was Mr. Vento's own decision and beneficial for his development. While this item was not an action item at the meeting it's recommended that a supportive travel budget item consistent with established standards for other programs be considered.
- c. While not an action item at the meeting; discussion of the establishment of a clearinghouse of resources (DVD's/Video's, etc.) was briefly touched upon. This will be an agenda item for a future meeting.



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HSAG ACTION ITEMS (See Meeting Minutes for details)

- 1. Accept the Human Services IPR Progress Report (Jost/Brawley MSCU)**
- 2. Investigate offering Nate Rockitter's "Train the Trainer" program as a community workshop (Musick/Thorn MSCU).**
- 3. Establish LCC as a site for a recurring Far-North yearly conference on Substance Abuse Disorder and Behavioral Health Issues (Thorn/Brawley MSCU)**

This is a proposal to expand on the Lassen Aurora Network's Stigma Reduction Community Dialog Outreach effort. Dr. Hall provided an initial letter of support and Kam Vento is the Education Coordinator for the Grant. One of the Community Dialog Outreach events will occur at Lassen College with pending approval from the office of the president as the planning takes place over the next three months.

The hope is to use the grant to leverage the start of a Far North yearly conference related to behavioral health issues. The belief is this will benefit local community service agencies and increase the visibility of the Human Services Program and Lassen College.

A short presentation to the Board of Trustees could be provided, in the near future, about the purpose of the Stigma Reduction and Community Dialogue effort as the planning shapes up. Another presentation could also be planned after the event takes place to talk about sustainability of the effort.

- 4. Human Services Program Promotion (Discussion/Recommendations)**

Discussion included:

It was identified that many students come to the Human Services program based on their life experience with their own recovery process. Concern was expressed that students are not "work ready" as they enter the workforce; the issue being that they are not far enough in their own recovery process when they begin pursuing employment in assisting clients with recovery. (Parenthetical Note: This may be a reflection of the need for more soft skill emphasis, emotional intelligence, facilitation, introspection, etc.).

Lisa Gardiner offered that Work Experience Curriculum has been enhanced to provide a basic job skills component, and that while this would not address all issues students' face, it will hopefully assist with further skill development. It was acknowledged that sometimes when students are interning supervisors shy away from providing any critical feedback of student performance. William Jost suggested meeting with supervisors in a group setting for intern evaluations in order to receive more comprehensive feedback. Kam Vento suggested developing additional program curriculum to address emotional intelligence.



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Melody Brawly suggested emphasizing the benefits of public service, including employment/career options would attract students. In addition she validated the importance of students participating in career assessment/self- knowledge activities early in the HUS program, which currently occurs in the HUS10 course.

Melody Brawley and William Jost emphasized their concern regarding students who face problems when they transfer with the HUS AA degree. Lisa Gardiner explained that HUS courses are transferable. However students may arrive at the university and still have additional requirements to fulfill such as general education requirements, and that some vocational programs are now offering transfer degrees. Kam Vento expressed articulation of HUS10 and addressing issues with Econ 11 (next two agenda items) will help address concerns. Melody Brawley expressed a strong desire for students to continue towards their BA degrees. Many expressed concern regarding the low percentage of Bachelor Degree applicants for Human Service positions in Lassen County and the need to increase this percentage.

Student Learning Outcomes

Note emerging needs based on assessment of student learning outcomes. Note any planning or budget changes based on assessment of student learning outcomes.

As expressed earlier students often come to the Human Services field as part of their own recovery or a desire to understand how they can help a significant other with a substance abuse disorder. These are laudable reasons and the current program does an effective job in training the student in theory and best practices.

What the employers in the field are also concerned about is our students ability to work well with others and reflect desirably outcomes for a practicing Human Services professional such as: compassion, understanding, connectedness, self-introspection, core beliefs about humanity and the ability to interact with empathy and objectivity.

Since there hasn't been a Human Services Committee since 2005 it's suggested that a Weave report detailing all the Human Student Learning Outcomes be generated. This report will be used to share with HSAG for comments and suggestions. Other Human Service Program Student Learning Outcomes, if available, will be reviewed. This will give our faculty and community agencies an opportunity to discuss desired outcomes and provide recommendations consistent with current field requirements.

Curriculum

Review curriculum status of previous IPR. Note any curricular changes made within the instructional program since the last review. In 2012 a curriculum review was accomplished and submitted with the program review.



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Program Needs Assessment

The following needs have been identified:

- Instructor resources for DSM5 (\$300 est.)
- A facilitation class or workshop to support Social Services/Behavioral Health (Experimental class to determine program efficacy and/or contact to serve local agencies)
- Peer training for lived experience staff (Community supported initiative)
- Clearinghouse of resources to support evidence based behavioral treatment (need to identify a holding facility)
- DVDs/Videos & resources to support Substance Abuse Disorder training (\$1,500 est.)
- Currency training for Human Services faculty (\$ 3, 500 yr.)

Progress and Reprioritization of Recommendations

Review the prioritized recommendations in the previous program review. An interim update after the next HSAG meeting can be provided to the Board of Trustees. Next HSAG meeting will occur sometime after the end of the current semester.

Additional Information

The Mental Health Services Act and Affordable Health Care Act are providing a foundation for services in the Health and Human Services sector. Job growth in this area is projected at over twenty percent per year.

Human Services is a greatly needed resource, and with the support of the College and local agencies Lassen Community Colleges Human Services Program can enhance the College's mission by providing an outstanding program to support current and future needs.

_____ Date: _____
Kam Vento

HUMAN SERVICES

Associate in Science Degree Human Services

Required Core Courses: 33 units

Total Units: 60 units

Course Number	Course Title	Fall	Spring	Summer
HUS 10	Introduction to Human Services	3		
HUS 22	Substance Abuse Treatment		3	
HUS 24	Group Facilitator Process/Human Services	3		
HUS 30	Pharmacology of Drugs of Abuse	3	3	3
HUS 31	Crisis Intervention Strategies		3	
HUS 35	Ethical Issues/Human Services		3	
HUS 37	Case Management and Psychopathology		3	
HUS 40	Field Instruction Seminar I	1		
HUS 41	Field Instruction Seminar II		1	
HUS 49A <i>OR</i>	Introduction to Human Services Work Experience	4	4	
HUS 49	Human Services Work Experience	4	4	
PSY 1	Introduction to Psychology	3	3	
SOC 1	Introduction to Sociology	3	3	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
HUS 23	Special Populations Considerations	.5-1	
HUS 25	Family Treatment Approaches	2	
HUS 27	Gender Differences and Addictive Behavior	1	
HUS 28	Human Services and Violent Behavior	3	
HUS 32	Psychodynamics of Addiction	3	
HUS 48	Special Topics in Human Services	.5-2	.5-2
HUS 49A <i>OR</i>	Introduction to Human Services Work Experience	1-4	1-4
HUS 49	Human Services Work Experience	1-4	1-4
HUS 61	Principles/Practices Residential Care Paraprofessional Counselors		
HUS 62	Skills in Residential Care		
HUS 64	Residential Care Regulations		

Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)

General Education Requirements: 18 units

See a counselor to prepare your educational plan with the latest scheduling information.

HUMAN SERVICES

Certificate of Achievement Human Services

Required Core Courses: 27 units

Total Units: 36 units

Course Number	Course Title	Fall	Spring	Summer
HUS 10	Introduction to Human Services	3		
HUS 22	Substance Abuse Treatment		3	
HUS 24	Group Facilitator Process/Human Services	3		
HUS 30	Pharmacology of Drug Abuse	3	3	3
HUS 31	Crisis Intervention Strategies		3	
HUS 35	Ethical Issues/Human Services		3	
HUS 37	Case Management and Psychopathology		3	
HUS 40	Field Instruction Seminar I	1		
HUS 41	Field Instruction Seminar II		1	
HUS 49A <i>OR</i>	Introduction to Human Services Work Experience	4	4	
HUS 49	Human Services Work Experience	4	4	
PSY 1	Introduction to Psychology	3	3	
SOC 1	Introduction to Sociology	3	3	

Required Electives: 9 units

Course Number	Course Title	Fall	Spring
HUS 23	Special Populations Considerations	.5-1	
HUS 25	Family Treatment Approaches	2	
HUS 27	Gender Differences and Addictive Behavior	1	
HUS 28	Human Services and Violent Behavior	3	
HUS 32	Psychodynamics of Addiction	3	
HUS 48	Special Topics in Human Services	.5-2	.5-2
HUS 49A <i>OR</i>	Introduction to Human Services Work Experience	1-4	1-4
HUS 49	Human Services Work Experience	1-4	1-4
HUS 61	Principles/Practice Residential Care Paraprofessional Counselors		
HUS 62	Skills in Residential Care		
HUS 64	Residential Care Regulations		

HUMAN SERVICES
Associate in Science Degree
Drug and Alcohol Paraprofessional

Required Core Courses: 33 units

Total Units: 60 units

Course Number	Course Title	Fall	Spring
HUS 10	Introduction to Human Services	3	
HUS 22	Alcohol: Intervention, Treatment, and Recovery		3
HUS 24	Group Facilitator Process/Human Services	3	
HUS 30	Pharmacology of Drug Abuse	3	3
HUS 31	Crisis Intervention Strategies		3
HUS 35	Ethical Issues/Human Services		3
HUS 37	Case Management and Psychopathology		3
HUS 40	Field Instruction Seminar I	1	
HUS 41	Field Instruction Seminar II		1
HUS 49A <i>OR</i>	Introduction to Human Services Work Experience	1-4	1-4
HUS 49	Human Services Work Experience	1-4	1-4
PSY 1	Introduction to Psychology	3	3
SOC 1	Introduction to Sociology	3	3

Required Electives: 3 units

Course Number	Course Title	Fall	Spring
HUS 23	Special Populations Considerations	.5-1	
HUS 25	Family Treatment Approaches	2	
HUS 27	Gender Differences and Addictive Behavior	1	
HUS 28	Human Services and Violent Behavior	3	
HUS 32	Understanding Addiction	3	
HUS 48	Special Topics in Human Services	0.5-2	0.5-2
HUS 49A <i>OR</i>	Introduction to Human Services Work Experience	1-4	1-4
HUS 49	Human Services Work Experience	1-4	1-4
HUS 61	Principles/Practice Residential Care Paraprofessional Counselors		
HUS 62	Skills in Residential Care		
HUS 64	Residential Care Regulations		

Free Electives: 6 units

General Education Requirements: 18 units

See a counselor to prepare your educational plan with the latest scheduling information.

HUMAN SERVICES
Certificate of Achievement
Drug and Alcohol Paraprofessional

Required Core Courses: 33 units

Total Units: 36 units

Course Number	Course Title	Fall	Spring
HUS 10	Introduction to Human Services	3	
HUS 22	Alcohol: Intervention, Treatment, and Recovery		3
HUS 24	Group Facilitator Process/Human Services	3	
HUS 30	Pharmacology of Drug Abuse	3	3
HUS 31	Crisis Intervention Strategies		3
HUS 35	Ethical Issues/Human Services		3
HUS 37	Case Management and Psychopathology		3
HUS 40	Field Instruction Seminar I	1	
HUS 41	Field Instruction Seminar II		1
HUS 49A <i>OR</i>	Introduction to Human Services Work Experience	1-4	1-4
HUS 49	Human Services Work Experience	1-4	1-4
PSY 1	Introduction to Psychology	3	3
SOC 1	Introduction to Sociology	3	3

Required Electives: 3 units

Course Number	Course Title	Fall	Spring
HUS 23	Special Populations Considerations	.5-1	
HUS 25	Family Treatment Approaches	2	
HUS 27	Gender Differences and Addictive Behavior	1	
HUS 28	Human Services and Violent Behavior	3	
HUS 32	Understanding Addiction	3	
HUS 48	Special Topics in Human Services	0.5-2	0.5-2
HUS 49A <i>OR</i>	Introduction to Human Services Work Experience	1-4	1-4
HUS 49	Human Services Work Experience	1-4	1-4
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HUS 62	Skills in Residential Care		
HUS 64	Residential Care Regulations		