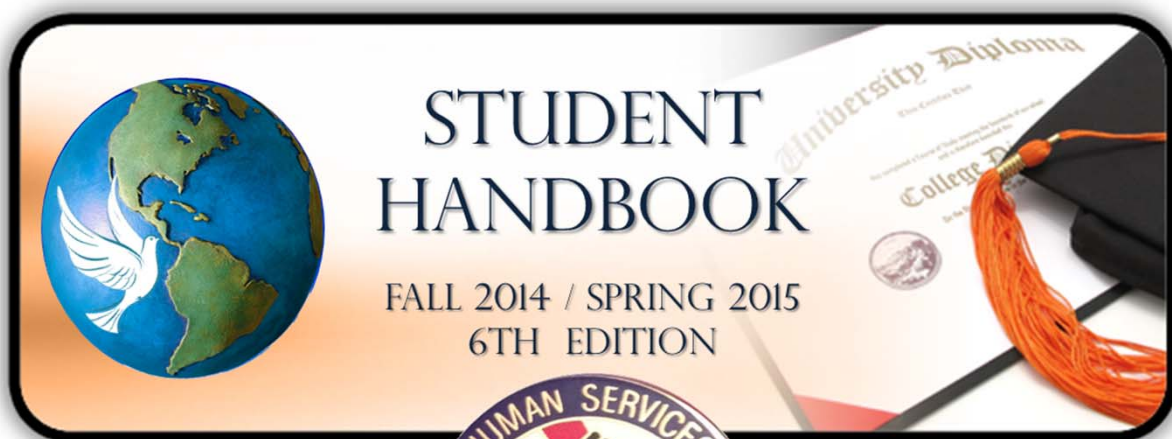


THE HUMAN SERVICES PROGRAM



School of Public Service and Social Sciences
The Human Services Department



QUINSIGAMOND
Community College

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WELCOME TO THE HUMAN SERVICES PROGRAM

The field of Human Services is a broadly defined one, uniquely approaching the objective of meeting human need through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems and maintaining a commitment to improving the overall quality of life of service populations.

The Human Services profession is one that promotes improved service delivery systems by addressing not only the quality of direct services, but by also seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.

The delivery of human services historically has moved from institutional and medical based systems to community based, not for profit, holistic services. Human service professionals perform a variety of roles:

- counselor to those who need support
- broker to help people use community resources
- teacher of daily living skills
- advocate for those who are unable to advocate for themselves
- mediator between clients and between clients and agencies
- caregiver to children, elders, disabled adults

(National Organization for Human Services, NOHS)

The Human Services Department here at Quinsigamond Community College is delighted to welcome you to the beginning of your career as a Human Services Practitioner!

- You have enrolled in a wonderful program and have taken the first step in one of the most rewarding and challenging occupations.
- You have a calling to understand human behavior, to understand your own motivations and to work with others interdependently.
- You are a caring individual who listens to others without judgment, “seeking first to understand and then to be understood”. (Covey).
- You are willing to grow and self-evaluate so that you are able to assist others in their goals and self-directed pathways.
- You have a caring heart and want to make a difference in the lives of others and in the community.

A Special Note for Incoming students!

This is an overview of the courses you will need to attain your Associates Degree. The courses are laid out in an order that allows you to have all you prerequisites in place for each course that follows it. See the notes in the far right column for any prerequisites needed. The darker blue highlighted box is on your practicum semester. This is when you are placed at a site to actually work in the field!

Course Title	Course Number	Semester Offered	Credits	Prerequisites
Semester 1				
English Composition & Literature I	ENG 101	F/S/SU	3	ENG 100
Introduction to Human Services	HUS 101	F/S/SU	3	ENG 100
The Helping Relationship: Human Services Delivery	HUS 121	F/S/SU	3	ENG 100
Introduction to Psychology	PSY 101	F/S/SU	3	ENG 100 or placement score
Introductory Sociology (Principles)	SOC 101	F/S/SU	3	ENG 100 or placement score
Semester 2				
English Composition & Literature II	ENG 102	F/S/SU	3	ENG 101
Introduction to Aging	GRT 101	F/S/SU	3	ENG 100
Group Process for Human Services	HUS 125	F/S/SU	3	HUS 101, HUS 121
Community Service: Delivering Human Services	HUS 141	F/S/SU	3	ENG 100, HUS 101, HUS 121
Introduction to Counseling	PSY 231	F/S/SU	3	PSY 101
Semester 3				
Cultural Competence for Human Service Workers	HUS 221	F/S/SU	3	ENG 100, HUS 101, SOC 101
Legal Concepts & Ethics in Human Services	HUS 231	F/S/SU	3	HUS 101, HUS 121, HUS 141
Chemical Dependency	PSY 273	F/S/SU	3	PSY 101
Speech Communication Skills	SPH 101	F/S/SU	3	
Practicum I	HUS 243	F	4	
Semester 4				
Practicum II	HUS 244	S	4	
Elective	---		3	
Elective	---		3	
Liberal Arts Elective	---		3	
Mathematics or Science Elective	---		3	
Total credits required			62-63	

TOP 3 THINGS TO KNOW...

1 CORI/SORI

CORI is the shorthand nickname for "criminal offender record information," the body of Massachusetts criminal records information which is kept by the state in the Probation Central File, data from which is retrieved by a computer at the headquarters of, and presided over by, the Criminal History Systems Board (CHSB), 200 Arlington St., Chelsea, MA 02150 (617-660-4600). There is also a web site from which people with computers having internet access can get information and download forms at <http://www.mass.gov/chsb>.

CORI consists of information generated by the criminal justice system relating to one or more criminal charges (which are formal accusations) of crimes punishable by incarceration. CORI might best be described as "way station" information on the history of each criminal case, from arrest, through court proceedings and a non-guilty outcome or a guilty outcome, which might include a fine, probation, incarceration, discharge, parole and discharge from parole -- whatever happens to be applicable to each charge.

It is HIGHLY important that each student in the Human Services Program is informed regarding his or her criminal background information.

- * Most Participating Agencies for the HS Practicum require that a CORI & SORI be completed prior to placement.
- * Beginning Fall 2010 the college instituted a procedure for all Human Services students enrolled in the Practicum to provide information for a CORI check that will be completed by Quinsigamond Community College.
- * Students, once they register for the Practicum, will receive notification from the college and instruction on where to submit documentation.
- * Student will need to submit paperwork before they begin the Practicum. Students also need to follow agency policy on CORI/SORI/DCF background checks.
- * Agencies will conduct their own checks independent of the college (each agency has its' own set of regulations and requirement based on clientele and other state policies).

2

FITNESS FOR THE PROFESSION

Human Services Program

Self-Evaluation Tool

Disposition and Professional Conduct Indicators	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Attendance and Punctuality	Absent often: rarely on time	Occasionally late or absent	Usually present and on time	Rarely absent or late	Never absent or late: always on time or early
Cooperativeness: Positive View of Others	Seldom works well with others	Occasionally does less and cooperates less than desirable	Generally works well with others: does own work well	Frequently exceeds expected standards of cooperativeness	Always cooperates fully: views self and others as resource
General Attitude-Enthusiasm and Excitement	Shows no enthusiasm or interest in the topic	Shows little enthusiasm or interest in topic	Displays minimal enthusiasm or interest in topic	Displays expected levels of enthusiasm and interest in topic	Displays a high interest in the topic and is exceptionally enthusiastic
Dependability and Responsibility	Can seldom be counted on	Frequently unreliable	Responsible although needs some direction	Very dependable and responsible: requires little supervision	Totally dependable and responsible: needs little or no direct supervision
Personal Appearance-Professional Demeanor	Appearance is totally unacceptable	Appearance needs improvement	Usually neat and reasonably well groomed		Neat and appropriately groomed: a good role model, sets a good example
Physical Stamina	Seldom has strength or energy to participate in assignments	Sometimes lacks strength and energy to participate in assignments	Has strength and energy to attend to immediate assignments	Strength and energy exceeds standards	Never fatigued, always capable of doing more
Critically evaluates self	Unable to identify own strengths and weaknesses	Minimally able to identify strengths and weaknesses	Adequately able to identify strengths and weaknesses	Good ability to identify strengths and weaknesses	Excellent ability to identify strengths and weaknesses
Accepts and uses suggestions for improvement	Unwilling or unable to accept and act on feedback and suggestions	Minimally able to accept and act on feedback and suggestions	Adequately able to accept and act on feedback and suggestions	Willing to accept and act on feedback and suggestions	Very positive about accepting and acting on feedback and suggestions
Understands and demonstrates the importance of confidentiality	Violates confidentiality in the classroom or workplace				Never violates confidentiality in the classroom or workplace, and can explain it to others: demonstrates a true understanding

Disposition and Professional Conduct Indicators	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Demonstrates lifelong learning skills	Has no skill at developing and carrying through self generated learning experiences	Demonstrates some skill at developing and carrying through self generated learning experiences	Demonstrates adequate skill at developing and carrying through self generated learning experiences	Has good skills at developing and carrying through self generated learning experiences	Has superior skills at developing and carrying through self generated learning experiences
Demonstrates cultural competency and gender equity	Fails to demonstrate an understanding of cultural or gender equity	Shows little understanding of cultural or gender equity	Adequate ability to demonstrate an understanding of cultural and gender equity	Good ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner	Excellent ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner
Language	Uses stigmatizing or demeaning language regarding persons in need	Occasionally uses stigmatizing or demeaning language regarding persons in need	Does not use stigmatizing or demeaning language regarding persons in need	Shows an understanding of the reasons for non-stigmatizing language and always uses it	Shows an understanding of the reasons for non-stigmatizing language and always uses it. Appropriately confronts such practices in others
Values	Is judgmental regarding clients' lifestyle or actions	Is occasionally judgmental regarding clients' lifestyle or actions	Does not vocalize judgmental attitude regarding clients' lifestyle or actions	Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior	Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior, and confronts other counselors about their judgmental behavior
Self-Disclosure and Boundaries	Poor or nonexistent boundaries and failure to respond to instructor remediation	Occasional boundary violations with some responsiveness to instructor remediation	Occasional boundary violations with adequate responsiveness to instructor remediation	Few if any boundary violations, disclosures with good responsiveness to instructor remediation	No boundary violations and can articulate the necessity of such boundaries in clinical as well as classroom settings
Personal Behavior	Engages in activities that are contrary to those specified in the Ethics Code of NOHSE	Occasionally engages in activities that are contrary to those specified in the Ethics Code of NOHSE	Does not engage in activities that are contrary to those specified in the Ethics Code of NOHSE	Does not engage in activities that are contrary to those specified in the Ethics Code of NOHSE, and can explain the importance of the Ethics Code for the profession and clients	Does not engage in activities that are contrary to those specified in the Ethics Code of NOHSE and advocates for the codes with and outside of the profession

3 THE PATH TO YOUR PRACTICUM

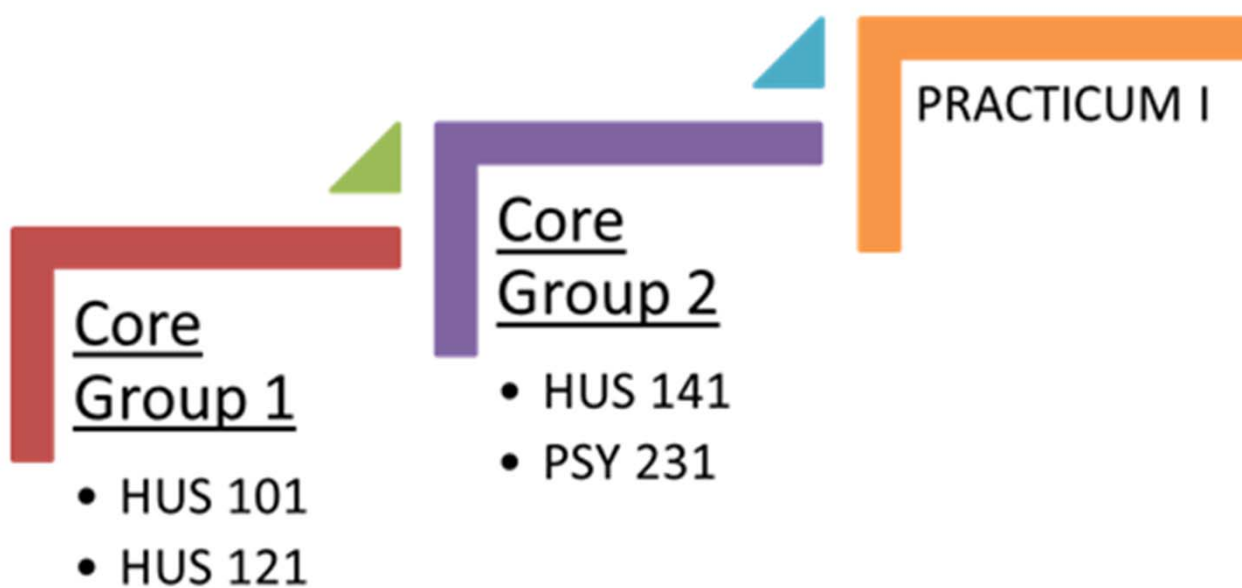
The department wishes to inform you on the importance of registering for courses and how it effects you during your academic journey.

Core courses(HUS-GRT) are classes that are specific to the Human Services Associate Degree. The most important thing to consider is the prerequisite requirements.

It is advised that you take the following courses together as Core

HUS 101	Introduction to Human Services	ENG 100
HUS 121	The Helping Relationship: Human Services Delivery	ENG 100
GRT 101	Introduction to Aging	ENG 100
HUS 125	Group Process for Human Services	HUS 101, HUS 121
HUS 141	Community Service: Delivering Human Services	ENG 100, HUS 101, HUS 121
PSY 231	Introduction to Counseling	PSY 101
HUS 221	Cultural Competence for Human Service Workers	ENG 100, HUS 101, SOC 101
HUS 231	Legal Concepts & Ethics in Human Services	HUS 101, HUS 121, HUS 141
HUS 243	Human Services Practicum I	HUS 101, HUS 141, PSY 231
HUS 244	Human Services Practicum II	HUS 243

Groups:



SPECIFIC STUDENT LEARNING OUTCOMES

Students achieving a Direct Support Certificate in Human Services (21 credits) will:

1. Understand the past, present and future of human services.
2. Demonstrate the ability to effectively perform empathic listening, observation and interactional skills with participants.
3. Utilize knowledge of formal and informal networks for individuals, families and groups with the development disabilities (DD) community of care.
4. Understand the diagnoses of developmental disabilities and apply core specific skills set designed for effective interaction and treatment with individuals with developmental disabilities.
5. Conduct 100 hours of fieldwork in a human services delivery agency/organization working on behalf of individuals with DD.
6. Identify, explain and apply the 12 National Community Support Skill Standards for human service delivery.

Students achieving a Human Services Certificate (30 credits) will:

Understand the past, present and future of human services.

1. Demonstrate the ability to effectively perform empathic listening, observation and interactional skills with participants.
2. Conduct intake interview and provide a basic assessments of human need.
3. Apply core interpersonal skills within the helping relationship.
4. Be prepared for group facilitation and participation.
5. Utilize knowledge of formal and informal networks in the human services delivery system.
6. Advocate for participant's needs utilizing strength-based, a culturally competent dynamic.
7. Identify, explain and apply the 12 National Community Support Skill Standards for human service delivery.

Students achieving an Associate's Degree in Human Services (61-62 credits) will:

1. Understand the past, present and future of human services.
2. Demonstrate the ability to effectively perform empathic listening, observation and interactional skills with participants.
3. Conduct intake interview and provide a basic assessments of human need.
4. Apply core interpersonal skills within the helping relationship.
5. Be prepared for group facilitation and participation.
6. Utilize knowledge of formal and informal networks in the human services delivery system.
7. Apply fundamental legal and ethical standards in providing client services and maintaining participant records.
8. Advocate for participant's needs utilizing strength-based, a culturally competent dynamic.
9. Identify, explain and apply the 12 National Community Support Skill Standards for human service delivery.
10. Have conducted 250 hours of field work in a human services delivery agency/organization.
11. Be eligible to sit for the Human Services-Board Certified Practitioner (HS-BCP) Exam.

THE COMMUNITY SUPPORT SKILL STANDARDS

The Human Services Department's curriculum encompasses and embraces the CSS Standards. The standards are introduced and revisited in all HUS courses.

The standards become a more in depth course components in

HUS 141 Community Service: Delivering Human Services
&
HUS 243/HUS 244 for the Practicum.

During HUS 141 and The Practicum courses, the standards become a tool to demonstrate theory into practice as well as a cornerstone of the Capstone Paper.



1. Participant Empowerment
2. Communication
3. Assessment
4. Community and Services Networking
5. Facilitation of Services
6. Life Skills Development
7. Education, Training, and Self Development
8. Advocacy
9. Career and Educational Support
10. Crisis Intervention
11. Program and Employee Development
12. Documentation

As students progress in completing their degree, these standards are paramount for the student themselves as well as the people they meet in their professional environments.

The CSSS assists the student in achieving a basic and fundamental knowledge of human service delivery.

Overall, the standards reflect the maintaining of a good quality of life for both the student and service delivery participants.



Prepares students for entry-level career positions in a wide variety of human service occupations.

The coursework is also designed to meet the educational needs of entry-level, non-degreed workers in human service programs seeking career advancement.

This certificate is the stepping stone towards the art of helping!

<u>Course Title</u>	<u>Course ID</u>	<u>Offered</u>	<u>Credits</u>	<u>Prerequisites</u>
Introduction to English Communication	ENG 100	F/S/SU	3	ENG 091, ENG 096 or placement score
Introduction to Sociology (Principles)	SOC 101	F/S/SU	3	ENG 100 or placement score
Introduction to Psychology	PSY 101	F/S/SU	3	ENG 100 or placement score
Introduction to English Composition & Literature	ENG 101	F/S/SU	3	ENG 100 or placement score
Introduction to Human Services	HUS 101	F/S/SU	3	ENG 100
The Helping Relationship: Human Services Delivery	HUS 121	F/S/SU	3	ENG 100
Group Process for Human Services	HUS 125	F/S/SU	3	HUS 101 and HUS 121
Community Service: Delivering Human Services	HUS 141	F/S/SU	3	ENG 100, HUS 101, HUS 121
Introduction to Counseling	PSY 231	F/S/SU	3	PSY 101
Elective			3	
<u>Total credits required</u>			<u>30</u>	

Next Step? Enroll in the Human Services Associate Degree Program

THE DIRECT SUPPORT CERTIFICATE PROGRAM

Program Coordinator:

Susan Moriarty

(508) 853-3200 x 3433~ Office 365A

smoriarty@qcc.mass.edu

The curriculum includes 21 college level credits, with courses including English Composition, Introduction to Human Services, Introduction to Psychology, The Helping Relationship, Introduction to Developmental Disabilities, a Field Placement and a Seminar, Special Topics in DD..

Note: Most health and human service agencies require a CORI (Criminal Offender Record Information) check for all student interns and employees.

Admission Requirements:

- ⇒ Must complete DS Certificate enrollment form in addition to college admission application
- ⇒ Must be employed by a DDS funded program
- ⇒ Must obtain First Aid and CPR

Course Title	Course	Offered	Credits	Prerequisites
Introduction to English Composition or Eng Comp/Lit	ENG 100	F/S/SU	3	ENG 091, ENG 096 or placement score
Introduction to Human Services	HUS 101	F/S/SU	3	ENG 100
The Helping Relationship: Human Services Delivery	HUS 121	F/S/SU	3	ENG 100
Introduction to Psychology	PSY 101	F/S/SU	3	ENG 100 or placement score
Introduction to Developmental Disabilities	HUS 131	S	3	ENG 100 or placement score, HUS 101
Direct Support Practicum	HUS 143	F	3	HUS 101
Special Topics in DD	HUS 145	S	3	HUS 101
Total credits required			21	

Next Step? Enroll in the Human Services Associate Degree Program

THE HUMAN SERVICES ASSOCIATES OF SCIENCE

Course Title	Course Number	Semester Offered	Credits	Prerequisites
Semester 1				
English Composition & Literature I	ENG 101	F/S/SU	3	ENG 100
Introduction to Human Services	HUS 101	F/S/SU	3	ENG 100
The Helping Relationship: Human Services Delivery	HUS 121	F/S/SU	3	ENG 100
Introduction to Psychology	PSY 101	F/S/SU	3	ENG 100 or placement score
Introductory Sociology (Principles)	SOC 101	F/S/SU	3	ENG 100 or placement score
Semester 2				
English Composition & Literature II	ENG 102	F/S/SU	3	ENG 101
Introduction to Aging	GRT 101	F/S/SU	3	ENG 100
Group Process for Human Services	HUS 125	F/S/SU	3	HUS 101, HUS 121
Community Service: Delivering Human Services	HUS 141	F/S/SU	3	ENG 100, HUS 101, HUS 121
Introduction to Counseling	PSY 231	F/S/SU	3	PSY 101
Semester 3				
Cultural Competence for Human Service Workers	HUS 221	F/S/SU	3	ENG 100, HUS 101, SOC 101
Legal Concepts & Ethics in Human Services	HUS 231	F/S/SU	3	HUS 101, HUS 121, HUS 141
Chemical Dependency	PSY 273	F/S/SU	3	PSY 101
Speech Communication Skills	SPH 101	F/S/SU	3	
Human Services Practicum I	HUS 243	F	4	HUS 101, HUS 141, PSY 231
Semester 4				
Human Services Practicum II	HUS 244	S	4	HUS 243
Elective	---		3	
Elective	---		3	
Liberal Arts Elective	---		3	
Mathematics or Science Elective	---		3-4	
Total credits required			62-63	

COURSE DESCRIPTIONS

HUS 101 Introduction to Human Services 3 credits

This course focuses on the historical, political and social aspects of human services. Students gain core knowledge of common problems in living, consumer populations, helping models. Students learn about the agencies and services available in the Worcester area and identify strategies for effective delivery of human services. Upon completion, students will be able to explain the value of participant empowerment, access appropriate supportive services, and expeditiously navigate the human service system.

Prerequisite: ENG 100. F/S/SU

HUS 121 The Helping Relationship: Delivering Human Services 3 credits

This course explores the knowledge, skills and personal characteristics that are critical for an effective helping relationship. The helping relationship is one that partners with and empowers others. Course material is built upon research about human behavior, life stage theory, intervention strategies and strength-based practice. Using demonstration, lecture, role-play and hands on experience, students learn the fundamentals of: basic helping skills, crisis intervention, behavior modification, case management and accurate recordkeeping.

Prerequisite: ENG 100. F/S/SU

HUS 125 Group Process for Human Services 3 credits

This course examines the theory, process, and practice of group work in human services through lecture and experiential methods. Students learn the value of groups, the stages of group development, the roles and tasks of the group facilitator, and the strategies for dealing with common group problems. Course material will focus on the unique issues of groups commonly found in human service programs: education, discussion, growth, support, and self-help. The experiential component provides the students an opportunity to participate in a group with the goal of enhancing self-awareness of personal qualities and skills required for effective group leader roles.

Prerequisites: HUS 101 and HUS 121. F/S/SU

HUS 131 Introduction to Developmental Disabilities 3 credits

This course examines a variety of developmental disabilities such as mental retardation, autism, syndromes (e.g. Down Syndrome, Fetal Alcohol Syndrome), neurological, sensory, and health impairments, learning disabilities, and emotional and behavioral disorders. The course incorporates a sociopolitical perspective laws, legislation, court cases, and attitudes on the treatment and support of people with developmental disabilities. Effective teaching and intervention strategies are explored. Special attention is devoted to addressing barriers to integration and the impact on the individual and his/her family. Students explore their own beliefs and biases regarding people with disabilities and their possible role as change agents in society.

Prerequisite: ENG 100 or appropriate placement score, HUS 101. S

HUS 141 Community Service: Delivering Human Services 3 credits

This course includes fieldwork in human service agencies in the Worcester area. Students learn about the various roles of the human service practitioner and explore multiple aspects of service delivery through the observation and "shadowing" of professionals. Students select three areas of interest within mental health, substance abuse, homeless/outreach, developmental disabilities, gerontology, adolescent behavior management and family/community based services. Visiting a minimum of three agencies during the semester increases students' awareness of community resources and understanding of services provided to agency participants. The course also covers effective communication styles, agency systems and system theory, effective joining styles, establishing strong work habits and ethics, assertiveness skills, self-awareness, and self-management.

Prerequisite: ENG 100, HUS 101 and HUS 121. F/S/SU

HUS 143 Direct Support Practicum, 3 credits

Students contract for a minimum of 10 hours per week at a practicum placement and a weekly seminar at the College. The Practicum is supervised by an agency staff person and by the course instructor, who visits the sites and maintains weekly contact with the students. Students demonstrate sensitivity to diverse populations and satisfactory proficiency in developing, interpreting, implementing, and documenting helping interventions. They understand the appropriate use of supportive services, group facilitation, conflict resolution, and system change strategies; and use appropriate written and verbal communication skills to document their work.

Prerequisite: HUS 101. F

HUS 145 Special Topics in Developmental Disabilities, 3 credits

This course is designed for human service professionals who work as direct support workers for the Department of Mental Retardation. Students enrolled in this course will gain a deeper understanding and appreciation of issues that may have been presented in previous human service classes. In addition, they will further develop their skills in working with both clients and their families. Topics covered in this course include person centered thinking, teaching and learning, diversity, health and wellness, sexuality, human rights, grief and loss, and working with families.

Prerequisite: HUS 101, HUS 131, F/S

HUS 151 Families and Children with Special Health Care Needs, 3 credits

This course focuses on understanding family systems and development for families with children who have special health care needs. Family-centered, strength-based model provides the foundation of the course. Students learn the impact of disabilities and special health care needs on family development and functioning; cultural and societal dynamics; home-based intervention and respite care; and the role of service providers in creating professional partnerships. Students receive twenty (20) hours of practical experience including agency orientation, parent networking and self-advocacy groups.

Prerequisite: HUS 101, F/S

HUS 221 Cultural Competence for Human Service Workers, 3 credits

This course prepares human service workers in developing awareness and skills to provide culturally competent services to meet the needs of a changing population. Students examine three core principles: the worker must be self-reflective and examine biases within themselves and their profession; the worker must have core knowledge about minority group value systems, beliefs about health and personal problems, histories, traditions and natural systems of support inherent in one's culture; and the worker must be able to demonstrate an integration of this knowledge and personal reflection with practice skills.

Prerequisites: ENG 101, HUS 101, SOC 101, F/S /SU

HUS 231 Legal and Ethical Concepts in Human Services, 3 credits

This course examines ethical and legal issues that confront human service workers. Students begin by investigating the core values that are the foundation of helping services and examine the issues of social justice and consumer rights. Topics of consumer privacy, confidentiality, duty to disclose, and boundary dilemmas are covered in depth. Examples from Massachusetts's laws and cases are used to help learners understand their legal responsibilities and effectively collaborate with professionals from the justice system. Throughout the course, students develop an understanding of the legal system and how it impacts human service issues.

Prerequisites: HUS 101, HUS 121 and HUS 141, F/S/SU

GRT 101 Introduction to Aging - 3 credits

This course focuses on issues in gerontology and normal psychological, social, and physical changes in the older adult. Students examine relevant theories in aging: disengagement, activity, developmental, and the concept of Shrinking Life Space. Students learn about problems facing the older person, such as isolation, dependency, illness, and institutionalization. External forces impinging on the aging individual will also receive attention. The course methodology includes guest lecturers from the community, visits to geriatric institutions, and experiences with the elderly population.

Prerequisite: ENG 100 or appropriate placement score. F/S/SU

HUS 243 Human Services Practicum I, 4 credits

This course provides training in technical competency and skills building through 120 hours of directed, professionally supervised individual and group work in a human service agency. Students demonstrate sensitivity to diverse populations and satisfactory proficiency in developing, interpreting, implementing, and documenting helping interventions. They understand the appropriate use of supportive services, group facilitation, conflict resolution, and system change strategies; and use appropriate written and verbal communication skills to document their work. (Only open to students enrolled in the Human Services Program.)

Prerequisites: HUS 101, HUS 141, PSY 231. F

HUS 244 Human Services Practicum II, 4 credits

This course provides a continuation of the technical competency and skills building through 130 hours of directed, professionally supervised individual and group work in a human service agency. Student demonstrate sensitivity to diverse populations and proficiency in developing, interpreting, implementing, and documenting helping interventions. Students understand the appropriate use of supportive services, group facilitation, conflict resolution, and system changes strategies; and use appropriate written and verbal communication skills to document their work. (Only open to students enrolled in the Human Services Program.) Prerequisites HUS 243. S

Be Selective When Choosing an Elective!!!

ASL 111 American Sign Language II
ALH 122 Activity Programming
ECE 141 Child Abuse and Neglect
HUM 101 Critical Thinking & Problem Solving
HUS 131 Intro to Developmental Disabilities
HUS 145 Special Topics in Developmental Disabilities
HUS 151 Families & Children with Special Care Needs
PSY 117 Human Relationships in the Family
PSY 121 A Survey of Life span Development
PSY 123 Human Development I: Adolescence
PSY 124 Human Development II: Adolescence
PSY 181 Social Psychology
PSY 262 Abnormal Psychology
SPN 111 Beginning Spanish
SOC 131 Films in Social Psychology
SOC 212 Juvenile Delinquency
SOC 220 American Deaf Culture
...and many more

**Planning on
Transferring
?**



**When choosing your elective
be careful to register for
courses you can transfer if
you are seeking a bachelor's
degree!!!!**

**Please see faculty for
advisement.**

PRIOR LEARNING CREDIT

Procedure for Application

To apply for PLC please follow these steps:

1. If you meet the criteria of 5-12 years of direct experience in the Human Services field, have read the course descriptions and believe that you could demonstrate the course requirements, please contact Nichole Wheeler in the Student Employment and Transfer Center (SETC) directly at 508.854.7476, nwheeler@qcc.mass.edu to schedule an appointment for assessment.
2. The application requires a resume, one to two page narrative of how your experience meets the course requirements/student learning outcomes of the course. (Utilize the sample syllabus provided by Nichole). You will also need 3-5 supporting documents. (ex. letters of recommendation, work evaluations, and job descriptions)
3. Only after the application is submitted by the SETC office and **approved by the department**, can you create your portfolio aligning it with the course syllabi.
4. Students must plan on completing the application process at the beginning of the semester and once approved will have the length of the semester to complete the portfolio meeting all of the requirements in the outline. The portfolio is required to be turned into the SETC office **at least 3 weeks prior to the final grades submission date in the spring and fall semesters**.
5. The cost of a portfolio is \$65 / credit. (3 credit course =\$195, 4 credit course =\$260). This fee is required to be paid at the time of the portfolio submission.
6. If portfolios are submitted after this date they will not be graded until the next semester.
7. Portfolio request for submission during summer sessions will need specific approval by the department. Due to limited faculty availability during summer months without prior assignment and approval, an evaluation of the submitted portfolio including a grade cannot be guaranteed.

HUMAN SERVICES PRACTICUM

Once you have completed the prerequisites for the Practicum (HUS 101, HUS 121, HUS 141, PSY 231) you will be ready to begin the Practicum Registration process.

Important dates to remember...

Practicum orientation is mandatory and held in January every year.

Information can be found on the Q at

https://confucius.qcc.mass.edu/ics/Programs/Human_Services.jnz.

HUS 243 Practicum I is only available in the Fall.

HUS 244 Practicum II is only available in the Spring.

The deadline for placement is June.

Registration for the Fall must be done the semester before (Spring). If you do not meet with the Practicum and Field-work Coordinator after Practicum Orientation you will NOT be eligible for placement and will have to wait an academic year (the following Fall semester) to begin your Practicum.

The following is a step by step procedure toward understanding the requirements and expectations in successfully engaging and completing the Human Services Practicum at Quinsigamond Community College.



STEP 1: PRACTICUM ORIENTATION

Attend the Mandatory Practicum Orientation in January. At this time you will receive the Fieldwork Practicum Handbook which contains required forms that are required to be completed. Failure to attend will result in the student waiting an academic year to register for the Practicum. It is important to check your gmail and visit the Human Services page on the Q for up to date information.

After orientation you may want to research potential agencies in preparation for your interview with the Coordinator of Fieldwork Placement.

STEP 2: MEET THE PRACTICUM AND FIELDWORK COORDINATOR

Schedule and appointment with the Coordinator of Fieldwork Placement. This meeting is mandatory. During this meeting the student will be interviewed. The Coordinator will go over the required forms and documentation needed. Agency placements will be suggested and eventually one will be selected. The initial implementation of a Practicum includes the investigation of agencies and the preparation of interviewing with potential agencies.

Students will not be granted placement approval until a face to face meeting has been held with the Coordinator of FWP.

The student must decide on the type of placement he/she would like to experience during the 250 hours or required interaction and experience in the field. During initial meeting students will decide with the Coordinator which placement fits the student's career goals best. The Coordinator will provide suggestions and agency contact information. Students will finish the meeting with 2-3 agencies to call and schedule interviews with.

HUS 141 is a good starting point for selecting an agency for your Practicum!



ASSOCIATES DEGREE PATHWAY GRID

2 classes at a time without taking Summer courses			2 classes at a time while taking summer courses		
Year 1	Fall	ENG 101 PSY 101	Year 1	Fall	ENG 101 PSY 101
	Spring	HUS 101 HUS 121		Spring	HUS 101 HUS 121
Year 2	Fall	HUS 141 PSY 231		Summer I	SOC 101 ENG 102
	Spring	SOC 101 ENG 102		Summer II	HUS 231 HUS 221
Year 3	Fall	HUS 231 HUS 221	Year 2	Fall	HUS 141 PSY 231
	Spring	SPH 101 HUS 125		Spring	GRT 101 PSY 273
Year 4	Fall	HUS 243 (PRACTICUM I) ELECTIVE		Summer I	HUS 221 SPH 101
	Spring	HUS 244 (PRACTICUM II) ELECTIVE		Summer II	LIBERAL ARTS ELECTIVE MATH/SCI ELECTIVE
Year 5	Fall	LIBERAL ARTS ELEC MATH/SCI ELEC	Year 3	Fall	HUS 243 (PRACTICUM I) 1 ELECTIVE
	Spring	GRT 101 PSY 273		Spring	HUS 244 (PRACTICUM II) 1 ELECTIVE

KEEP IN MIND...
PRE-REQUISITES.

- ⇒ **HUS 141: HUS 101 & HUS 121**
- ⇒ **HUS 125: HUS 101 & HUS 121**
- ⇒ **HUS 221: HUS 101 & SOC 101**
- ⇒ **PSY 273: PSY 101**
- ⇒ **HUS 243: HUS 101, HUS 141, PSY 273.**

**IN ORDER TO WALK FOR GRADUATION YOU CANNOT HAVE MORE THAN 6 CREDITS
REMAINING TO FINISH YOUR DEGREE REQUIREMENTS.**

3 classes at a time without taking Summer courses		
Year 1	Fall	ENG 101 PSY 101 GRT 101
	Spring	HUS 101 HUS 121 SOC 101
Year 2	Fall	ENG 102 HUS 141 PSY 231
	Spring	HUS 125 HUS 221 HUS 231
Year 3	Fall	SPH 101 PSY 273 HUS 243 (PRACTICUM I)
	Spring	HUS 244 (PRACTICUM II) ELECTIVE ELECTIVE
Year 4	Fall	LIB ART ELEC MATH/SCI ELEC

3 classes at a time while taking summer courses		
Year 1	Fall	ENG 101 PSY 101 GRT 101
	Spring	HUS 101 HUS 121 ENG 102
	Summer I	HUS 141 PSY 231
	Summer II	SOC 101 Liberal Arts Elective
Year 2	Fall	HUS 243 (PRACTICUM I) HUS 231 ELECTIVE
	Spring	HUS 244 (PRACTICUM II) HUS 221 ELECTIVE
	Summer I	HUS 221 SPH 101
	Summer II	MATH/SCI ELEC PSY 273

KEEP IN MIND...
PRE-REQUISITES.

- ⇒ **HUS 141: HUS 101 & HUS 121**
- ⇒ **HUS 125: HUS 101 & HUS 121**
- ⇒ **HUS 221: HUS 101 & SOC 101**
- ⇒ **PSY 273: PSY 101**
- ⇒ **HUS 243: HUS 101, HUS 141, PSY 273.**

IN ORDER TO WALK FOR GRADUATION YOU CANNOT HAVE MORE THAN 6 CREDITS REMAINING TO FINISH YOUR DEGREE REQUIREMENTS.

4 classes at a time without taking Summer courses		
Year 1	Fall	ENG 101 PSY 101 HUS 101 HUS 121
	Spring	SOC 101 ENG 102 HUS 141 PSY 231
Year 2	Fall	GRT 101 HUS 125 HUS 221 HUS 231
	Spring	SPH 101 PSY 273 ELECTIVE ELECTIVE
Year 3	Fall	HUS 243 (PRACTICUM I) LIB ART ELEC
	Spring	HUS 244 (PRACTICUM II) MATH/SCI ELEC

4 classes at a time while taking summer courses		
Year 1	Fall	ENG 101 PSY 101 HUS 101 HUS 121
	Spring	SOC 101 ENG 102 HUS 141 PSY 231
	Summer I	HUS 231 GRT 101
	Summer II	HUS 221 HUS 125
Year 2	Fall	HUS 243 (PRACTICUM I) ELECTIVE Liberal Arts Elective PSY 273
	Spring	HUS 244 (PRACTICUM II) ELECTIVE MATH/SCI ELEC SPH 101

KEEP IN MIND...

PRE-REQUISITES.

- ⇒ **HUS 141: HUS 101 & HUS 121**
- ⇒ **HUS 125: HUS 101 & HUS 121**
- ⇒ **HUS 221: HUS 101 & SOC 101**
- ⇒ **PSY 273: PSY 101**
- ⇒ **HUS 243: HUS 101, HUS 141, PSY 273.**

IN ORDER TO WALK FOR GRADUATION YOU CANNOT HAVE MORE THAN 6 CREDITS REMAINING TO FINISH YOUR DEGREE REQUIREMENTS.

GRADUATING? CHECK OUT.... QCC TRANSFER SERVICES

QCC Transfer Services Staff

Daniel de la Torre, Coordinator of Transfer & Articulation

Beth Fullerton, Transfer Counselor

Kim Lennon, Office Assistant



HUMAN SERVICES TRANSFER ARTICULATIONS

[Assumption College-CCE \(2010\)](#)

[Assumption College-CCE-Amendment \(2013\)](#)

[Becker College to Psychology \(2009\)](#)

[Fitchburg State University \(2014\)](#)

[Nichols College \(2008\)](#)

More information can be obtained at:

http://www.qcc.mass.edu/transfer/ArticPathways_list.html.

508-854-4404

Transfer@QCC.mass.edu

Room 272A, Administration Building

<http://www.qcc.mass.edu/transfer/>

COUNCIL FOR STANDARDS IN HUMAN SERVICE EDUCATION

The QCC Human Services Program is a *member* since 2010!!!

The Council is committed to assuring the quality, consistency and relevance of human services education through national standards, accreditation, consultation, research and publication. Its vision is to be a world class organization promoting excellence and success in human service education, providing quality assurance, and guaranteeing standards of performance and practice through the accreditation process.

<http://www.cshse.org/>

- ◆ Program Accreditation-CSHSE is the only national organization accrediting human service education programs.
- ◆ Advantages for Students-Students graduating from accredited programs are eligible for CCE certification.
- ◆ Consultation and Assistance-with curriculum development and program accreditation.
- ◆ Marketing-Use of the CSHSE logo on your program material to identify accreditation.
- ◆ All Council members are listed on the Council website.
- ◆ Publications-Members receive The Bulletin and complimentary copies of the latest CSHSE monographs.
- ◆ Website- www.cshse.org offers links to Council information and member programs.
- ◆ Professional Development-Opportunities to attend and conduct workshops at regional and national conferences and to influence national human service standards and educational trends.
- ◆ Networking-Access to a professional network of human service educators

THE HUMAN SERVICE-BOARD CERTIFIED PRACTITIONER

CCE's Human Services – Board Certified Practitioner (HS-BCP™) was created in 2008 by CCE with the assistance of the National Organization for Human Services (NOHS) in consultation with the **Council for Standards in Human Service Education (CSHSE)**. The credentialing process is designed for human services practitioners, including those holding technical certificates, associate, bachelor's and advanced degrees.

The HS-BCP application packet is now available. Testing is administered the first two full weeks of the month. The candidate handbook, which includes sample questions and study tips, is now available. Find all testing information and sample test questions in the handbook.

<http://www.cce-global.org/Downloads/Apps/HS-BCPapp.pdf> Application

<http://www.cce-global.org/Downloads/HS-BCPHandbook.pdf> Handbook

After an application for the HS-BCP credential is submitted, individuals who meet all of the requirements including education and experience will be eligible to sit for the exam. The exam will not represent information only (what recent graduates will know), but also knowledge based on experience (what experienced human services workers know). So, individuals without the experience component will be ineligible for the credential until they have met the experience requirement.

All Human Services-Board Certified Practitioners (HS-BCPs) must complete the established recertification requirements, as stated below, every five years, in order to maintain the credential. Sixty (60) contact (clock) hours of relevant continuing education must be completed during each five year certification cycle, including a minimum of six (6) contact hours specific to ethics.

<http://www.cce-global.org/HSBCP/Maintain>

What does this mean for a QCC graduate?

Taking and passing the Human Service Board Certified Practitioner (HS-BCP) exam will give you a nationally recognized certification that follows a nationally recognized level of competency standards in the Human Service field. It will allow you to show future employers that your knowledge base has been tested and meets national standards of experience and excellence.

The credentialing alone will not get you the job, but it will be definite recognition of your knowledge and skills which will support your career development.



THE HUMAN SERVICES CLUB

The mission of the Human Services Club is to create a climate of inclusion to support student's educational goals while enhancing knowledge of Human Services for our campus community as well as our community at large.

Anyone interested in the Human Services Program degree or certificates will greatly benefit from this fun-loving organization.

"Freshman" students find out from advanced students what the Human Services Program is really like, can find a mentor and friends, become a part of a community, connect to the campus, renew and relax!

Joining the club is a Win-Win and absolutely everyone benefits.

Club Activities

NEOHS Annual Conference

Fundraisers:

Candy Sale

"Change for Change" Coin Drive

Flea Market

Community Service:

Turkey Baskets

Winter Coat Drive

Walk for Hunger

Walk to Stop Violence Against

Women and Children

Meal for Jeremiah's Inn

Spring Fling

Club Fair

**If you are interested in participating please email
the Club at
HumServClub@live.com.**

OUTSIDE OF THE CLASSROOM....

THE NATIONAL ORGANIZATION FOR HUMAN SERVICES (NOHS)



To provide a medium for cooperation and communication among Human Service organizations and individual practitioners, faculty, and students. Student members find an affiliation that helps them form their identities as human service professionals, regardless of the area of human services they eventually aspire to work in.

Working jointly with the Council for Standards in Human Service Education, NOHS recently launched the first phase of a new credentialing program for human service workers. <http://www.nationalhumanservices.org>

THE NEW ENGLAND ORGANIZATIONS FOR HUMAN SERVICES (NEOHS)

The New England Organization for Human Services Practitioners, Educators, and Students, exists to advocate for the profession of human services and to encourage excellence through regional and national cooperation in networking, research, and career development.

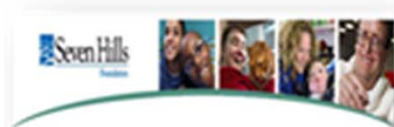


NEOHS Student Education Grant, See website for more details!!!! <http://www.neohs.org/index.html>

THE CENTRAL MASSACHUSETTS RESPITE PROJECT (CMRP)

Sponsored by The Health Foundation of Central Massachusetts Quinsigamond Community College is the "community's" college. This project contributes to the colleges' mission and purpose and to the Human Services Departments humanistic philosophy. The Community College believes in community efforts and involvement. This collaborative held a philosophical connection of service to others through community engagement; a win/win dynamic for all participants. What is CMRP?

- * A family Centered Respite Program
- * Respite provide by trained college students.
- * A collaboration between families, community agencies, and institutions of higher education





QCC & Department Related Resources

- ⇒ Home Page, <http://www.qcc.edu/>
- ⇒ QCC Human Services Academics Page, <http://www.qcc.edu/academics/human-services>
- ⇒ QCC Human Services Program Page, <http://www.qcc.edu/human-services>
- ⇒ The “Q”, Student/Faculty Portal, <https://confucius.qcc.mass.edu/ics>
- ⇒ The Human Services Program page on The “Q”, https://confucius.qcc.mass.edu/ics/Programs/Human_Services.inz

Community Resources

- ⇒ Massachusetts Legislature, <https://malegislature.gov/People>
- ⇒ The Massachusetts Department of Higher Education, <http://www.mass.edu/>
- ⇒ The City of Worcester Home Page, <http://www.worcesterma.gov/>
- ⇒ The official website of the Office of Health and Human Services (EOHHS). <http://www.mass.gov/eohhs/>
- ⇒ Massachusetts Resources, <http://www.massresources.org/>
- ⇒ Massachusetts 2-1-1, United Way, <http://www.mass211.org/>
- ⇒ FAFSA, Free Application for Federal Student Aid, <http://www.fafsa.ed.gov/>
- ⇒ The Colleges of Worcester Consortium, <http://www.cowc.org/>
- ⇒ Phi Theta Kappa, International Honor Society of the Two Year College, <http://www.ptk.org/>

FULL TIME FACULTY



Jean Kennedy

Professor & Program Coordinator
508.854.2744

jkennedy@qcc.mass.edu

Jean has been teaching at Quinsigamond Community College as a full-time faculty since 2002 and as an adjunct faculty since 1999. She has been the Coordinator of the Human Services Department since April 2008. She has taught in the disciplines of Human Services, Psychology, and Sociology. Jean holds an undergraduate degree in Music Therapy, a Master's degree in Counseling Psychology, and is a Human Services-Board Certified Practitioner (HS-BCP).

She is a licensed mental health counselor and has worked in the field of human services for over 25 years. During these twenty-five years she has held positions as a Director of a Residential Scattered Apartment Site Program (Adult Psychiatric Rehabilitation Model), Group Therapist at a Fountain House Model program, School-Based Therapist (K-6th grade) a Coordinator for an Intensive Family Stabilization (home-based) program for families involved in DCF, and a Director of a Healthy Families Program (pregnant and parenting young families). She holds a certification in Reality Therapy (William Glasser) and certification of completion of Intensive (one-year) training in Family Systems therapy at the Family Institute of Cambridge.

She is a level II EMDR (eye movement desensitization reprocessing) clinician and a Reiki III practitioner. She has studied and worked with Native Americans in South Western United States, participated in a three year program on shamanism and is a certified Energy Medicine Practitioner. Jean has been a member of the Board with the New England Organization for Human Services since 2007. She is a Board Member on the Council for Standards in Human Service Education (2010-2017). Jean has a Humanistic philosophy in her clinical practice as well as in her approach to teaching.



Doe West

Associate Professor
(Southbridge Campus)
774.318.2116
dwest@qcc.mass.edu

Doe has been teaching at Quinsigamond Community College as a full-time faculty since 2001 and as an adjunct faculty since 2008. She was the very first full time Professor at QCC's Southbridge campus and also is our primary online instructor. She has taught in the disciplines of Human Services & Rehabilitation, Psychology, Sociology, Gerontology, Deaf Studies and Bioethics at universities and colleges throughout the Commonwealth since 1982. Doe holds parallel degrees in social science and theology from the Associates through the Doctoral level. Her secular undergraduate degree is in Speech & Language with a parallel teaching certification in Special Ed, a Master's degree in Rehabilitation Counseling and a Doctorate in Law, Policy & Society. Doe is a Human Services-Board Certified Practitioner (HS-BCP).

She is currently processing her application as a licensed mental health counselor and has worked in the field of human services for over 40 years. During these years she has held positions as diverse as serving as the first Commissioner of Disability Services / ADA Compliance Officer for the City of Boston; as Executive Director for non-profit organizations such as Social Action Ministries of Boston and Springboard Inc. for young adults with Developmental Disabilities; as Chief of Staff for a Massachusetts State Senator; as Director of Pastoral Care & Education for Quincy City Hospital and later as Chaplain at Overlook Lifespan Community in Charlton; and has had a small private practice as a Psychotherapist and Life Coach since 1980.

She is of the Lenape tribe (Algonquin Nation) and was raised in the American Indian tradition and couples that with training in nutrition, herbal and homeopathic modalities, as well as being certified as a Reiki Master, which allows her to offer alternative health options to those clients seeking that support as well. Doe served as Vice President of the Board with the New England Organization for Human Services in 2012 and coordinated the regional conference on Veterans & Their Families.



Brenda Safford

Full-Time Assistant Professor

508.854.2841

bsafford@qcc.mass.edu

In 1998, Brenda Safford received her Associate Degree from Quinsigamond Community College and continued her education at Assumption College where she received her Bachelor of Science and Masters of Science in Human Services and Rehabilitation Counseling. During her professional career, Brenda has been employed at YWCA of Central MA as the Director Career Resource Center, Quinsigamond Community College as Admissions and Financial Aid Coordinator, Assumption College as the Director of Multicultural Affairs. After 8 years of being the Director of Multicultural Affairs she made a career decision to leave the position in 2011. She was recruited to become the Director YWCA Women Economic Empowerment Department in 2011. Brenda has taught as an adjunct faculty for 9 ½ years. In January 2014, she accepted the full time Assistant Professor for Human Services at Quinsigamond Community College.

Brenda has received numerous awards for her community service and leadership. She has served on the YWCA Board of Directors, Youth Center Board of Directors, Girls CHOICE Advisory Board, City of Worcester Advisory Board for Affirmative Action, QOC Human Services Advisory Board, Shannon Grant Committee, A Better Life steering committee, Greater Worcester Community Foundation Scholarship Committee and Quinsigamond Community College Board of Trustees. Because of the commitment to her community she has been recognize with many awards such as YMCA Minority Achiever, YWCA Katherine Erskine Award, Community Build Youth Institute Volunteer Award, Girls Scouts Woman of Distinction Award, and Regional ACE Inaugural Award.



**Annual
Appreciation
Luncheon**



**Training Resources of
America visit (2014)**

2014 Conceptual Framework



A Vision for the Not Too Distant Future..



The Human Services Department has been diligently working towards Accreditation by the Council for Standards in Human Service Education (CSHSE) . The Council upholds the highest national standards in Human Service Education.

In addition, we have become an exam site for the Human Services– Board Certified Practitioner (HS-BCP) exam so that students can sit for the exam right here on campus prior to graduation!

Be well and enjoy the journey,

*Jean Kennedy,
Program Coordinator*