

## PRINCIPLES OF HUMAN SERVICES, SEMESTER A

Credits: 0.5

### COURSE OVERVIEW AND GOALS

Principles of Human Services, Semester A, is the first part of a two-semester course. This course introduces the field of human services, including its history, purpose, and major service areas that support individuals, families, and communities. You will explore the roles and responsibilities of human services professionals and examine ethical behavior, professionalism, confidentiality, and culturally responsive practices. You will also develop communication, empathy, active listening, and documentation skills used in helping professions.

As the course progresses, you will study human growth and development, health and wellness, nutrition, stress, burnout, and self-care strategies that support both individuals and helping professionals. Finally, you will explore cultural diversity, advocacy, community resources, funding systems, and crisis awareness while learning how human services professionals support diverse populations through ethical, inclusive, and community-based practices.

This course consists of 10 lessons organized into four units, four Unit Activities, and four Discussions. Additionally, there is one Course Activity and one Course Project. Each lesson contains one or more Lesson Activities. You will evaluate your work in the Lesson Activities by comparing it to sample responses. You will submit the Unit Activities, Course Activity, and Course Project to your teacher for grading.

By the end of this course, you will be able to do the following:

- ❖ Analyze the purpose, roles, and service areas within the human services field and how professionals support individuals, families, and communities.
- ❖ Apply professional communication, empathy, active listening, and culturally responsive interaction skills in human services settings.
- ❖ Analyze human growth and development across the lifespan and identify developmentally appropriate support strategies used in human services settings.
- ❖ Analyze how health, wellness, nutrition, and prevention strategies support individuals, families, and communities.
- ❖ Analyze the effects of stress and burnout and apply self-care and wellness strategies that support professional effectiveness and well-being.

- ❖ Apply ethical principles and professional responsibility standards to workplace situations in human services settings.
- ❖ Apply legal, confidentiality, licensing, and safe documentation practices used in professional human services environments.
- ❖ Examine how cultural diversity, bias, and inclusion affect human services interactions, service delivery, and access to support.
- ❖ Analyze advocacy strategies, agencies, community resources, and funding systems that support individuals, families, and communities.
- ❖ Analyze client needs and select appropriate responses, referrals, and support strategies for community and crisis situations.

## COURSE COMPONENTS AND GRADING RUBRIC

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

| Course Components                                                                                                                                                                                                                                                                                                                                                                                                                             | Count | Weight * |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| <b>Pretest.</b> <i>A pretest is an optional assessment, typically designed for credit recovery. If a student shows mastery of a lesson objective, the student may be automatically exempted from the upcoming activities associated with the mastered objective. Pretests are not included as a component of the student's final grade.</i>                                                                                                   | 4     | 0%       |
| <b>Module.</b> <i>Each module in this course contains an interactive tutorial or study and an associated mastery test. Tutorials and studies combine instruction and practice to prepare students for the mastery test, which is a computer-scored lesson-level summative assessment. The module score comes from a student's score on the mastery test.</i>                                                                                  | 10    | 35%      |
| <b>Discussion.</b> <i>A discussion activity is an opportunity for students to collaborate with their peers. An online threaded discussion mirrors the educational experience of a classroom discussion initiated when a teacher asks a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others allowing for higher-order thinking about terminal objectives.</i> | 4     | 5%       |

| Course Components                                                                                                                                                                                                                                                                                                                                                                                                     | Count     | Weight*     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Unit Activity.</b> <i>A Unit Activity is at the end of a unit and constitutes one or more small tasks. Its purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>                                                              | 4         | 10%         |
| <b>Posttest.</b> <i>A posttest appears at the end of each unit.</i>                                                                                                                                                                                                                                                                                                                                                   | 4         | 15%         |
| <b>Course Activity.</b> <i>A Course Activity is similar to a Unit Activity in scope but may be found at any point in the course, either to prepare the student for new learning or to act as a performance-based activity required for a learning objective. Like Unit Activities, Course Activities include simple rubrics, and sample answers are available for teachers. Course Activities are teacher graded.</i> | 1         | 15%         |
| <b>End-of-Semester Test.</b> <i>An end-of-semester test (EOS) appears at the end of each course.</i>                                                                                                                                                                                                                                                                                                                  | 1         | 5%          |
| <b>Project.</b> <i>A project is a hands-on investigation that extends over several weeks.</i>                                                                                                                                                                                                                                                                                                                         | 1         | 15%         |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>29</b> | <b>100%</b> |

Weight\* Teachers may manually adjust these weights if desired, per district grading requirements.

## SCOPE AND SEQUENCE

### UNIT 1: FOUNDATIONS OF HUMAN SERVICES

In this unit, you will explore the foundations of the human services field, including its purpose, history, major service areas, and the populations it supports. You will analyze the roles and responsibilities of human services professionals and examine how services respond to community needs and social challenges. You will also develop professional communication and counseling skills used in human services settings, including verbal, nonverbal, written, and active listening strategies. Finally, you will explore how empathy, self-awareness, personal values, biases, and cultural responsiveness contribute to respectful, ethical, and effective interactions with individuals and families.

| Activity                                                     | Activity Objective                                                                                                                                                                                                           |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Syllabus</b>                                              | <ul style="list-style-type: none"><li>Review the Course Syllabus at the beginning of the course.</li></ul>                                                                                                                   |
| <b>Introduction to Human Services</b>                        | <ul style="list-style-type: none"><li>Analyze the purpose, scope, and societal role of human services and identify how human service workers responsibly support individuals, families, and communities.</li></ul>           |
| <b>Communication and Counseling Skills in Human Services</b> | <ul style="list-style-type: none"><li>Apply how effective communication, empathy, and self-awareness support positive interactions in human services settings and contribute to personal and professional success.</li></ul> |
| <b>Unit Activity: Foundations of Human Services</b>          | <ul style="list-style-type: none"><li>Explore the responsibilities, communication practices, and historical and emerging influences that shape human services careers.</li></ul>                                             |

## UNIT 2: HUMAN DEVELOPMENT, HEALTH, AND WELLNESS

In this unit, you will explore human growth and development across the lifespan and examine how physical, cognitive, social, and emotional needs change at different life stages. You will analyze family roles, caregiver responsibilities, and developmentally appropriate support strategies used in human services settings. You will also examine factors that influence health and wellness, including stress, nutrition, disease prevention, substance use, and access to resources. Finally, you will explore the effects of stress and burnout in helping professions and apply self-care, wellness, and crisis management strategies that support resilience, productivity, and healthy relationships.

| Activity                                                          | Activity Objective                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Human Growth and Development Across the Lifespan</b>           | <ul style="list-style-type: none"> <li>Analyze human growth and development across the lifespan to identify stage-specific client needs, family and caregiver responsibilities, and developmentally appropriate support strategies used by human services professionals across a range of human services settings.</li> </ul> |
| <b>Health, Wellness, and Disease Prevention in Human Services</b> | <ul style="list-style-type: none"> <li>Examine how health, wellness, and disease prevention strategies support individuals, families, and communities within human services settings, including the effects of substance use and nutrition on personal and professional productivity.</li> </ul>                              |
| <b>Stress, Burnout, and Self-Care in Helping Professions</b>      | <ul style="list-style-type: none"> <li>Explain how stress and burnout affect individuals in helping professions and how self-care, crisis management, and technology-based strategies support wellness, productivity, and healthy relationships across the lifespan.</li> </ul>                                               |
| <b>Unit Activity: Human Development, Health, and Wellness</b>     | <ul style="list-style-type: none"> <li>Examine how wellness, development, prevention strategies and self-care affect individuals, families, and communities across the lifespan.</li> </ul>                                                                                                                                   |

## UNIT 3: ETHICS, LAW, AND PROFESSIONAL PRACTICE

In this unit, you will examine ethical principles, professional standards, and legal responsibilities used in human services settings. You will analyze workplace behaviors and apply ethical decision-making strategies to professional situations. You will also explore licensing expectations, confidentiality requirements, safety responsibilities, and professional documentation practices. Finally, you will examine how technology, secure record keeping, and responsible workplace conduct help protect client information and support ethical, legal, and professional practices in human services.

| Activity                                                               | Activity Objective                                                                                                                                                                                                                |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ethics and Professional Responsibility</b>                          | <ul style="list-style-type: none"> <li>Explain ethical principles and professional standards to make responsible decisions in human services workplace situations.</li> </ul>                                                     |
| <b>Legal Issues, Licensing, Safety, and Confidential Documentation</b> | <ul style="list-style-type: none"> <li>Apply legal requirements, licensing expectations, and confidentiality standards to maintain safe, ethical, and professional documentation practices in human services settings.</li> </ul> |
| <b>Unit Activity: Ethics, Law, and Professional Practice</b>           | <ul style="list-style-type: none"> <li>Apply ethical principles, legal expectations, licensing knowledge, and confidentiality practices to realistic human services workplace situations.</li> </ul>                              |

## UNIT 4: DIVERSITY, ADVOCACY, AND COMMUNITY SUPPORT

In this unit, you will examine how cultural diversity, bias, and inclusion affect human services interactions, service delivery, and access to support. You will explore inclusive and culturally responsive practices that promote equitable services for diverse populations. You will also analyze advocacy strategies, agencies, community resources, and funding systems that help individuals and families access support services. Finally, you will examine client needs, assessment practices, and crisis awareness while exploring how human services professionals respond appropriately to crisis situations, including domestic violence and child abuse, through safe, ethical, and supportive practices.

| Activity                                                    | Activity Objective                                                                                                                                                                                       |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cultural Diversity, Bias, and Inclusion</b>              | <ul style="list-style-type: none"> <li>Explain how cultural diversity and bias affect access to, interactions within, and outcomes of human services.</li> </ul>                                         |
| <b>Advocacy, Agencies, Community Resources, and Funding</b> | <ul style="list-style-type: none"> <li>Examine how advocacy, agencies, community resources, and funding systems influence access to human services, service delivery, and professional roles.</li> </ul> |

| Activity                                                         | Activity Objective                                                                                                                                                                                            |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Client Needs, Assessment, and Crisis Awareness</b>            | <ul style="list-style-type: none"> <li>Describe client needs, appropriate next steps, and safe, supportive responses to crisis situations.</li> </ul>                                                         |
| <b>Unit Activity: Diversity, Advocacy, and Community Support</b> | <ul style="list-style-type: none"> <li>Examine how diversity, advocacy, community resources, and professional skills influence access to equitable human services and support diverse populations.</li> </ul> |