

Proposal for Revision to the  
Behavioral Health/Human Services Curriculum  
Community College of Philadelphia

May 21, 2008

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## Abstract

This revision is designed to refine and strengthen the goals identified in the previous program revision and to address continued changes in the marketplace, educational needs of students, and the growing influence of distance learning. In particular, it emphasizes providing students with the rich contexts, dedicated skills and knowledge, and technological proficiencies demanded by today's Human Services field. The BHHS faculty is proposing several changes to strengthen these areas, especially in initial courses, and to provide a firm ethical and practical foundation for field placement experiences within the program. Specifically, faculty is recommending the following:

1. Develop a new course, Introduction to Behavioral Health/Human Services (BHHS 101), which provides a comprehensive introduction to the human service field specifically geared to our students future professional goals
2. Revise BHHS 194 to focus fully on case management
3. Revise BHHS 195 as an independent practicum to contain more content supporting students' first field placement experience
4. Revise BHHS 212 to be a direct follow-up to BHHS 111, concentrating on a strong practice component and a limited set of modern cognitive approaches. This represents a readjustment of the curriculum away from the theoretical approaches currently emphasized in BHHS 291. A further goal of this course revision will be to ensure that BHHS 212 articulates closely with BHHS 292, in order to provide a clear foundation for fieldwork.
5. Revise BHHS 292 to be more strongly related to BHHS 212
6. Eliminate BHHS 291 from the curriculum

### I. OVERVIEW OF THE EXISTING PROGRAM

#### Purposes:

In 1968 the Community College of Philadelphia (CCP) approved the Mental Health Worker Curriculum. In 1973, this Curriculum became the Mental Health/Social Service Curriculum. In 1999, in response to a number of market forces, including: the new behavioral health managed care environment, the growing use of computers, the dramatic use of documentation when providing services, and the increased demand for workers to go beyond the associate degree, the Curriculum changed its requirements and name. Since 1999, it has been known as the Behavioral Health/Human Services Curriculum.

The original focus of the curriculum was career preparation with the expectation that students would move directly into employment. Over the years, forces in the marketplace have encouraged a large number of graduates to continue their education beyond the associate degree. At the same time, a growing number of human service agencies are looking to the College to provide educational experiences for workers without any college experience or with degrees unrelated to human services. Thus, a large number of students are already working in the field and are trying to improve their

skills. A sample of occupational titles held by students include: case manager, child care worker, companion, substance abuse counselor, early intervention worker, group home worker, homeless shelter worker, outreach worker, personal care assistant, and teacher's aid.

The Curriculum also serves as the first major step towards the baccalaureate and masters degrees. Students have successfully transferred to many local colleges and universities including Temple University, Alvernia College, Chestnut Hill College, Drexel University, LaSalle University, Philadelphia University, and Widener University. The primary curricula that students choose at these transfer institutions are Social Work, Human Services, Addiction Studies, and Mental Health Aide.

### Program Requirements<sup>1</sup>:

There are three components to the BHHS Curriculum. The first is the ten BHHS core courses that focus on helping and counseling skills, human development, working with groups and families, case management, and practicum experiences.

The second component is the eight general education elective courses, which include: English writing, computer applications, social sciences, humanities, mathematics and science. The understanding of ethnic and cultural differences is very much a part of the content of the BHHS core and elective courses, thus meeting the College's American Diversity requirement.

The third component of the educational experience for students in the BHHS Curriculum is the Directed Electives: Such courses are taken either to fulfill certificate requirements<sup>2</sup>, or for meeting the general interest of the student. These courses are to be selected in consultation with a BHHS faculty advisor based on the student's academic plan.

### When Program was Last Revised:

The last major revision to the Curriculum was in 1999. At that time the College approved a curriculum revision submitted by the BHHS faculty. In addition, the name of the Curriculum was changed to Behavioral Health/Human Services. The other changes included:

- Requiring all students be computer literate by either demonstrating such literacy or taking CIS 103;
- Addition of a new course entitled Brief Counseling Skills (BHHS 212), which emphasized brief approaches to helping clients;

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<sup>1</sup> See Appendix A for a full description of the courses currently required in the Curriculum.

<sup>2</sup> Include Addiction Studies, Social Gerontology, Human Services, Youth Work and Disabilities Studies certificates.

- Addition of one hour to the Case Management course (BHHS 194) and Theories of Counseling (291);
- Elimination of the summer practicum (MHSS 197);
- Combining the two- three-credit Human Behavior and Development in the Social Environment courses (MHSS 101 and MHSS 102), into one four-credit course, BHHS 103;
- Awarding a separate grade for the field placement courses;
- Requiring that students take both a mathematics course and a science course, and
- Integrating the study of diversity issues in each course in the Curriculum.

Subsequent to that revision, in 2002 several other revisions occurred, including:

- Elimination of the Family Home Visiting certificate;
- Reduction of the credits for BHHS 103 from 4 to 3 credits;
- Changing field placement supervision from individual supervision to group supervision;
- Dropping the Independent Practicum (BHHS 295), and
- Addition of Disabilities and Human Service Certificates.

## II. DESCRIPTION OF PROPOSED REVISION

Need for the Change: A number of factors led to this proposal to revise the curriculum, including:

- the passing of eight (8) years since the last major revision;
- significant changes in the BHHS faculty;
- continued changes in the marketplace,;
- perceived unmet educational needs of students in the curriculum;
- the development of distance learning; and
- the consequence of the development of more integrated Bachelor degree programs in Behavioral Health Counseling.

During the spring of 2006, the BHHS faculty engaged in conversations about the curriculum and its relationship to the students going through the program of study. During that summer, a sub-committee met weekly to identify needed refinements to the curriculum and the changes they felt were necessary to effect improvements. At the conclusion of the meetings, the faculty identified the following issues they judged needed addressing.

1. Students need to be introduced to the helping professions' historical, organizational and community contexts, in order to help students better envision and understand the realities of the field.
2. Few of our students are or will be involved with formal individual counseling after they graduate with the associate degree, but are in fact, most likely to be involved with a form of professional helping as they informally engage clients in

- human services settings. Our counseling course sequence and course content need to be revised to focus on foundational skills, rather than therapeutic methodologies, in order to be useful for students going into the workforce, or for transfer to four year colleges. Those students who do plan to become clinicians will study these therapeutic methodologies either in upper level undergraduate or graduate courses.
3. The faculty in the study group commented that although students are hearing the language of the field in their courses, in many cases, they are not adequately internalizing the underlying concepts nor the behaviors needed to master skills associated with them. For example, students need to be familiar with the common vocabulary of the field for such terms as: empathy, active listening, transparency, unconditional positive regard, etc. However, merely knowing the definitions for such words is not enough. Students need to develop better practice skills to assure they employ the activities such words and terms connote. A major focus of this revision is to reinforce these key concepts by enhancing the processes and content of instructional materials in existing courses and by adding and redistributing content among several courses.
  4. Technology should be deployed not just in one dedicated course (CIS 103) but throughout the Curriculum so students benefit from its use during the educational process. To accomplish this, students should have greater access to activities involving the use of the computer and the Internet, both for learning and in preparation for employment.
  5. Case management practice has become a major way human service providers help clients cope with the fragmented human service delivery system. There is growing need for practitioners with such skills. However, our present Overview of Human Services course (BHHS 194) has several different objectives, only one of which is case management. As a result, only one half of the course is on case management. This focus needs to increase to ensure students are fully prepared to engage in case management activities now required in most agencies.

In the summer of 2007, we met with the BHHS Community Advisory Committee to go over our three-year plan for progress. In this discussion, we outlined the vision of the curriculum, the credentials of the faculty, facts about cost, enrollment and graduates, and plans for curriculum improvement. They noted their enthusiasm for the proposals and felt we should go forward with the changes being proposed. An outline of the presentation is in Appendix C of this document.

Guidelines for Making Changes: In the spring of 2007, the faculty agreed to the need for the following guidelines for reshaping the Curriculum.

1. Provide students with a rich learning context for preparing them to work in the human service field
2. Place more emphasis on the core-helping skills needed for working in agencies within the human service system, rather than therapeutic counseling
3. Strengthen the instruction of case management to better prepare students for such opportunities

4. Strengthen core general educational experiences related to critical thinking and problem solving, communications (written and oral), positive self-image, pro-social stance, support for social justice, ethical practice, scientific thinking, spiritual understanding, harmony with persons from other cultures, value-based scholarship and service, and self-motivated learning within the instruction of each BHHS course
5. Employ technology throughout the curriculum and appropriately prepare students to make full use of such technology
6. Make more courses available using distance learning methodologies, as appropriate.

In addition to the guidelines developed by the faculty, the curriculum revision is to be guided by examining the levels of proficiency being required in each of the BHHS courses. Taylor, Bradley and Silver in *Using the Community Support Skill Standards: A Guidebook for Human Service Educators and Trainers* (no date, pp. 60-64) propose looking at courses as providing learning experiences preparing students at five levels of proficiency. They propose key words for each of the five levels of mastery as follows:

1. Introductory level – facts, vocabulary, concepts, applications and diverse setting and populations
2. Practice level – understand, practice, interpret, assess, maintain records
3. Proficient level – mastery, problem solving, integration, individual performance, skill transfer to new situations, teach others
4. Refinement level – refinement, continuous improvement
5. Advanced level – specialization, teach, train, lead others, create/design innovative supports and programs, evaluate performance of others.

They go on to further propose that in 2-year college programs, focus be on the Practice, Proficient and Refinement levels (p. 74). However, given the backgrounds of many of our students, there also needs to be an emphasis on the introductory level.

A third perspective comes from the Council for Standards in Human Service Education (2005) which looks at knowledge, theory, skills and values at the different levels of higher education instruction. They identify the following areas which should be included in the curriculum (pp. 5-12) including:

1. Historical development of human services
2. Knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community and societal and their interactions
3. Conditions that promote or limit human functioning
4. Knowledge and skill training in systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes
5. Knowledge and skills in information management
6. Knowledge and skills in human service interventions that are appropriate to the level of education
7. Learning experiences to support student development of interpersonal skills
8. Knowledge, theory and skills in the administrative aspects of the service delivery system

9. Incorporation of human service values and attitudes and promote understanding of human services and their application to practice
10. Provision of experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations
11. Provision of field experiences that are integrated with the curriculum
12. Provision of academic credit for the field experience
13. Assurance of field experience placements which provide quality supervised learning experiences.

Conceptualizing the BHHS Curriculum as one that attempts to meet such standards requires periodic review of the goals for each of our courses and periodic evaluation of how successful each of the courses are for meeting these standards.

The fourth perspective in considering curriculum change is the general educational component of the curriculum, both in BHHS courses and in elective requirements. The Association of American Colleges and Universities presents a useful paradigm for our consideration (2007, p. 12). They propose four general areas as follows:

1. Knowledge of Human Cultures and the Physical and Natural World – studying science and mathematics, social sciences, humanities, histories, languages and the arts.
2. Intellectual and Practice Skills – inquiry and analysis, critical and creative thinking, written and oral communications, quantitative literacy, information literacy and teamwork and problem solving.
3. Personal and Social Responsibility – Civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifetime learning
4. Integrative learning – synthesis and advanced accomplishment across general and specialized studies

The fifth perspective for the curriculum revision is to assure the curriculum conforms with the College's general education requirements. The proposed curriculum does so by requiring both a mathematics and science requirement, a minimum of two social science courses, a minimum of one humanities course, along with English 101 and English 102, a computer competency requirement, and an integrated approach to cultural diversity.

The five perspectives described above, although from different sources and different arenas, taken together form a guiding philosophy for the proposed changes outlined below.

#### Description of Proposed Changes:

There are six changes being recommended below.<sup>3</sup>

1. **Development of new course-BHHS 101 Introduction to Human Services**

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<sup>3</sup> To help guide the reader, Appendix C presents an outline of the proposed curriculum.

Develop a new course, Introduction to Behavioral Health/Human Services (BHHS 101), which introduces students to the human service field by defining human services, understanding its history, looking at the field today, understanding clients who seek human services, knowing the role of the human service professional, and understanding how to work within a human service agency and community it serves. The course will be taken at the beginning of the program and may be taken along with BHHS 111.

### Catalog Description for BHHS 101

This course introduces students to the field of Behavioral Health and Human Services. In this course, students gain an understanding of the history of the field. Students are also introduced to the work of the Human Service provider and how client services are provided. An exploration of ethics, values and self-understanding as these apply to the Human Services worker also comprises an important element of the course.

### Purpose and Goals:

There are two main purposes of this course: orienting to the field of helping, and preparing students to meet the psychological demands of the field both as students and workers. The following are the major goals for the course:

- Understand Human Services within the context of a helping paradigm;
- Build an understanding of the ethical standards and common values associated with the helping professions;
- Learn about the various roles of a human service worker;
- Understand the historical trends that gave rise to modern human services;
- Learn the public and private organizational structures used to provide helping services;
- Begin to develop an understanding of an effective client relationship;
- Develop written and verbal communications, and the critical thinking skills needed to be an effective helper. Students will understand how these skills are necessary for advancement within the human services field;
- Learn to manage personal lives in ways that reduce the possibility of burnout from school and employment;
- Become familiar with the terms used by helping professionals;
- Develop the skills needed to use educational technology effectively;
- Learn to use up-to-date research tools, including the Internet, and online databases;
- Gain experience working collaboratively with other students in class.

## **2. Revision of BHHS 194 Case Management**

Revise BHHS 194 to continue as a practice-driven course but focusing fully on case management and meeting the State of Pennsylvania requirement for case management certification.

### Catalog Description for BHHS 194

Students are introduced to the concept of case management within the context of human service delivery. Students will use observational, problem-solving, recording and relationship building skills to explore the phases of the case management process including client engagement, assessment, interviewing techniques and data collection. Students will learn how to plan and develop a comprehensive client case file, refer clients for services, monitor the service coordination process and terminate a case. Students also explore professional responsibility and cultural diversity in the context of case management practice.

### Purpose and Goals:

Students who work in the Behavioral Health/Human Services field need an understanding of the current trends and challenges as well as the required knowledge and skills necessary for effective case management practice. Additionally, students need to be challenged to develop an understanding of the complex changing roles, skills and tasks performed by case managers.

The course has historically been titled Overview of Human Services and Case Management Practices. The original content was designed to increase student's understanding of both human services and case management. The Overview of Human Services is being separated from BHHS 194 and will be developed as a new BHHS 101 course. It is proposed that the existing BHHS 194 course be renamed Case Management and revised for several reasons.

First, to understand case management in a context, it is essential that students have an opportunity to examine the full range of case management as is practiced in the field of human services. Specifically, students need to develop knowledge of and skills in the domains of engagement, assessment, evaluation, service coordination, referral/placement, cultural diversity and professional responsibility. The course revision will allow for in-depth analysis of each of these domains.

Second, students will be introduced to concepts and terminology that are commonly associated with case management. Students are expected to know the language of case management and build competency in understanding concepts and using terms familiar to the field.

Third, the course revision reflects the rapidly changing field of case management as related to managed care. With managed care's influence and cost-containment strategies, the role of the case manager is constantly evolving. Along with changes in the utilization and definition of case managers' responsibilities, managed care has influenced issues such as practice, mode of treatment, the use of outcome measurement and management. The proposed course revision addresses the changes that have occurred and provides projections and implications for the future.

Finally, the revision will help students develop knowledge and skills to become certified case managers through the Pennsylvania Certification Board (PCB). PCB is a private, non-profit corporation, which offers voluntary state-level credentialing to substance abuse and other behavioral health professionals. The course in its new design will give students a well-rounded understanding of case management practice as well as the competencies to prepare for the PCB examination to become a Certified Case Manager (CCSM). The benefits of the course revision and becoming certified include:

- Certification marks the professionals who are specialists in the field.
- Certification increases professionalism of the field.
- Employers use the credential as a basis for hiring and advancement.
- Many employers are requesting or requiring certification upon employment.
- Increased employment marketability upon completion of the course.

### 3. **Revision of BHHS 195 Practicum in Behavioral Health and Human Services I**

Revise BHHS 195 as an independent practicum to contain more content supporting students' first field placement experience. Also, BHHS 195 will no longer be linked to or a co-requisite for BHHS 194.

#### Catalog Description

This is the first of two practicum courses. Students will spend twelve hours per week in a field placement related to their area of interest for the purpose of learning to work directly with clients. In addition, students will meet in groups for two hours every other week for the purpose of discussing field placement and making presentations related to clients and agency. When needed, students may also meet individually with the faculty supervisor. Special emphasis will be placed on assisting students apply their understanding of helping to their practicum experience.

#### Purpose and Goals

Many students who enter the BHHS curriculum come with a variety of life experiences that led them to the helping professions. Some have their own idiosyncratic notion of what it means to be a professional helper or an idealized understanding of what it means to help others. Other students have been working for agencies that provide helping services. Classroom experiences provide theories and methods used in helping, yet, application to actual helping situations is lacking. This course provides students with a supervised experience as they have this direct client contact.

Specific goals include:

- Develop self-awareness in order to recognize and differentiate personal needs from those of client;
- Develop the ability to form helping relationships with clients as well as recognize the complex feelings and behaviors involved in these relationships;

- Examine and apply professional values, attitudes, and behaviors in field placement;
- Examine ethical standards and apply ethical decision-making;
- Practice skills which may include verbal and non-verbal communication, interviewing, group leadership, observation, report writing, record keeping, therapeutic use of self, work with other staff;
- Understand and practice meaningful service to clients;
- Examine first-hand how contemporary issues may be applied to workplace;
- Develop job-readiness skills such as professional etiquette, appropriate language;
- Develop job-seeking skills complete with cover letter and resume.

4. **Revision of BHHS 212 to be renamed Resolution Focused Helping Skills**

Revise BHHS 212 to be a direct follow-up to BHHS 111. Counseling skills learned in this course will have a strong practice component and will employ a limited set of modern cognitive approaches.

Catalog Description for BHHS 212

*BHHS 212 (Resolution-Focused Helping Skills) is a continuation of BHHS 111 (Introduction to Helping Skills). The purpose of the course is to introduce students to brief models of assessment, interviewing skills, case conceptualization and interventions specific to service delivery in the current marketplace. The course emphasizes resolution-focused helping in a variety of human service settings. It is practice driven in order to more fully prepare the beginning student to work within a brief, outcome driven framework.*

Purpose and Goals

- Students will gain a broad theoretical understanding of the basic history, assumptions, and principles of brief interventions with individuals and groups in diverse practice settings.
- Students will develop a vocabulary that includes a basic understanding of managed care organizations, best practices, harm reduction, outcome measurement and other terminology specific to service delivery in the twenty first century.
- Students will become familiar with solution-focused, strengths perspective language that is essential to working with clients using resolution-focused models of helping.
- Students will be introduced to specific assessment instruments, including the role of homework in brief counseling settings.
- Students will become familiar with the Stages of Change model and how to apply it in diverse practice settings.

- Students will be introduced to levels of intervention, case conceptualization and models of assessment through case study and practice that are specific to working within a brief treatment framework.
- Students will learn how to engage an ambivalent client and move past barriers through Motivational Interviewing skills practice.
- Students will practice formulating questions, goal-focused assessment techniques, interviewing skills and fundamental counseling skills that are essential to brief interventions through lecture, classroom demonstrations, role-playing, and videotaping.
- Students will gain a broad theoretical understanding of several different models of brief treatment, including cognitive behavioral and solution focused interventions. Opportunities to select and practice interventions appropriate to desired goals will be provided during class.
- Students will develop increased multi-cultural competency and the ability to apply brief interventions with culturally diverse clients; factors examined include the influences of race, ethnicity, sexual orientation, socio-economic status and gender.
- Students will practice documentation skills by learning how to identify and write behavioral goals, problem-solution based assessments and treatment plans with a focus on client satisfaction and outcome measurement.

#### **5. Revision of BHHS 292 (to be renumbered 213)**

Revise BHHS 292 so that it will focus on providing students an opportunity to practice at their practicum site the skills taught in BHHS 212. Renumber BHHS 292 to BHHS 213 to better show its connection with BHHS 212

#### **Practicum Description**

This is the second of two practicum courses. Students will spend twelve hours per week in a field placement related to their area of interest for the purpose of learning to work directly with clients. In addition, students will meet in groups for two hours every other week for the purpose of discussing field placement and making presentations related to clients and agency. When needed, students may also meet individually with the faculty supervisor. Special emphasis will be placed on assisting students apply their understanding of helping to their practicum experience. Students taking this course must also be enrolled in BHHS 212, i.e. BHHS 212 is a co-requisite for BHHS 213.

The first practicum (195) is general and offers students a chance to practice skills and apply concepts from early BHHS courses most notably BHHS 101 and BHHS 111. The

second practicum (213) is being designed specifically to allow students to practice the resolution focused helping skills taught in BHHS 212. Thus the first practicum (195) does not have a specific corequisite, but the second practicum (213) does.

### Purpose and Goals

The purpose of this course is to build on the first practicum experience. Students enrolled in this second experience are expected to have a basic understanding of how an agency works and their appropriate role(s) within an agency. In this second experience, much more emphasis will be placed on student-client interactions. They will be learn to develop a helping relationship with clients and to recognize and clarify personal feelings as they relate to helping. In addition, they will continue to explore professional ethics and values in the work situation, develop a variety of practice skills, understand the application of classroom theory to actual practice, and become aware of and practice the provision of meaningful service to the client.

### Goals:

- Students will make key connections between what they have learned in the classroom and what they experience in their field placement using the integrative processing model of journal writing.
- Students will identify those areas related to resolution-focused helping skills in which they desire or need to develop professionally.
- Students will develop self-awareness to the degree they can recognize and differentiate personal needs from those of the person being served.
- Students will develop the ability to form helping relationships with clients and recognize the range of feelings and behaviors presented by being involved in such relationships.
- Students will examine professional ethics, values, attitudes and behaviors as practiced in the placement organization.
- Students will develop practice skills including verbal and non-verbal communications, interpersonal relationships, interviewing techniques, basic group leadership and membership skills, observation, report writing and record keeping, therapeutic use of self, effective work with other staff and work with families.
- Students will be able to utilize and practice specific skills learned in BHHS 212 such as motivational interviewing, operating from a strengths perspective, eliciting change-talk, cognitive-based interventions and working within a solution-focused framework.

## **6. Elimination of BHHS 291 from the program**

Drop BHHS 291, Theories of Counseling, from the curriculum. This curriculum revision is focused on the strengthening of core helping skills and a better grounding in the practices of the field. To this end, a new core course is being proposed (BHHS 101). To accommodate this action without expanding the number of core courses needed for graduation, a decision was made to no longer offer BHHS 291, especially since students continuing their education at a transfer institution, will be introduced to this course again as they pursue Bachelor's degrees in counseling or social work. Students who enter the workforce directly after earning an Associate's degree will do so in intermediate level positions where employers will not expect them to possess an understanding of theories of counseling.

### III. EFFECTS OF THE REVISIONS

Program Coherence and Impact on Students: The BHHS curriculum has always been a coherent curriculum built around understandings of the field and the particular student body being served. The changes being proposed continue in the spirit of providing a well-rounded experience considering both the field of practice and the students who are enrolling. The proposed changes will accomplish the following:

- Tighten the connection between the two key individual helping skills courses, BHHS 111 and BHHS 212
- Better prepare students for case management practice
- Place greater emphasis on the educational experiences appropriate to the first two years of college
- Provide students with a framework for fully understanding the helping profession both for their future coursework and for deciding if this is an appropriate career track.
- Provide students with a coherent set of learning experiences by offering courses that are carefully articulated both in terms of content and academic skill development.

#### Effect upon Graduation Requirements

There will be no additional credit requirements for graduation. The new BHHS 101 course will replace BHHS 291.

#### Budget Impact

There will be no budget implications for the changes.

#### Personnel Implications

There will be a requirement for some of the faculty to learn how to use WebStudy.

### Support Structure Implications

There will be no new issues for the support structure of the College to consider.

### Other College Resource Implications

There will be a requirement to develop a course on WebStudy.

### Effects upon Other Curricula and Departments

There will be no effects on other curricula or departments.

### Effects on Accessibility for Students with Disabilities

Students with special needs will be referred to the Center On Disability for assistance. The faculty in the Curriculum will be guided by the Center's recommendations for assisting such students.

## IV. CATALOG DESCRIPTION

This curriculum is designed for students interested in working with people in need. Students will have the opportunity to study human behavior and human development within the context of the psychological, social, and biophysical environments in which people live. They will develop skills needed to work with others both one-on-one and in groups. They will develop the value base from which they will practice, and learn the ethical standards of the helping professions. They will learn to appreciate and work in a multi-cultural environment. As a major part of their study, they will also have the opportunity to work directly with people in need by being assigned two field placements with agencies and institutions in the community.

The curriculum is designed to help students interested in working in a wide variety of helping settings including: alcohol and drug rehabilitation facilities, behavioral health agencies, geriatric centers and life care facilities, youth centers, criminal justice facilities, schools serving special need children and youth, and community outreach programs.

Students will be prepared to work as substance abuse and behavioral disorder counselors, caseworkers, case managers, mental health counselors, health educators, social and human service assistants, and community and social service specialists.

Students in the curriculum are expected to challenge their own values and personal biases as they relate to working with people. This is a personal experience that requires students to engage in activities aimed at raising self-awareness, and often requires self-disclosure. Students can expect to encounter a variety of experiences during their course of study that will be personally challenging and require a willingness to be introspective. Above all, students must be open to change.

Students can enroll in the curriculum either part-time or full-time. Courses are offered days, evenings and weekends.

Special arrangements for students currently employed in behavioral health/human service facilities can be made to enable them to use their place of employment for their two field placement experiences. Final approval for such an arrangement rests with the faculty member(s) in charge of field placements.

The curriculum is designed to prepare students to enter employment after completing the Associate Degree. However, the curriculum is also useful for students who may want to continue their education at a baccalaureate institution. To this end, a number of articulation agreements with four year colleges and universities exist.

***Program Entry Requirements:***

New students are required to take College placement tests. Students identified as needing developmental course work must satisfactorily complete the appropriate English and mathematics courses in addition to the requirements of the degree program. Admission to the program also requires that students attend a faculty-run admissions orientation meeting or meet directly with the curriculum coordinator.

***Program of Study and Graduation Requirements:***

The BHHS curriculum is a coherent program of study for students. The mix of curriculum specific and general education courses are designed to give students both academic and practical experience for understanding and working with people in need in our contemporary multicultural society. Students will become familiar with the use of the computer as a tool of their profession. Students must complete two practice placements in an agency approved by the BHHS curriculum coordinator.

To qualify for the Associate in Applied Science (A.A.S.) degree in Behavioral Health/Human Services, students must complete the appropriate 63 credit hours with a minimum cumulative grade point average of 2.0 (C average). All BHHS students must earn a C or better in all program core courses. Students whose attitude and behavior are considered unprofessional may be dropped from the curriculum, pending review by Program faculty and the curriculum coordinator.

While enrolled in the curriculum, students are to be guided by the values and ethical standards of the helping professions. They are also challenged to participate in a process of self-discovery and growth. Students whose behavior is viewed as inconsistent with professional standards may be dropped from the curriculum pending the results of a departmental hearing.

Appendix A

Current BHHS Curriculum Requirements

Recommended Course Sequence	Course Number and Name	Prerequisites	Credits
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**Program Core Courses- Behavioral Health/Human Services**

1	BHHS 111 - Introduction to Helping Skills	Curriculum Coordinator Approval	3
4	BHHS 105 - Introduction to Group Dynamics		3
6	BHHS 212 - Brief Counseling Skills	BHHS 111	3
7	BHHS 194 - Overview of the Human Services and Case Management Practices	BHHS 195, which must be taken concurrently	3
8	BHHS 195 <sup>1</sup> - Practicum in Behavioral Health/Human Services I	BHHS 111 BHHS 194, which must be taken concurrently	3
11	BHHS 103 - Human Development and Behavior in the Social Environment		3
12	BHHS 106 - Analysis of Group Participation	BHHS 105	3
13	BHHS 291 - Theories of Counseling	BHHS 194/195, BHHS 292, which must be taken concurrently	3
14	BHHS 292 <sup>1</sup> - Practicum in Behavioral Health/Human Services II	BHHS 194/195, BHHS 291, which must be taken concurrently	3
17	BHHS 293 - Family and Relationship Counseling	BHHS 194/195	3

**General Education Courses**

2	ENGL 101 – English Composition I		3
3	CIS 103 <sup>2</sup> - Microcomputer Applications		3
5	ENGL 102 – English Composition II	ENGL 101	3
9 and 18	Social Science Elective <sup>3</sup>		6
10	Science Elective		3/4
15	Humanities Elective <sup>3</sup>		3
16	Mathematics Elective		3

**Directed Electives:** Students will select 3 courses (9 credits) from the following list in consultation with a BHHS faculty advisor and based on the student’s academic plan.

19, 20, 21	YW 101 - Foundations of Youth Work		3
	YW 110 - Family and Community Engagement		3
	YW 115 - Critical Issues in Youth Work		3
	BHHS 121 - Foundations of Addiction Studies		3
	BHHS 151 - Child Abuse and Family Violence		3
	BHHS 161 - Introduction to Disabilities		3
	BHHS 171 - Introduction to Social Gerontology		3
	BHHS 222 - Assessment and Treatment of Addictive Behavior	BHHS 121	3
	BHHS 241 - Crisis Intervention		3
	BHHS 261 - Developmental Disabilities Support Services	BHHS 161	3
	BHHS 277 - Behavioral Development and Social Processes of Aging	BHHS 171	3

**Total to Graduate: 63 credits minimum**

<sup>1</sup> YW 196 - Practicum in Youth Work (prerequisites YW 101, YW 110) may be substituted for one of the following: BHHS 195 or 213. Students taking or planning to take YW 196 must enroll in either BHHS 194 or 291 so that they will have completed all these courses for their BHHS degree.

<sup>2</sup> Students with computer skills may apply for credit by examination through the Computer Studies Department.

<sup>3</sup> One of these electives must fulfill the College's American Diversity requirement.

For More Information Contact:

The Division of Liberal Studies, Room BR-21, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone 215-751-8450; or the College Information Center, 215-751-8010.

## Appendix A

### Proposed Course Requirements of the BHHS Curriculum

#### Program Core Requirements:

2	BHHS 101	Introduction to Behavioral Health and Human Services		3
5	BHHS 111	Introduction to Helping Skills	BHHS 101 which may be taken concurrently; Curriculum Coordinator Approval	3
7	BHHS 103	Human Behavior in the Social Environment		3
4	BHHS 105	Introduction to Group Dynamics		3
8	BHHS 194	Case Management	BHHS 111 prerequisite	3
9	BHHS 195	Practicum in Behavioral Health and Human Services I	BHHS 111 prerequisite	3
17	BHHS 106	Analysis of Group Participation	BHHS 105 prerequisite	3
12	BHHS 212	Resolution-Focused Helping Skills	BHHS 111, 194	3
13	BHHS 213	Practicum in Behavioral Health and Human Services II	BHHS 195 BHHS 212 must be taken concurrently	3
16	BHHS 293	Family and Relationship Counseling	BHHS 111 Prerequisite	3

#### General Education Courses

1	Engl 101	English Composition 1		3
6	Engl 102	English Composition 2	Engl 101 prerequisite	3
10		Social Science Elective		3
14		Social Science Elective		3
11		Humanities Elective		3
18		Mathematics Elective		3
19		Science Elective		3-4
3	CIS 103 <sup>2</sup>	Microcomputer Applications		

Directed Electives (3 courses): Courses may be selected from the following list of courses with advisor approval. Non-BHHS courses may also be used to fulfill some or all of these elective requirements. These courses and their timing are to be selected in consultation with a BHHS faculty advisor based on the student's academic plan.

15, 20, 21	BHHS 151	Child Abuse and Family Violence		3
	BHHS 171	Introduction to Social Gerontology		3
	BHHS 277	Behavioral Development and Social Processes of Aging	BHHS 171 prerequisite	3
	BHHS 121	Foundations of Addictions Study		3
	BHHS 222	Assessment and Treatment of Addictive Behavior	BHHS 121 prerequisite	3
	BHHS 161	Introduction to Disabilities		3
	BHHS 261	Developmental Disabilities Support Services	BHHS 161 prerequisite	3

	BHHS 241	Crisis Intervention		3
	YW 101	Foundations of Youth Work		3
	YW 110	Family and Community Engagement		3
	YW 115	Critical Issues in Youth Work		3

- 1 YW 196 - Practicum in Youth Work (prerequisites YW 101, YW 110) may be substituted for one of the following: BHHS 195 or 292. Students taking or planning to take YW 196 must enroll in either BHHS 194 or 212 so that they will have completed all these courses for their BHHS degree.
- 2 Students with computer skills may apply for credit by exam through the computer information systems department

**Appendix B:** Presentation to BHHS Advisory Committee Summer 2007

A Pathway to Possibilities:  
Building the BHHS Curriculum for the New Century

**Vision**

❖ **The behavioral health/human service curriculum will be a force in Philadelphia for building a stronger human service delivery system by:**

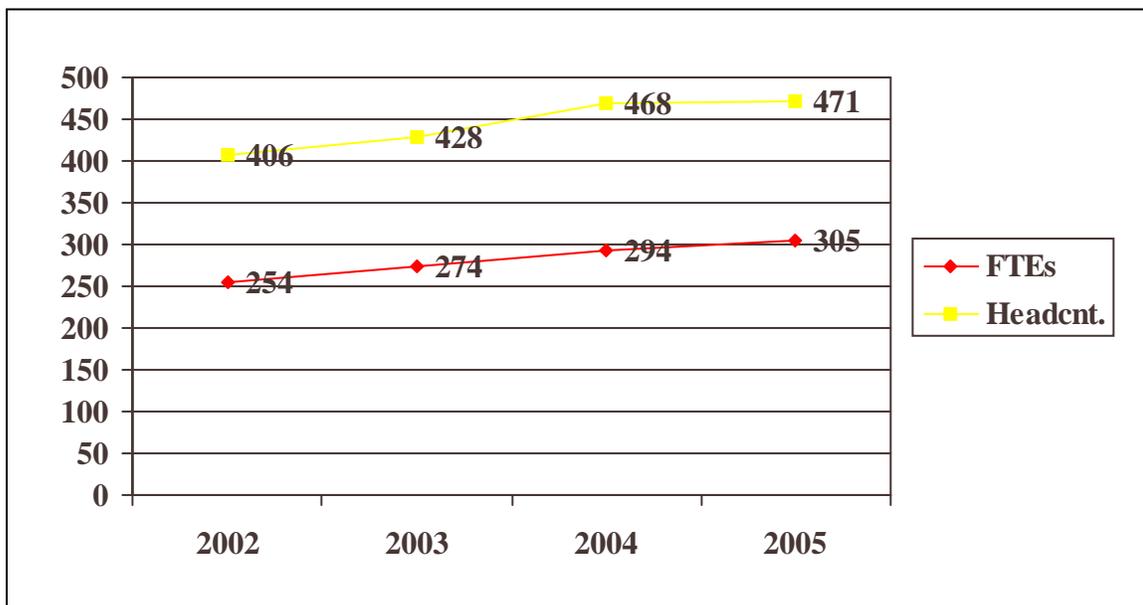
- Providing educational opportunities for persons seeking employment in the human service system
- Meeting the changing human capital needs of employers
- Meeting the city's need for an educated and aware citizenry
- Maintaining high standards of practice
- Being cost effective and efficient

**The BHHS Faculty**

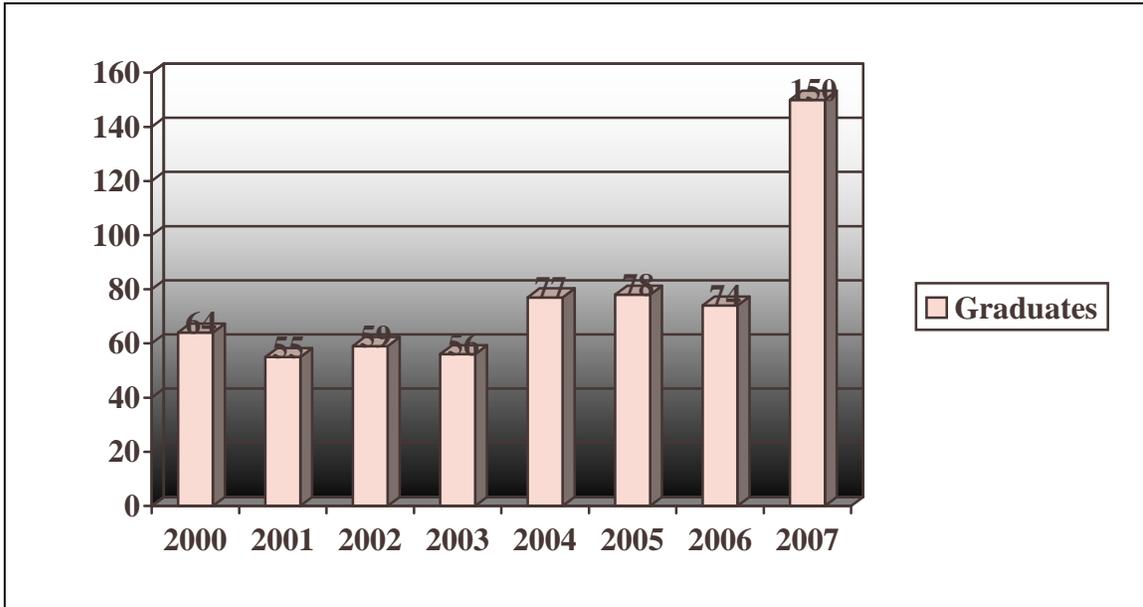
❖ **Strengths:**

- Strong interest in growth
- Excellent credentials
- Networked in the community
- Strong leadership and intellectual capacity for enabling change to occur
- Employ technology to improve instruction
- Embrace diversity

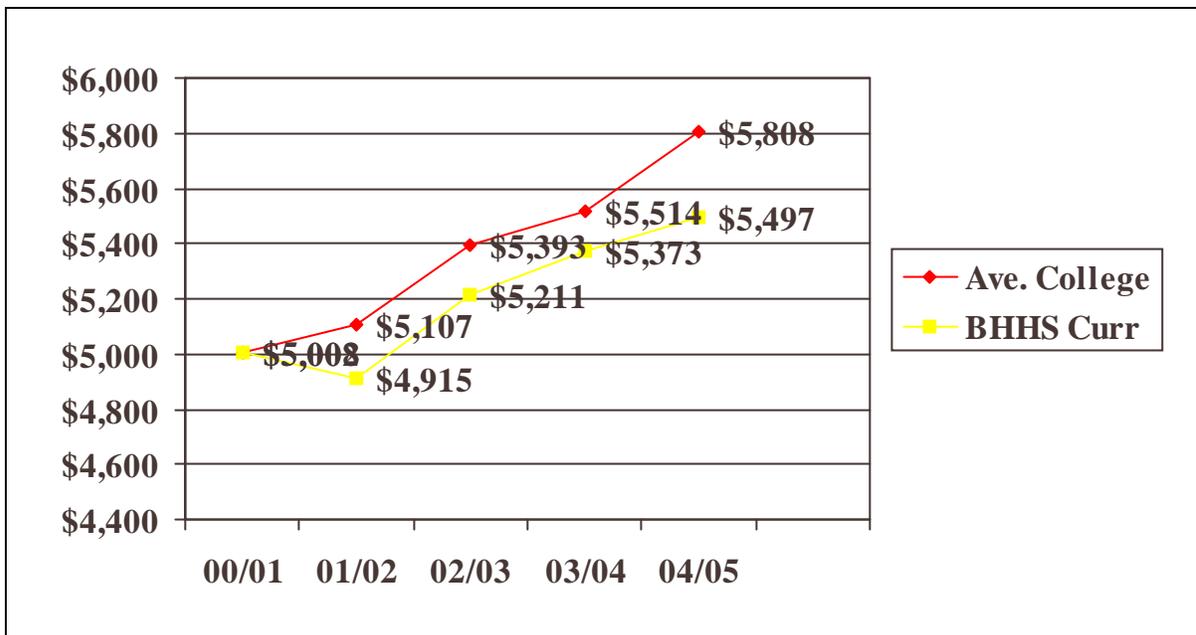
**Facts About the Curriculum-Enrollment**



## Facts About the Curriculum - Graduates



## Facts About the Curriculum - Cost



## **Summary of Goals**

### **Improve the Educational Experience of Students in Specific Courses.**

- ❖ **Develop a new Introduction to Human Services course (BHHS 101) that will both introduce students to the field and to give them experience using distance learning technology**
- ❖ **Revise BHHS 194 as a “stand alone” case management course that will meet State of Pennsylvania certification requirements**
- ❖ **Modify BHHS 212 (Brief Therapy) to be a follow-up counseling course to BHHS 111 (Helping Skills) and link it with BHHS 292 (Field Placement)**
- ❖ **Drop BHHS 291(Theories of Counseling) as a core requirement to an elective for persons wanting additional counseling experiences**
- ❖ **Improve the Educational Experience of Students in Specific Courses.  
(continued)**
- ❖ **Focus on student-centered learning, requiring critical skills in thinking and problem-solving by using the analysis of case studies as an important student experience**
- ❖ **Engage students in research and inquiry activities that will empower them to become more independent learners**
- ❖ **Strengthen the students’ involvement in helping profession by having them develop the values and ethics of human service workers, along with developing and using a common vocabulary**

### **Strengthen the Coherence and Continuity Among the Courses in the Curriculum.**

- ❖ **Agree on the major themes and learning experiences in the courses and how they tie together**
- ❖ **Identify and agree upon course materials and textbooks to support curriculum experiences**
- ❖ **Identify full-time faculty course leaders for each course who will be responsible for ordering textbooks and providing materials to part-time faculty**
- ❖ **Make full use of technology in all courses**

### **Assure Each Student Is Fully Computer Literate**

- ❖ **Provide advising to students to assure they take CIS 103 (Computer Applications) early in the curriculum**
- ❖ **Provide educational experiences that require students to conduct on-line searches using both the library and the internet**
- ❖ **Encourage students to use email and MYCCP as means for communicating with faculty and other students**
- ❖ **Provide an early experience with distance learning in BHHS 101 (Introduction to Human Services)**

## **Promote Distance Learning as Another Educational Experience for Students**

### **❖ Make the following courses available on-line**

- BHHS 121 (active)
- BHHS 222 (active)
- BHHS 241 (active)
- BHHS 103 (available spring 2008)
- BHHS 194 (available spring 2008)
- BHHS 101 (available spring 2008)
- BHHS 171 (available fall 2008)
- BHHS 161 (available fall 2008)

### **Continue to Develop Course Offerings in the Workplace**

- ❖ Offer courses at the following work sites: SPIN, COMAR, Horizon House, JEVS
- ❖ Prepare programs for future work at: Orleans voc/tech, Mental Health Association of SE Pennsylvania and the Veteran's Administration Impact Services

### **Improve the General Educational Experience for Students.**

- ❖ Consider general education requirements and decide on an appropriate curriculum experience for students
- ❖ Investigate the use of ePortfolio for student development
- ❖ Place special emphasis on writing in the BHHS curriculum by ensuring each course has a writing component

### **Increase Focus on the Baccalaureate Degree.**

- ❖ Continue to develop two-plus-two curriculum collaborations with four year colleges (Drexel, Chestnut Hill, Arcadia, Alvernia, and Philadelphia U.)
- ❖ Propose a social work option in the BHHS curriculum to meet requirements of BSW programs at Temple, LaSalle and Widener Universities

### **Be Involved With the Community in Improving the Lives of Citizens**

- ❖ Establish a center for health and human services in the curriculum, which will act as the access point between the helping community and the curriculum (actively involved with faith-based group, recovery groups, )
- ❖ Seek funding to support activities of the center
- ❖ Provide leadership for the center

### **Develop and Maintain a System of Course and Curriculum Evaluation.**

- ❖ Develop and maintain evaluations for courses consistent with their goals
- ❖ Develop and maintain a systematic evaluation of student outcomes for the curriculum consistent with college-wide criteria
- ❖ Develop and maintain an evaluation of general education outcomes
- ❖ Explore the development of a capstone experience for students

### **Strengthen Communications with Students**

- ❖ Further develop and maintain a comprehensive system for providing on-line information to students concerning:
  - Field placement, curriculum requirements, course requirements, job opportunities
- ❖ Develop a process to enable students to keep on-line records of their progress

**❖Develop a system for student complaints about grades or other classroom-related activities**

## Appendix C-References

Marianne Taylor, Val Bradley and Julie Silver, *Using the Community Support Skill Standards: A Guidebook for Human Service Educators and Trainers*. Newton, MA, Human Services Research Institute.

Association of American Colleges and Universities, *College Learning for the New Global Century*. Washington, D.C. 2007

Council for Standards in Human Service Education, *National Standards*. May, 2005