



Human Services
Student Learning Outcomes
Fall 2016

FDTC Curriculum Map							
Program: Human Services							
Course #	Course Title	Credits	Hours		Program Outcomes	General Education Outcomes	General Education Outcomes
			Lecture	Lab			1. Quantitative Literacy
ENG 101	English Composition I	3	3	0		3	2. Oral Communication
MAT 155	Contemporary	3				1	3. Written Communication
SPC 205	Public Speaking	3	3	0		2,5	4. Reading Comprehension
SOC 101	Introduction to Sociology	3	3	0		4,6	5. Information Literacy
CPT 170	Micro Computer Applications	3	3	0		5	6. Critical Thinking
Elective	Humanities/Fine Arts	3	3	0			
HUS 101	Introduction to Human Service	3	3	0		2	Program Outcomes
PSY 105	Personal/Intrapersonal Psychology	3	3	0		5	1. Demonstrate basic counseling skills, including active listening, paraphrasing, confronting and engaging clients; 2. Discuss the theory of human services, the current operation of the service system, and major issues facing human services in the United States; 3. Demonstrate ability to work with diverse populations; 4. Examine the principles and concepts of society's social problems and develop and analyze strategies for change; 5. Demonstrate group processes and inter-personal relations as it applies in the

							work place and for clinical use in the field;
PSY 201	General Psychology	3	3	0	4		
PSY 203	Human Growth and Development	3	3	0	1		
PSY 230	Interviewing Techniques	3	3	0	1		
PSY 231	Counseling Techniques	3	3	0	2		
PSY 235	Group Dynamics	3	3	0	3		
PSY 237	Crisis Management	3	3	0	4		
PSY 212	Abnormal Psychology	3	3	0	4		
PSY 215	Intellectual Disabilities	3	3	0	3		
PSY 218	Behavior Modification	3	3	0	3		
HUS 205	Gerontology	3	3	0	5		
HUS 208	Alcohol and Drug Abuse	3	3	0	4		
HUS 251	Field Placement I	4	1	12	5		
HUS 255	Field Placement II	3	3	0	5		
HUS 110	Orientation to Human Services	1	0	1	2		
	Total Credits:	69					

Human Services Program - Course Student Learning Outcomes

COURSE	OUTCOMES
PSY 231	1. Explain the goals of the helping process.
	2. Summarize the various models of the helping process.
	3. Identify, explain, and apply the essential stages of the helping process. 4. Explain the role of values in working effectively with clients.
	4. Demonstrate the skills necessary in developing and maintaining a helper/client contract.
	5. Differentiate between a standard interview and a therapeutic interview.
	6. Demonstrate communication skills that include attending, listening, empathy, probing, and confrontation.
HUS 251	1. The student will learn how each agency addresses diversity and how they can adapt their helping style to address diversity while helping clients.
HUS 255	1. The student will learn how each agency addresses diversity and how they can adapt their helping style to address diversity while helping clients.

**Florence-Darlington Technical College
HUS Program
Assessment-Systematic Evaluation Plan**

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome: Develop research and writing skills, particularly those needed for accurate record keeping.

Course Number	Course Student Learning Outcome	Assessment Method	Benchmark	Actual Level of Achievement	Action Plan	Time Interval
PSY 231	Students will engage in counseling skills by applying the microskills of counseling to mock counseling interviews.	Summative: Video tape interview Formative: Practices exercises	80% will score 80 or better Same	Achieved benchmark for both		Final week Throughout the semester

**Florence-Darlington Technical College
HUS Program
Assessment-Systematic Evaluation Plan**

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome: Demonstrate the ability to work with diverse populations.

Course Number	Course Student Learning Outcome	Assessment Method	Benchmark	Actual Level of Achievement	Action Plan	Time Interval
HUS 251/255	The student will learn how each agency addresses diversity and how they can adapt their helping style to address diversity while helping clients.	Summative: Agency Paper	70% 70 or better	Met on both		Final week
		Formative: Article Review	Same			Week 2

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: PSY 231

[Division] Arts and Sciences

Faculty: Brantlee Haire

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome: Develop research and writing skills, particularly those needed for accurate record keeping.

Course Student Learning Outcome: The student will engage in counseling skills by applying the microskills to mock counseling interviews and completing a written report that assesses the interview.

Analysis of Results: 23 students completed the summative assessment. All students met the benchmark.

Strength in student performances: The students performed well. The class average was 87.

Weaknesses in student performances: Overall they did well. They were nervous in front of the camera, but as the interview progressed this improved.

Recommended Action(s): We will role play more mock interviews in class.

When Action will be implemented: Fall 2017.

Data Comparison:

	2016 Spring- Startup	20__17	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
Summative: Videotaped mock interview and written assessment of interview	80% or higher class average			
Formative: Practice Exercises	Same benchmark			

Impact of Changes Implemented As a Result of Previous Assessment Cycle: N/A

**Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report**

Course Name: Field Placement 1 and 2: HUS 251 and HUS 255 Arts and Sciences Division

Faculty: Winfield Brown

Semester(s) Reported: Fall 2016

Course Category: Traditional Hybrid/Blended Online Web Facilitated Dual Enrollment DL

Program Student Learning Outcome: Demonstrate the ability to work with diverse populations.

Course Student Learning Outcome: The student will learn how each agency addresses diversity and how they can adapt their helping style to address diversity while serving various client populations.

Analysis of Results:

Students met benchmark.

Strength in student performances: The students were very open to learning about various populations.

Weaknesses in student performances: Learning how to adapt their interaction style to diverse populations in the agency.

Recommended Action(s):

Will discuss client diversity in class and address questions about interaction styles.

When Action will be implemented:

Spring 2017

Data Comparison:

	2016 Spring- Startup	20__	20__	20__
Measurement Instrument	Benchmark	Benchmark	Benchmark	Benchmark
Summative: Field Placement paper	70% will make 70 or better.			
	70% of students demonstrated			

Formative: Article reviews of diversity	understanding of articles			
**Note Benchmark based on National Pass rate of boards.				

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

N/A

DEPARTMENT/PROGRAM	Program Outcomes	Outcome Categories	Curriculum Mapping	How will SLO's be Measured?	When will SLO's be Measured?	Who will Measure SLO's	Reporting
Associate of Science in Human Services							
	➤ Demonstrate basic counseling skills	1	PSY 231	At least 80% of HUS students will be able to demonstrate proficiency in use of counseling microskills in a videotaped interview and will write a report about the interview.	Fall and Spring 2016-2017	Brantlee Haire	Brantlee Haire, Cheryl McGill
	➤ Discuss the theory of Human Services, current operation of the service system and major issues facing Human Services in the United States	2	HUS 101	An exam will be given that requires demonstration of knowledge in the history of Human Services. At least 80% of students will score 80% or higher.	Fall and Spring 2016-2017	Brantlee Haire	Brantlee Haire, Cheryl McGill
	➤ Demonstrate the ability to work with diverse populations.	3	HUS 251 and HUS 255	The field placement student will write an agency paper, a section of which addresses the diversity in their assigned agency and how the student has adapted their interaction style to accommodate this diversity. A rubric will be used to assess the paper, at least 70 % will score 70% or higher.	Fall and Spring 2016-2017	Winfield Brown	Winfield Brown, Cheryl McGill
	➤ Examine the principles and concepts of society's social problems and develop and analyze strategies for change.	4	SOC 205	Discussion Boards are assigned throughout the semester. These board propose a question regarding social problems and then ask the student how they would address the issue. The last board will show an increase of 90% in proficiency for 70% of the students.	Fall and Spring 2017-2018	Peggy Campbell	Peggy Campbell, Cheryl McGill
	➤ Demonstrate group processes and interpersonal relations as it applies in the work place and for clinical use in the field.	5	PSY 235 and PSY 105	Students will be given a group project that will require them to apply problem solving strategies they learn from class lecture. This will require a class demonstration and completed written assignment. At least 80% will score 80% or higher.	Fall and Spring 2017-2018	Cheryl McGill, Melissa Smith	Cheryl McGill, Melissa Smith
➤ Develop research and writing skills.	6	HUS 251 and HUS 255	The student will document in a daily journal their field placement experience according to defined HUS proctcols, demonstrating an accuracy rate no lower than 70%.	Fall and Spring 2017-2018	Winfield Brown	Winfield Brown, Cheryl McGill	

	<p>➤ Identify and discuss professional ethics as they relate to Human Services.</p>	7	Psy 237	<p>Student will evaluate three case scenarios regarding ethical issues in Human Services. At least 80% of the students will correctly identify and evaluate the issues in each case by completing a written evaluation of the cases.</p>	Fall and Spring 2018-2019	Cheryl McGill	Cheryl McGill
	<p>➤ Integrate classroom learning with field experience.</p>	8	HUS 251 and HUS 255	<p>The student's performance in their internship will be evaluated by their field placement supervisor using the FDTC Field Placement Student Evaluation. The student will be rated no lower than 80%.</p>	Fall and Spring 2018-2019	Winfield Brown	Cheryl McGill