University of Hawaii Maui College
HSER 294 – Work Practicum & Discussion in Community Service

1. **Course Alpha. Please click on the ? to the right for help.**

   HSER

2. **Course Number. Please click on the ? to the right for help.**

   294

3. **Course Title/Catalog Title. Please click on the ? to the right for help.**

   Work Practicum & Discussion in Community Service

4. **Number of Credits. Please click on the ? to the right for help.**

   3

5. **Contact Hours/Type. Please click on the ? to the right for help.**

   - Hour lecture (1)
   - Hour other; explain (15)

   3 credits requires 15 practicum placement hours per week (225 practicum placement hours for the semester). Practicum hours include preparation of resume, letter of introduction, researching agencies and interviewing for placement.

6. **Course Description. Please click on the ? to the right for help.**

   Provides advanced, individualized, in-service training in community-based human services agencies. Includes weekly seminar giving students the opportunity to discuss practicum experiences. Permission of instructor to enroll in class.

7. **Pre-Requisites. Please click on the ? to the right for help.**

   HSER 194 with grade C or better; and consent of instructor.

8. **Co-requisites.**

9. **Recommended Preparation.**

10. **Is this a cross-listed course? Please click on the ? to the right for help.**

    NO

11. **Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

    5 year review, course number change, update of effective date, course SLOs revised, PLOs revised, competencies, content timeline. (#2, 11, 12, 15, 16, 17).

12. **Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

    Fall 2013

13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.

- Standard (Letter,Cr/NCr,Audit) (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.

NO

15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.

Course SLO/Competency	Articulate and behaviorally internalize the mission, history, and services of the placement agency.	Demonstrate a working understanding of the Strengths-Based and Person-In-Environment perspectives in client interactions.	Demonstrate appropriate personal attitudes, values and beliefs concerning clients and co-workers.	Demonstrate ability to work effectively under supervision and collaborate with fellow staff members in carrying out agency services.	Demonstrate ability to relate effectively with clients from diverse backgrounds in the practicum setting.	Identify and write complex personal learning objectives in behavioral, measurable terms.	Analyze career interests through reading, discussion and hands-on exposure to a variety of different tasks and challenges in human services and complete a self-assessment of fit at the practicum agency specifically and human services in general.	Integrate course content and practicum work experience in multifaceted written and oral communication.
Recognize and demonstrate intermediate level of Strengths-Based, Person-In-Environment focused human service work in an ethical, culturally sensitive manner as part of career development.		☑	☑	☑	☑		☑	☑
Demonstrate professional, collaborative work relationships with agency administrators, supervisors, and colleagues in the practicum setting.	☑	☑	☑	☑	☑		☑	
Demonstrate intermediate level ability to work effectively with clients utilizing core attitudes, skills and knowledge of	☑	☑	☑	☑	☑	☑	☑	☑

human services.								
Create personal learning objectives in measurable terms appropriate to practicum setting.		☑	☑	☑		☑	☑	☑

Course SLO/PSLO	Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.	Demonstrate the attitudes, skills and knowledge of best practice strategies across a variety of populations in diverse human service settings.	Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.	Develop self-awareness of person values, interpersonal styles, strengths and challenges that influence the development of professionalism.
Recognize and demonstrate intermediate level of Strengths-Based, Person-In-Environment focused human service work in an ethical, culturally sensitive manner as part of career development.	☑	☑	☑	☑
Demonstrate professional, collaborative work relationships with agency administrators, supervisors, and colleagues in the practicum setting.	☑	☑		☑
Demonstrate intermediate level ability to work effectively with clients utilizing core attitudes, skills and knowledge of human services.	☑	☑	☑	☑
Create personal learning objectives in measurable terms appropriate to practicum setting.	☑	☑		☑

16. **Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

Competency
Articulate and behaviorally internalize the mission, history, and services of the placement agency.
Demonstrate a working understanding of the Strengths-Based and Person-In-Environment perspectives in client interactions.
Demonstrate appropriate personal attitudes, values and beliefs concerning clients and co-workers.
Demonstrate ability to work effectively under supervision and collaborate with fellow staff members in carrying out agency services.
Demonstrate ability to relate effectively with clients from diverse backgrounds in the practicum setting.
Identify and write complex personal learning objectives in behavioral, measurable terms.
Analyze career interests through reading, discussion and hands-on exposure to a variety of different tasks and challenges in human services and complete a self-assessment of fit at the practicum agency specifically and human services in general.
Integrate course content and practicum work experience in multifaceted written and oral communication.

17. **Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

1-3 weeks: Introduction, overview, orientation to site

2-4 weeks: Vulnerable and diverse populations

2-4 weeks: Micro, mezzo, and macro influences and effects

2-5 weeks: Best-practice intervention strategies

2-4 weeks: Self-awareness, "use of self"

1-2 weeks: Cultural/ethical perspectives

18. **Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

Program SLO
Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.
Demonstrate the attitudes, skills and knowledge of best practice strategies across a variety of populations in diverse human service settings.
Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.
Develop self-awareness of person values, interpersonal styles, strengths and challenges that influence the development of professionalism.

19. **College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.**

☑	**Creativity** - Able to express originality through a variety of forms. ☑ Preparatory Level
☑	**Critical Thinking** - Apply critical thinking skills to effectively address the challenges and solve problems. ☑ Preparatory Level
	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
☑	**Oral Communication** - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. ☑ Preparatory Level
	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.
☑	**Written Communication** - Write effectively to convey ideas that meet the needs of specific audiences and purposes. ☑ Preparatory Level

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. **Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**

   - Classroom/Lab (0)
   - HITS/Interactive TV (0)
   - Hybrid (0)

22. **Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

   Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Kiser, P.M., The Human Services Internship: Getting the Most From Your Experience. 3rd Ed. 2012. Brooks/Cole.

23. **Maximum enrollment. Please click on the ? to the right for help.**

   10- combined class with HSER 195v; Intensive seminar format with instructor visits to practicum sites that limits the number of students.

24. **Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

   YES

   Moveable chairs, computer, DVD, sound, projector.

25. **Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

   YES

   Late afternoon/evening class to accommodate practicum and work hours.

26. **Are special or additional resources needed for this course? Please click on the ? to the right for help.**

   None.

27. **Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

   NO

28. **Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

   No.

29. **Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.**

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective Other
AS:	Human Services - All	PR - Program Requirement
AAS:	ANY	Other
BAS:	ANY	Other
Developmental/ Remedial:		

30. Course designation(s) for other colleges in the UH system.

HSER 295 at Leeward CC.

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2012-2013; p. 52-53, 125

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Standard 1 - Written Communication **Write effectively to convey ideas that meet the needs of specific audiences and purposes.**		
Outcome 1.1 - Use writing to discover and articulate ideas.		3
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		3
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		3
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		2
Outcome 1.9 - Develop a personal voice in written communication.		3
Standard 2 - Quantitative Reasoning **Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.**		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		0
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using		0

technology when appropriate.		
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		0
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		0
Outcome 2.6 - Assess the validity of statistical conclusions.		0
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.		
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		2
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		1
Outcome 3.3 - Recognize, identify, and define an information need.		1
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		1
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		1
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		0
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.		
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.		3
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		2
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		3
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		3
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		2
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.		2
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.		
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.		2
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.		0
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		2
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		2
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		2

Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	1
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3
Standard 6 - Creativity **Able to express originality through a variety of forms.**	
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	3
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.	3
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.	3
Outcome 6.4: Apply creative principles to discover and express new ideas.	2
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction	3
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.	2

33. Additional Information