HSM350: Intervention Methods in Human Services

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

Course Description:
This course is an introduction to the theories, principles, and skills of the general helping process in human practice. Students learn how to engage a client as well as assessment, intervention, and follow-up as applied to individuals, groups, and families.

Course Overview:
This course is an introduction to the theories, principles, and skills of the general helping process in human practice. The course focuses on the application of interventions to meet the needs of specific populations and students will learn how to judge applicability of interventions from a variety of perspectives including ethics, cultural sensitivity, risk and prevention.

Students learn how to engage a client as well as how to assess and apply interventions to individuals, groups, and families relying on best practices and current research in the field. Developing cultural competence in order to work effectively and appropriately with diverse populations is a key component of the course.

Course Learning Outcomes:

1. Analyze evidence-based principles and practices in the field of human services.
2. Apply various evidence-based interventions within human services to unique professional settings and diverse populations.
3. Distinguish between, and analyze the roles of, prevention and treatment interventions in human services.
4. Distinguish the roles and responsibilities of individuals involved in the delivery of Evidenced-Based Practices (EBP).
5. Identify and apply ethical and legal guidelines and behavior in the health and human service industry.
6. Examine theoretical underpinnings of evidenced-based interventions with attention to methods of delivery and populations served.
Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1      | • Chapter 2 in *Turning Knowledge into Practice*  
• Mastery (10 points)  
• Critical Thinking (50 points) |
<table>
<thead>
<tr>
<th>Healthcare Research and Quality.</th>
</tr>
</thead>
</table>

- Mastery (10 points) |

| 8 | - Chapter 8 in *Turning Knowledge into Practice*  
- Mastery (20 points)  
- Portfolio (350 points) |

**Assignment Details**

This course includes the following assignments/projects:

**Module 1**

**Critical Thinking: Personal Beliefs and Biases Paper** (50 points)

Human Service interventions are delivered by one person (the human service worker) to others with the goal of improving quality of life, decreasing distress, and/or changing behavior. This human-to-human contact can impact the quality of the intervention, based on how willing the person delivering the intervention is to be self-aware.

**Directions:**

- Refer to the Tennille, Solomon, and Blank (2010) article assigned in this week’s readings.
- Write a 2- to 3-page paper acknowledging personal beliefs and biases that could impact your work as a human service professional, based on your personal experience in the field or on your studies of Human Services thus far.
- Identify the source of your beliefs and biases and discuss how they could negatively impact the work that you might do with service recipients.
- Identify a plan for how you would approach these challenges should they present themselves.

As is the case with all written assignments in this course, your paper must be written and formatted according to the CSU-Global Guide to Writing and APA Requirements.

**Module 2**
Critical Thinking: Evidence-Based Practice Search (100 points)

In a 2- to 3-page paper (not including reference page), please address the following:

1. Select a human service need that is of professional interest to you (homelessness, poverty, mental illness, or domestic violence, for example)—It may not be the same one that you use for your Portfolio deliverable this week.
2. Describe your topic and provide a brief summary about it and your interest in it.
3. Perform a search on one of the following website directories for evidence-based interventions to use for your topic:
   a) http://www.nrepp.samhsa.gov/
   b) www.guideline.gov
   c) http://www.socialworkpolicy.org/research/evidence-based-practice-2.html#EVP
4. Select one intervention related to your topic. Provide rationale for why you selected the intervention you did.
5. Reflect on your research process. Describe what you encountered in the search for an intervention to use in (3) above. What barriers did you encounter? What went well and what did not? What would you do differently?

Your paper must be formatted and cited according to the CSU-Global Guide to Writing and APA Requirements. You will also need to cite the directory (a-c, above) where you found your intervention—and this means you will also need a reference page. If you have questions about APA style or need help with writing mechanics, the CSU-Global Library has many resources for you!

Portfolio Project: Description of Population and Human Service Need (0 points)

This week, please select a population that you would be interested in working with in the Human Services field. (You may not use the same population/need that you select to work on for this week’s Critical Thinking Activity.) This will be the population that you study for your Portfolio Project (please see Assignments, Week 8, for a complete description of the Portfolio Project). This week, submit a brief description (1/2 to 1 page) of the population and general human-service need(s) of the population.

Though you will not receive points this week for this deliverable, it is a part of your final Portfolio Project requirements and 20 points will be deducted from your final project grade if the deliverable is not completed and submitted as assigned.

Review the guidelines for your Portfolio Project on the Week 8 Assignment page. Your project is due in Week 8. Also review the Portfolio Project grading rubric on the Course Information page for more details. Familiarize yourself now with the CSU-Global Guide to Writing and APA Requirements.

Module 3

Portfolio Project: Annotated Bibliography (0 points)

Review the entire Portfolio Project description on the Assignments page, Week 8.

Locate five peer-reviewed journal articles from the CSU-Global Library that pertain to the population and human service needs you will work on for your final Portfolio Project. Submit an annotated bibliography of the journal articles. For guidance on the format of an annotated bibliography visit https://owl.english.purdue.edu/owl/resource/614/01/.

Please be sure to follow the CSU-Global Guide to Writing and APA Requirements.

Module 4
Critical Thinking: Effectively Treating the LGBT Older Person (75 points)

For this assignment, you will need to review research on the LGBT older person on two websites: the National Resource Center on LGBT Aging and the International Gay & Lesbian Human Rights Commission.

Create an 8-10 slide presentation (excluding title slide and reference slide) that uses images and text to describe the unique needs of the aging lesbian, gay, bisexual, and transgender individual (you may focus on a country of your choice). You can use PowerPoint or web-based presentation tools such as Prezi.com or SlideRocket.com to create your presentation.

Please address the following in your presentation:

- Create a list of guidelines for human services professionals working with this unique population. Include a list of resources that human service professionals could use to educate themselves about the LGBT older person’s needs.
- Ensure that your slide presentation has appropriate and engaging images and text on each slide that provides key points of information.
- Include notes in the notes section to additionally support the information included on each slide. You might include, for example, statistics on some aspect of the population or additional information regarding current and best practices in the profession.
- In addition to the research you use from the two websites, above, cite and incorporate research from at least two additional credible sources—scholarly journals, government information, or professional association publications. The CSU-Global Library is a good place to find these resources. Use in-text citations and a reference section slide at the end of your presentation, following APA style. Remember to cite any research you use from the websites, above.
- Your entire presentation must follow the CSU-Global Guide to Writing and APA Requirements.


Module 5

Critical Thinking: Treating Substance Use Disorder through Strengths (75 points)

Drug abuse is becoming commonplace among youth worldwide. The implications of the misuse of alcohol and other substances include severe impairment to physiological, psychological, social, vocational, and spiritual lives, oftentimes leading to death. It is argued that the judgment center of the brain is not fully developed until adulthood, making it unrealistic to assume that young people can make the logical, rational decisions that adults make.

Directions:

In a three- or four-page paper (plus the title and reference pages), please include the following:

- In the first half of your paper, describe the reasons why young people are misusing substances, despite all of the prevention efforts that have been made over the last three decades.
- To support the assertions and claims you make in your paper, you must include at least two scholarly journal articles and either one credible resource produced by a human services association or a government. (You may not use the assigned readings.) Cite your sources using in-text citation and a reference page, according to APA style (see below). The CSU-Global Library is a good place to find your sources.
- In the second half of the paper, describe a possible scenario of youth(s) involved in substance misuse and subsequent treatment in a human services setting. Apply the strength-based approach to explain how to treat the misuse and prevent further risk of misuse.
- Your paper must follow the CSU-Global Guide to Writing and APA Requirements.
Module 6

Critical Thinking: Prevention Article Review (50 points)

Select one of the three following articles to read (find these in the CSU-Global Library) and on which you will write a one- or two-page article review.


Directions:

1. Start the paper by naming:
   - The title of the study
   - The author(s) of the study
   - The source of the study
   - The date of publication

2. In paragraph 1, introduce the topic of the article by summarizing the issue or problem discussed in the article.

3. In paragraphs 2-4, summarize the main research presented in the article, including:
   - The proposal or key question
   - Data or results
   - Conclusions or applications

4. In the final paragraph, provide your personal response to the article, and include:
   - How it applies to human service intervention
   - Why you chose it
   - How you intend to use the information
   - Criticisms or questions you have

5. Your paper must follow the CSU-Global Guide to Writing and APA Requirements

Module 8

Portfolio Project: Intervention Methods in Human Services (350 Points)

Overview:

The Final Portfolio Project should demonstrate your knowledge of Human Service interventions by synthesizing the information from the readings, class work, and any work and life experiences you might have in this area. The purpose of this project is to integrate human service needs with evidence-based interventions and apply it to a fictitious human service setting and population.
In this assignment, you are asked to discuss cultural competency in Human Services work and how it can be achieved in the treatment of a specific population. You will select a population and then create a fictitious human service setting scenario in which you will describe the implementation of two interventions for that population.

Directions:
1. In Week 2, for your Portfolio, you selected a population in need (mentally ill, homeless, substance abuse, single parent, victim of domestic violence, victim of other trauma, person living with HIV/AIDS, terminally ill, person living in poverty, or other of your choice).
2. Thoroughly identify the human service needs of the population you have selected.
3. Research the evidenced-based databases, below, in order to find at least two interventions targeting the population or need you have chosen.
   - http://www.nrepp.samhsa.gov/
   - www.guideline.gov
4. Provide a description of each of the two interventions, and include the theoretical underpinnings of each intervention. Search the CSU-Global Library for at least five peer-reviewed articles that provide support for the interventions selected (These can be the same articles you worked on in Week 3, for the Annotated Bibliography Portfolio Deliverable).
5. Perform an Article Review for each of the articles (in the same way as you did for the Week 6 Critical Thinking Activity. Use the guidelines supplied there). Make sure that you discuss the evidence that indicates that the selected intervention is effective.
6. Create a fictitious human service scenario where you will be implementing these interventions with the human service population in need. Address the following bulleted items in your implementation. Support your implementation plan with sources. These sources can be the peer-reviewed journal articles you used above, additional scholarly journal articles, or materials produced by a human services association or a government agency.
   - What staff will be needed? Describe their specific roles in implementing the interventions.
   - Describe setting/environment requirements.
   - Decide the cost of implementation.
   - Name the frequency of interventions.
   - Describe the recruitment of service recipients and retention of service recipients.
   - Describe how the intervention will be evaluated.

The Final Paper
1. Your paper must be 8 - 10 double-spaced pages in length not including the title page and reference page.
   - Format your paper according to the CSU-Global Guide to Writing and APA Requirements. Be sure your title and reference pages are also formatted accordingly.
2. Your title page should include the following:
   - Title of paper
   - Your name
   - Course name and number
   - Instructor’s name
   - Date submitted
3. Begin the paper with an introductory paragraph that has a succinct thesis statement. Address the topic of the paper with critical thought, and end with a conclusion that reaffirms your thesis.
Course Grading

Grading Scale and Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.0 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>86.7 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.3 – 86.6</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 83.2</td>
</tr>
<tr>
<td>C+</td>
<td>75.0 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>70.0 – 74.9</td>
</tr>
<tr>
<td>D</td>
<td>60.0 – 69.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9 or below</td>
</tr>
</tbody>
</table>

20% Discussion Participation
10% Mastery Exercises
35% Critical Thinking Activities
35% Final Portfolio Paper

In-Classroom Policies
For information on late work and incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.