

# HUMAN SERVICES (BS)

Director: Robert Nida, PhD

## Introduction

The field of human services is an applied academic discipline that involves the study of social systems with the goal of finding solutions to prevent and remediate human problems. The discipline seeks to meet basic human needs and advocate for change in societal systems that affect the lives of individuals. In accordance with these goals, the Human Services program is designed to prepare students for professional work in the public, private, non-profit, and for-profit sectors. A degree in Human Services also enables students to pursue graduate studies in social work, counseling, public policy, public administration, and other social sciences programs.

The course work in the major is based on sound theory and research and offers a broad and coherent foundation of knowledge in the discipline. Students have the opportunity to take field-based coursework through practica and supervised internships within human service agencies. The program also offers flexibility, in that students are permitted to choose from one of two tracks:

- Schools and Community
- Child, Youth and Family Development

Please see the department's website (<https://www.canisius.edu/academics/programs/human-services>) for a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities.

## Qualifications

Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in human services. All students must complete a minimum of 120 credit hours to graduate.

## Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

## Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. The decision may be based on career goals or planned graduate studies. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in some cases additional course work may be required. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean. Please note that students will receive only one degree, regardless of the number of majors they complete.

## Dual Degree Program

Students in the Human Services program can pursue a 4+1 program that leads to both the BS in Human Services and an MS in Communication

and Leadership after 5 years of study. The dual degree program (<http://catalog.canisius.edu/undergraduate/school-education-human-services/human-services/dual-degree-human-services-communication-and-leadership/#curriculumtext>) involves taking graduate courses in the student's senior year to begin the master's program before completing the undergraduate degree. Students should work with advisors in both Human Services and Communication and Leadership to plan their courses of studies.

## Minors in other DISCIPLINES

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (<http://catalog.canisius.edu/undergraduate/minors>) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

## Curriculum

### An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (<http://catalog.canisius.edu/undergraduate/academics/curricular-information/core-curriculum>) or the All-College Honors Curriculum (<http://catalog.canisius.edu/undergraduate/academics/curricular-information/all-college-honors-program>). Many schools refer to their college-wide undergraduate requirements as "general education" requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes, they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

### Free Electives

Students may graduate with more but not less than 120 credit hours. Free electives are courses in addition to the Core Curriculum or Honors Curriculum and major requirements sufficient to reach the minimum of 120 credit hours required for graduation.

## Major Requirements

### All Human Services Majors

Code	Title	Credits
HSV 200	Introduction to Human Services	3
HSV 201	Introduction to Family Dynamics	3
COM 204	Interpersonal Communication	3
EDE 100 or EDS 101	Human Growth and Development - Birth through Childhood Human Growth and Social Development: Adolescence	3
HSV 300	Social and Cultural Diversity	3
HSV 301	Social Policies	3
HSV 302	Children, Schools, and the Community	3
HSV 360	People Helping Skills	3
HSV 400	Management of Human Service Agencies	3
HSV 450	Research in Human Services	3
HSV 498	Practicum in Human Services	3
HSV 495	Field Internship	6
HSV 480	Wellness - Be All That You Can Be	3

Electives: Choose 3 electives from one of the two concentrations listed below	9
Total Credits	51

## Major Electives

In addition to the required courses, you need to choose one of two concentrations: schools and community, or child, youth and family development. Each concentration requires the completion of 3 electives in that specific area. Exceptions can be made in consultation with the program director.

Code	Title	Credits
<b>Schools and Community</b>		
EDU 122	Technology in Education	3
ECCH 221	Emergent Literacy	3
ECCH 222	Literacy and the Arts in the Elementary Classroom	3
EMC 352	Human Growth and Social Development: Middle Childhood	3
EDE 311	Teaching Science in Elementary Schools	3
EDE 317	Teaching Math in Elementary Schools	3
SPE 341	Inclusive Strategies	3
ECCH 412	Managing the Early Childhood and Elementary Classroom	3
EDS 360	Evaluation and Teaching Strategies	3
EDS 402	Methods of Teaching English: Adolescence	3
EDS 403	Methods of Teaching Mathematics: Adolescence	3
EDS 404	Methods of Teaching Modern Languages: Adolescence	3
EDS 405	Methods of Teaching Science: Adolescence	3
EDS 406	Methods of Teaching Social Studies: Adolescence	3
PSY 334	Child, Family and Community Psychology	3
<b>Child, Youth, and Family Development</b>		
EMC 352	Human Growth and Social Development: Middle Childhood	3
PSY 384	Child & Adolescent Psychopathology	3
PSY 307	Adolescent Psychology	3
CRJ 337	Violence and the Family	3
CRJ 354	Juvenile Delinquency	3
COM 205	Mass Communication and Society	3
COM 304	Family Communication	3

## Major Experiences

Example: Human Services majors are encouraged to become active members in the service opportunities provided on campus. Service opportunities include joining the Griffins Giving Back club and attending service trips both domestically and internationally through our Campus Ministry office. Getting involved with organizations such as these can increase one's awareness of the social problems impacting our society and obtain first-hand experience with the fields they may choose to enter.

## Roadmap

### Recommended Semester Schedule for Major Course Requirements

#### Freshman

Fall	Spring
HSV 200	HSV 201

#### Sophomore

Fall	Spring
EDE 100	HSV 300

EDU 250

COM 204

#### Junior

Fall	Spring
HSV 301	HSV 302

HSV 450 HSV 498

Major Elective

Major Elective

Major Elective

#### Senior

Fall	Spring
HSV 480 (Capstone)	HSV 495

HSV 400

Major Elective

## Learning Goals & Objectives

**Learning Goal 1: Candidates in the Human Services Program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.**

#### Students will:

- Demonstrate knowledge of the basic concepts and theories of the field of human services
- Demonstrate knowledge of research methodologies used in the field of human services
- Demonstrate and understanding of how individuals, families, and cultures function in society and the relationships among societal structures.

**Learning Goal 2: Candidates in SEHS programs will demonstrate professional skills and dispositions necessary for successful performance in their field.**

#### Students will:

- Apply human services concepts and theories to specific problems of human society
- Apply quantitative and qualitative research methodologies to solve problems in society
- Demonstrate good people helping and communication skills
- Demonstrate effective leadership skills

**Learning Goal 3: Candidates in SEHS programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.**

Students will:

- Actualize the Canisius College Jesuit mission by providing “cura personalis” to clients of human service agencies
- Understand how personal and societal change takes place and how to facilitate change in a constructive way
- Acquire and apply ethical and moral decision making practices in the field of human services.
- Demonstrate best practices in the field of human services

**Learning Goal 4: Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.**

Students will:

- Learn evidence-based intervention strategies in the field of human services
- Learn evidence-based assessment instruments to measure program quality and to use the evidence to make effective changes in professional practice
- Learn fundamentals of designing and managing professional agencies and how to adapt in response to individual, familial, and societal demands.

**Learning Goal 5: Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community**

Students will:

- Demonstrate the ability to reflectively connect their efforts to the success and well-being of those that they serve.

## Courses

**HSV 200 Introduction to Human Services 3 Credits**

This course explores the historical context and the current structure and function of the field of human services. The student will become knowledgeable about the many roles and functions of human service professionals and the primary intervention strategies utilized in the field. The special populations served in the human services profession will be examined. Various topics include the bio-ecological systems theory, values and ethical dilemmas, the social welfare system, human diversity, legal issues, program planning and organization, agency administration, and people helping skills.

**HSV 201 Introduction to Family Dynamics 3 Credits**

This course consists of an overview of the dynamics of family relationships and issues related to families and relationships. The purpose of this course is to provide students with a basic understanding of family theory and an introduction to systematic approaches and techniques when working with couples and families. This didactic class includes lecture and PowerPoint presentations, videos and demonstrations, small group discussions, whole class discussions, and written assignments.

**HSV 300 Social and Cultural Diversity 3 Credits**

This course is designed to address contemporary issues of cultural and social diversity in the United States. Its main goal is to help students develop through understanding of how social and cultural diversity impacts one's life. It also emphasizes the importance of becoming a culturally and socially competent person to better serve the needs of an increasingly globalized society.

**HSV 301 Social Policies 3 Credits**

This course examines the characteristics of social policy in general and in education in particular. Special attention is given to policy development and implementation in relation to its effects on underprivileged populations in U.S. society. Within a historical and political context, current social policies are examined in terms of their underlying assumptions and values as well as their ethical implications. Strengths and weaknesses of current policies are also analyzed. Policies under consideration include agency policies, local ordinances, state and federal legislation, and global trends.  
**Fulfills College Core: Ethics, Field 5 (Social Sciences)**

**HSV 302 Children, Schools, and the Community 3 Credits**

This course is designed to examine the contexts in which a child develops, the relationships of the people in them, and the interactions that take place within and between contexts. There is growing consensus that the needs of children and families must be understood from an integrated systems perspective (i.e., ecological systems theory). The welfare of children is highly interrelated to their families' well-being. Families, irrespective of culture or social class, cannot be separated from the broader social systems within which they are embedded. These major systems include informal support systems (e.g. friends, neighbors, and relatives) in addition to formal support systems, such as those relating to health, education, employment, religion, recreation, housing, and social welfare.

**HSV 360 People Helping Skills 3 Credits**

This course will focus on essential and successful professional people-helping skills in the field of Human Services. Basic skills such as attending, listening, empathic responding, reflecting, appropriate questioning, treatment plans, and problem management will be identified. The course is designed to be highly interactive, and students will have the opportunity to participate in discussions and practice a variety of skills.

**Offered: Fall**

**HSV 400 Management of Human Service Agencies 3 Credits**

This course examines the fundamentals of program development and administration of human services organizations. Emphasis will be placed on program structure, planning, strategies, and evaluation. There is a growing need for human services students to be exposed to managerial and supervisory issues relative to the operation of community agencies. This course will provide students with classroom instruction and practicum experience in a community agency.

**HSV 450 Research in Human Services 3 Credits**

Students will develop an understanding of the research process by learning how to formulate a research problem, design a study, use appropriate methods of data analysis, and interpret research findings. Students will learn how to critically analyze research studies, discuss ethical considerations in conducting research, and discuss the importance of scientific research for educational policy and practice. Each student will conduct an original research study and present their findings to demonstrate understanding of the research process.

**HSV 480 Wellness - Be All That You Can Be 3 Credits**

This course explores the many issues related to personal well-being. Wellness is regarded as a healthy balance between mind, body, and spirit. According to the National Wellness Institute, wellness is a process by which we actively seek to optimize ourselves occupationally, physically, socially, intellectually, spiritually, and emotionally. Approaches to wellness exist in most fields involving human services such as counseling, medicine, education, and management. Components of wellness include healthy food, clean environments, regular exercise, adequate rest, safe living conditions, productive work, balancing work and family, and spiritual awareness. What does it take to reach our potential? What are obstacles to wellness? How can wellness exist in nations that have few opportunities for healthy eating, productive work, or sanitary living conditions?.

**Fulfills College Core:** Core Capstone

**HSV 495 Field Internship 6 Credits**

The required six-credit internship provides students with a professionally supervised field experience in a human service agency. During the internship experience, students will have the opportunity to apply theory and knowledge of the work environment and to expand their professional practice skills. Students will have the opportunity to develop client communication skills, cultural competence and will learn to infuse their practice with ethics and professionalism.

**HSV 498 Practicum in Human Services 3 Credits**

Student experientially learns human service functions in compatibly matched professional setting. Faculty and on-site supervision. Pass/fail. Applications on Department website.

**Prerequisite:** junior or senior standing, minimum overall GPA of 2.50, minimum human services average of 2.70, & approval by department faculty.

**Restriction:** must be human services (HSV) major.