New Mexico Common Human Services and Social Work Courses
August 2017

New Mexico Higher Education Department
New Mexico Common Human Services Courses

The following courses were determined to be equivalent courses based on a review of course description and student learning outcomes in the course syllabus. This review was completed by a faculty committee.

Members of the Human Services Common Course Numbering Subcommittee
Theresa Jeffries       CNM
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Case Management - 200 level

Included Courses:
NMSU 253  NMSUG 253  WNMU HMSV 225
NMSUC 253  SFCC HUSV 270

Course description:
This course introduces students to the concept of case management, how it is used in human services, and skills necessary to function effectively as case managers. The emphasis is on the client assessment process, service planning and delivery, and client advocacy. Topics introduced include observation, data collection, documentation, and reporting of client behaviors, identification and referral to appropriate services, monitoring, planning, and evaluation. This course provides student with basic knowledge and beginning case management skills.

Student Learning Outcomes:
1. Define the purpose of case management and explain the role of the case manager
2. Explain the process of case management and what it entails
3. Explain the ethical, professional and legal responsibilities of case managers
4. Describe several settings within which case management takes place
5. Apply principles of client record management, and protect client rights to privacy and confidentiality
6. Use data to determine the appropriate referral service to professional, agencies, community programs or other resource, and clearly and specifically explain the referral service’s role in treatment and contact information
7. Apply standards of clinical evaluation, including establishing rapport, data gathering and screening, analysis of substance abuse implications, treatment possibilities, initial actions, and documentation of findings and treatment recommendations
8. Incorporate individual and cultural relevance in concert with established situation-specific policies and procedures for crisis management
Group Dynamics - 100 level

Included Courses:
SFCC HUSV 130   UNMG HS 105
SJC HMSV 115   WNMU HMSV 211

Course description:
This course is an introduction to group process and counseling. The emphasis is on understanding group dynamics and group leadership pertaining to each stage of group development. Drawing on both theoretical and observer-participant models, the student will explore various relationships as they develop in one-on-one, small group, and larger group settings. Emphasis is on the group process in human service settings.

Student Learning Outcomes:
1. Recognize, discuss, and comprehend the basic theories of group counseling
2. Discuss ethical issues specific to group work
3. Identify stages of group development and issues pertaining to them
4. Assess special needs of children, adolescent, adult, and culturally diverse groups
5. Define and give examples of observational measures of group dynamics
6. Demonstrate a beginning level of skill in facilitating a variety of groups
7. Demonstrate knowledge and skills as well as professional behaviors necessary to successfully facilitate the group process
8. Demonstrate evidence of basic skills required for planning and evaluation of groups
9. Define and describe group process concepts, common group practices, and communication in groups
Interviewing Techniques - 100 level

Included Courses:
UNMG HS 120  
SJC HMSV 112  
WNMU HMSV 221

Course description:
This course is designed to teach basic interviewing techniques used in a variety of settings. Theoretical foundations of various interviewing styles and techniques will be examined. The student will develop an awareness of ways in which the interviewer’s background, attitudes, and behaviors influence the interview.

Student Learning Outcomes:
1. Identify, describe, and assess the standards of confidentiality and ethical practice for interviewing
2. Identify the stages of an interview and appropriate communication skills associated with each stage
3. Demonstrate interpersonal skills of establishing rapport, clarifying expectations, and dealing with conflict
4. Identify, discuss, and understand proven methods and techniques used to conduct effective clinical interviews
5. Survey various theoretical orientations currently in use and provide an overview of how they impact the clinical interview process
6. Apply core interviewing skills for engaging clients
7. Describe the major theories of crisis intervention and crisis intervention models
8. Be able to identify and use various methodologies to perform an effective interview
Clinical Evaluation of Substance Abuse and Treatment - 200 level

Included Courses:
CNM HSV 2110  SFCC HUSV 210  SJC HMSV 226

Course description:
This course examines the principles and practice of clinical evaluation in substance abuse treatment and counseling, and presents a study of symptoms and manifestations of substance abuse as they relate to client evaluation, assessment, treatment, and referral. Students will gain an understanding of comprehensive assessment strategies, assessment in relation to diagnosis, the diagnostic classification system, and develop skills for using valid screening and diagnostic instruments.

Student Learning Outcomes:
1. Identify appropriate evaluation instruments and procedures to develop a comprehensive assessment process and systematic data collection that provides assessment information from client and other sources, for determining an initial action plan responsive to individualized client needs, characteristics, and resources.

2. Apply accepted diagnostic criteria to assess client’s substance abuse and/or mental health treatment and referral needs with consideration of factors such as client’s preferences and readiness for treatment, severity of health needs, substance use, and crisis concerns.

3. Apply ethical and behavioral standards throughout the clinical evaluation process when working with clients and other providers to ensure client rights are upheld and agency and government regulatory standards are maintained.

4. Explain the purpose, application and limitations of validated clinical screening and assessment instruments commonly used in the field and describe how they are administered and scored.

5. Exhibit rapport building strategies to support educating clients and significant others about the assessment process, diagnostic findings and concerns, treatment options, action plan development and treatment goals, as well as encourage open dialog about effects of substance use and change/recovery options.

6. Use data to determine appropriate referrals to other service providers, and to assess the client’s ability to understand referral options, service providers’ roles and treatment protocols, and client’s capacity to follow through on connecting to services.
Unique Human Services Courses

The following courses are offered at a single institution or system. The course description and student learning outcomes from that institution or system were adopted as those for the common course numbering system.
Professional Skills in Human Services I – 100 level

Included Course:
CNM HSV 1010

Course Description:

Student Learning Outcomes:
Foundations in Substance Abuse Services – 100 level

Included Course:
CNM HSV 1101

Course Description:

Student Learning Outcomes:
Case Management and Community Resources for Substance Abuse Counseling – 100 level

Included Course:
CNM HSV 1102

Course Description:

Student Learning Outcomes:
Motivational Interviewing – 100 level

Included Course:
CNM HSV 1103

Course Description:
Explores the techniques in motivational interviewing counseling skills applied to the area of substance abuse counseling. Motivational interviewing is an evidence-based treatment that addresses ambivalence to change through a person-focused approach.

Student Learning Outcomes:
Included Course:
CNM HSV 1150

Course Description:

Student Learning Outcomes
Included Course:
CNM HSV 2110

Course Description:

Student Learning Outcomes:
Evidence-based Treatment and Skills for Substance Abuse Counseling – 200 level

Included Course:
CNM HSV 2201

Course Description:
This course reviews the principles and practice of evidence-based treatment in addiction treatment including the processes of using assessment information to guide treatment planning; examining treatment options across the continuum of care; and formulating and monitoring culturally relevant treatment goals.

Student Learning Outcomes:
1. Incorporate individual and cultural relevance in concert with established situation-specific policies and procedures for crisis management, and subscribe to constant professional development. Addiction Counseling Competencies, TAP 21 C.18, C.20-C.23.
2. Apply standards of clinical evaluation, including establishing rapport, data gathering and screening, analysis of substance abuse implications, treatment possibilities, initial actions, and documentation of findings and treatment recommendations. Addiction Counseling Competencies, TAP 21 C.24-C.36.
3. Use data to determine the appropriate referral service to professional, agencies, community programs or other resource, and clearly and specifically explain the referral service’s role in treatment and contact information. Addiction Counseling Competencies, TAP 21 C.49, C.51-C.54.
4. Apply situation-specific service coordination, including relevant intake information, treatment options and insurance coverage, ongoing treatment and recovery options, ongoing communication with outsiders resources, and documentation of all processes. Addiction Counseling Competencies, TAP 21 C.57-C.60, C.62-C.74.
6. Apply principles of substance abuse disorders to individuals and groups to analyze the warning signs, symptoms and implications of the risk for, or resilience to, psychoactive use disorders, and the potential for prevention, treatment and recovery. Addiction Counseling Competencies, TAP 21 C.108-C.114.
Professional Issues and Skills in Substance Abuse Treatment – 200 level

Included Course:
CNM HSV 2204

Course Description:

Student Learning Outcomes:
Adolescent Substance Abuse: Prevention and Treatment – 200 level

Included Course:
CNM HSV 2205

Course Description:

Student Learning Outcomes:
Counseling in the Substance Abuse Field – 200 level

Included Course:
CNM HSV 2250

Course Description:

Student Learning Outcomes:
Included Course:
CNM HSV 2590

Course Description:

Student Learning Outcomes:
Social Work Practicum – 200 level

Included Course:
CNM HSV 2890

Course Description:

Student Learning Outcomes:
Introduction to Alcohol and Drug Abuse

Included Course
ENMURu 202

Course Description
This course provides a broad overview of the field, including issues of alcohol and other drugs in history and society; definitions and prevalence of alcohol and drugs use misuse and addiction; major theoretical perspectives on the causes and remedies of substance abuse; major landmarks in alcohol and drug social policy; and the development and evolution of the alcohol and drug abuse counseling field.

Student Learning Outcomes
Upon completion of this course the student should be able to:

1. The student will be able to explain public policy and its effect on drug use.
2. The student will be able to describe ways drugs negatively affect the body and brain.
3. The student will be able to describe patterns of both alcohol consumption and family dynamics in alcoholism.
4. The student will be able to describe aspects (including forms of administration, acute/chronic effects, patterns of abuse) of the following; major stimulants, narcotics, hallucinogens, marijuana, inhalants and depressants.
5. The student will be able to describe effective components of prevention programs.
Biopsychosocial Foundation of Alcohol and Drug Abuse

Included Course
ENMURu 203

Course Description
A comprehensive survey of the contributions of biology, medicine, psychology, sociology, anthropology and other disciplines to the understanding of substance use disorders and addictive disease. Research is presented from genetics, neurochemistry, learning theory, socialization and cultural views of addiction and recovery.

Student Learning Outcomes
Upon completion of this course the student should be able to:

1. The student will be able to identify and describe a minimum of five (5) variables that influence substance use, abuse, and dependence.
2. The student will be able to compare and contrast a minimum of three (3) models and/or theories of drug dependence and addiction.
3. The student will be able to describe in detail a minimum of five (5) drugs including their different classifications, their height of dependence and addiction and how it affects the nervous system.
4. The student will describe in detail a minimum of three (3) different early prevention approaches and describe how to do motivational interviewing.
5. The student will be able to define co-occurring disorders and select a minimum of three (3) specific co-occurring disorders and describe how treatment is used with individuals of the selected disorders co-occurring with substance abuse.
Principles of Prevention & Research in Alcohol & Drug Abuse

Included Course
ENMURu 204

Course Description
This course provides a broad overview of the methods and effectiveness of primary, secondary, and tertiary prevention efforts. Emphasis is given to research supported strategies directed to individuals, communities and special populations. Prevention is examined from both risk factor and protective factor perspectives.

Student Learning Outcomes
Upon completion of this course the student should be able to:

1. The student will be able to describe alcoholism research and prevention that is progressive to the understanding and treatment of alcohol disorders.
2. The student will be able to describe the relationship between the successful development of research and prevention and be able to implement a cognitive behavioral approach to alcoholism.
3. The student will compare and contrast research on genetics and environmental factors of alcohol abuse.
4. The student will be able to describe recent and current research trends in alcohol use in the U.S.
5. The student will be able to describe the relationship between alcohol and the following: violent crimes, aggression, sex and emotions.
Principles of Treatment & Recovery in Alcohol and Drug Abuse

Included Course
ENMURu 205

Course Description
This course defines the legal and ethical scope of practice for alcohol and drug counselors; surveys the research support for the effectiveness of alcohol and drug abuse treatments; provides an understanding of the processes of change, relapse, and recovery; and imparts skills in self-help facilitation, cognitive-behavioral techniques, and motivational interviewing approaches in individual counseling.

Student Learning Outcomes
Upon completion of this course the student should be able to:
1. The student will be able to demonstrate the ability to conduct and document a biopsychosocial interview, identify target behaviors & behavioral patterns, develop an appropriate treatment plan and compose a discharge plan.
2. The student will be able to demonstrate the ability to administer various assessments related to substance abuse.
3. The student will be able to compare and contrast aspects of individual treatment, group therapy, adolescent treatment and the family program.
Alcohol & Drug Abuse Counseling Families & Groups

Included Course
ENMURu 206

Course Description
This course emphasizes the techniques and skills required for counseling families and groups including systems theory, family intervention, employee assistance practice and group processes.

Student Learning Outcomes
1. The student will be able to describe alcoholism as a disease that is often progressive and fatal, and that has genetic, environmental, and psychosocial causes.
2. The student will be able to compare and contrast various aspects of individual, family and group counseling.
3. The student will be able to describe the relationship between the successful development of interpersonal skills and one’s risk for drug abuse and between the mastery of developmental tasks and the risk for drug abuse.
4. The student will be able to describe prevention/intervention and risk factors for special populations and diverse cultures.
Alcohol & Drug Abuse Counseling: Special Populations

Included Course
ENMURu 207

Course Description
This course emphasizes the techniques and skills required for counseling with special populations including women, minorities, youth and persons with co-occurring physical and mental disabilities and disorders.

Student Learning Outcomes
Upon completion of this course, students will be able to:

1. Describe different theories, models and definitions related to substance abuse.
2. Compare and contrast various aspects of intervention, prevention and public policy relating to substance abuse.
3. Describe skills and techniques required for counseling special populations.
Workshop in Human Services

Included Course
ENMURu 268

Course Description
As announced

Student Learning Outcomes
Internship

Included Course
ENMURu 289

Course Description
Students working in a related field may receive one credit per 60 hours or approved job experience. Job approval is determined by instructor/departmental review and course credit may require additional projects or assignments.

Student Learning Outcomes
Included Course
ENMURu 293

Course Description
As Announced

Student Learning Outcomes
Practicum

Included Course
ENMURu 294

Course Description
Supervised experience in Human Services Agency. A minimum of six hours per week will be in direct service or contact. One hour per week supervision and critique of activities.

Student Learning Outcomes
Counseling Ethics – 100 level

Included Course
SFCC_HUSV_150

Course Description:
This course studies ethical theory as applied to counseling situations in our complex and litigious society. Ethical dilemmas such as dual relationships, boundaries, limits of confidentiality, progress notes and agency staffing are presented. Practical applications of professional ethics are discussed and analyzed.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify major areas of ethical concern.
2. Demonstrate knowledge of professional codes of ethics.
3. Identify when it is essential to consult supervisors and peers.
4. Apply knowledge of ethics to case study analyses.
Prevention Ethics – 100 level

Included Course:
SFCC HUSV 151

Course Description:
Prevention Ethics will fulfill the ethics requirement for Prevention Specialists. This course will cover the main topics in the Prevention Ethics code by the New Mexico Credentialing Board for Professional Behavioral Health. Topics will include competency, integrity and confidentiality.

Student Learning Outcomes:
1. Understand the need for professional codes of ethics in a community prevention setting.
2. Apply the ethical code in a professional setting.
3. Define competency, integrity and confidentiality as it relates to prevention ethics.
4. Identify possible ethical conflicts for the prevention specialist.
5. Understand and accept cultural and individual differences.
Included Course:
SFCC HUSV 153

Course Description:
An introduction to the fundamentals and life skills of conflict management through positive and productive communication, self-evaluation, and appropriate resolution strategies. It examines personal values, cultural influences, communication style, and conflict management style with an emphasis on gaining an understanding of the causes of conflict and resources for resolving conflict. This course is recognized by the State Office of Alternative Dispute Prevention and Resolution as required training for all volunteer mediators.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify one's own values and conflict management style to frame conflict for resolution.
2. Explore multiple perspectives of values and conflict management styles to frame conflict for resolution.
3. Understand the foundations of positive and constructive communication.
4. Recognize stages of conflict and to manage the stages productively.
5. Demonstrate an understanding of the dynamic of power and its influence, and how to create equity.
6. Identify the factors and causes of conflict to develop appropriate resolution strategies.
7. Apply the basic and intermediate steps of the mediation process.
8. Create lasting agreements based on the interests and needs of the disputing parties.
Loss, Bereavement, and the Family – 100 level

Included Course:
SFCC HUSV 170

Course Description:
This course will explore loss, bereavement and recovery in the context of the family. It will include identifying the stages of grief; normal losses in the life cycle; complicated bereavement; differences in child and adult bereavement; effective measures to help bereaved families; and cultural differences in bereavement.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Define the stages of grief.
2. Identify normal losses in the life cycle.
3. Assess complicated bereavement.
4. Describe ethical issues that may emerge in helping the bereaved.
5. Explain effective coping strategies for dealing with bereavement.
6. Contrast cultural differences in the bereavement process.
7. Illustrate effective techniques for family adaptation to loss.
Psychology of Addictive Behavior – 200 level

Included Course:
SFCC HUSV 200

Course Description:
An exploration of research and theories related to the psychological, behavioral and psychological bases of addiction and recovery. A variety of common addictive disorders are examined, including addiction to alcohol, eating, smoking, gambling, work, sex and drugs. Students examine the impact of addictions on families, the workplace and society as well as on the individual.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Recognize where dependency comes from, how it develops and how dependency is passed on to children.
2. Identify defense mechanism against recognizing addictive behaviors.
3. Roles and relationships.
Effects of Drug Abuse – 200 level

Included Course:
SFCC HUSV 205

Course Description:
This course acquaints students with psychoactive drug classification and with the physiological, biochemical and psychological effects of mind-altering drugs. The course also describes the characteristics of several types of mental illness, how they are impacted by chemical dependency, and how a psycho-educational approach may be used in treatment.

Student Learning Outcomes:
Substance Abuse in Families – 200 level

Included Course:
SFCC HUSV 215

Course Description:
This course examines substance abuse within the context of a family system. It includes aspects such as developing a substance abuse family identity, typical problem-solving behaviors in substance-abuse families, daily routine regulators of home life, family ritual disruptions and intergenerational transmission of substance-abuse patterns.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:

1. Demonstrate an understanding of how families develop a substance abuse family identity.
2. Distinguish key themes pertaining to each developmental phase of substance abuse families' life history.
3. Identify rules, roles, rituals and routines among substance abuse families.
4. Examine the intergenerational transmission of families' substance abuse patterns.
5. Indicate effective interventions with substance abuse families.
Substance Abuse Prevention – 200 level

Included Course:
SFCC HUSV 220

Course Description:
This course presents an overview of the history, principles, and approaches to the field of substance prevention. Topics include promotion of healthy lifestyle choice, community collaboration, public policy, and effective prevention planning. This course meets the State of New Mexico Alcohol, Tobacco, and Other Drugs (ATODA) requirements and prepares students to become candidates for certification as prevention interns.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Describe how substance abuse prevention is an evolving discipline.
2. Understand and apply the risk and protective factor.
3. Identify stages of community readiness and corresponding to enhance readiness.
4. Outline a strategy for becoming more culturally competent.
5. Apply concepts from Erikson’s theory to prevention.
6. Demonstrate three ways to make prevention programs more developmentally appropriate.
Counseling Skills for Addiction Professionals – 200 level

Included Course:
SFCC HUSV 225

Course Description:
Focused study of the applied skills, techniques, and varied approaches to the addiction treatment continuum of care. The emphasis is on understanding individual, group, and family dynamics, gaining effective helping strategies and interpersonal skills. Students also become familiar with counseling approaches that meet the current standard of care in a range of treatment settings.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify how addiction affects psychological, physical, social and vocational functioning.
2. Demonstrate knowledge of counseling approaches, philosophies, methods and objectives utilized in treating addictive disorders.
3. Identify the implications of varied counseling approaches with clients from diverse backgrounds and/or complex needs.
4. Explain the evaluative tools and criteria used to assess treatment progress and treatment outcomes.
Introduction to Disability Services – 200 level

Included Course:
SFCC HUSV 255

Course Description:
An overview of disability services with an emphasis on definitions and models of disability, and disability history. The lived experience of disability is explored as well as the impact of disability on the family. The portrayal of disability in literature, film, and media as well as future issues in disability such as the impact of technology is explored. Students apply critical thinking to their experiences with disability in the contexts of professional, personal, and community life.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify and demonstrate knowledge of various definitions of disability.
2. Develop and apply an understanding of the Americans with Disabilities Act and the ongoing challenges of the disability rights movement.
3. Apply critical thinking skills to disability issues in the contexts of personal, professional, and community life.
4. Explore and document the importance of disability history and services in the Santa Fe community.
Coalitions, Community Development, and Grant Writing – 200 level

Included Course:
SFCC HUSV 260

Course Description:
An exploration of best practices relating to community development, coalition building and grant writing. Students will learn roles and responsibilities of organizing a community and building effective coalitions to address social problems. The emphasis will be on assessing community needs, grant writing, growing the organization, cultural inclusiveness, and evaluation of data.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Define roles and responsibilities of community organizers and coalitions.
2. Describe the steps for effective coalition development.
3. Describe skills and techniques for collaborating with other organizations in a community.
4. Explain strategies for grassroots organizing and for acquiring and leveraging resources.
5. Delineate steps in participatory process in defining missions/goals and setting priorities.
6. Define strategies and skills in grant writing.
7. Describe the characteristics of a high functioning coalition.
8. Describe best practices for influencing policy change.
Compassion Fatigue and Secondary Stress Disorder – 200 level

Included Course:
SFCC HUSV 280

Course Description:
An examination of the possible "cost of caring" among those who help persons who have suffered trauma. "Compassion Fatigue" is a user-friendly term for secondary traumatic stress disorder. It applies to those emotionally affected by the trauma of another, such as those working with children, veterans, victims of domestic violence, terrorism, and major disaster survivors. Prevention strategies, effective treatment methods, and plans for recovery are considered.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify signs of helper stresses in community mental health services.
3. Describe helper stresses particular to those working with children.
4. Illustrate stress responses specific to disasters first responders.
5. Contrast compassion satisfaction with compassion fatigue.
6. Define prevention strategies for trauma helping professionals.
Post-traumatic Stress Disorder Diagnosis & Treatment – 200 level

Included Course:
SFCC HUSV 285

Course Description:
An exploration of post-traumatic stress disorder (PTSD) diagnosis, treatment and recovery. This course will examine contributing factors to the development of PTSD including exposure to natural disasters, abuse; bullying, and violence; emigrations under duress; persecution and/or political unrest; terrorism and war. In addition, protective factors such as familial and social support, community networks, and the role of spirituality will be explored. Acute traumatic stress reactions will be differentiated from PTSD.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Describe the diagnostic criteria for posttraumatic stress disorder.
2. Evaluate assessment and treatment options for post-traumatic stress disorder.
3. Contrast risk and protective factors between adults and children.
4. Illustrate the presentation of acute, chronic, and delayed onset post-traumatic stress disorder.
5. Assess the prevalence and presentation of post-traumatic stress disorder among special populations.
Included Course:
SFCC HUSV 290

Course Description:
This course is an introduction to crisis intervention for human services workers. It will explore: the history of crisis intervention; crisis intervention models; ethical issues; cultural sensitivity; suicide assessment; developmental crises; crises of loss; HIV/AIDS; domestic violence, and community disasters.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Define the elements of a crisis.
2. Trace the history of crisis intervention.
3. Describe the ABC Model of Crisis intervention.
4. Identify ethical issues that may emerge in crises.
5. Illustrate developmental crises.
8. Illustrate client re-stabilization in five types of crises.
Substance Abuse Prevention Certification Test Prep – 200 level

Included Course:
SFCC HUSV 295

Course Description:
This comprehensive test preparation course will help substance abuse prevention specialist candidates apply and prepare for the national certification examination from the Center for Substance Abuse Prevention. The content covered in this course is based on the components of the national exam. May be taken twice for degree or certificate credit.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:

1. Demonstrate understanding of the concepts covered in certification examination
2. Explain the rules, regulations, and policies pertaining to prevention specialist certification
Human Services Internship – 200 level

Included Course:
SFCC HUSV 298

Course Description:
The capstone course for the Human Services degree. This course provides students with applied experience in the field of human services. Students work at a human services organization, agency, or institution, write a learning plan, review professional ethical guidelines and proper boundaries, present a case study, and write a reflection paper. Their performance is evaluated by their field supervisors.

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:

1. Apply specific counseling, assessment, interviewing and intervention techniques to field situation.
2. Recognize the different strategies that are used to assist others in the context of a human services setting.
3. Identify the dynamics of personal and professional values as a human services worker.
4. Analyze the complexity of human interaction in the context of a human services agency.
5. Explore and validate career opportunities in the fields of human services.
Introduction to Substance Abuse – 200 level

Included Course:
SJC HMSV 220

Course Description:
This course will provide students with a historical overview of substance abuse to include: drug classes and their basic effects, commonalities among addictive behaviors, an epidemiology for the distribution of substance abuse problems, etiological models for the causes of substance abuse and their implications, as well as an introduction to types and levels of intervention.

Student Learning Outcomes:
Upon successful completion of the course, the student will be able to …
1. Gain an understanding of the problem of substance abuse and dependence.
2. Identify the common myths associated with substance abuse and dependence, as well as specific substances.
3. Demonstrate an understanding of the treatment and recovery processes and what they have to offer.
4. Demonstrate an awareness of the familial and societal implications of substance abuse and dependence.
5. Demonstrate knowledge about how we as individuals, can positively impact the issue of substance abuse in our society.
Included Course:
SJC HMSV 228

Course Description:
This course will introduce the major intervention and treatment strategies for substance abuse. Special consideration will be given to the prediction of treatment outcomes.

Student Learning Outcomes:
1. Identify the origins of modern treatment approaches
2. Identify empirically supported treatment protocols
3. Demonstrate an understanding of the various philosophies and treatment approaches used with specific treatment populations.
4. Demonstrate an awareness of the implications of Co-Occurring disorders on the treatment approaches used.
5. Design a treatment program for a “special need” population and determine an appropriate treatment approach. Determine the number of staff, licensure levels, and funding sources and identify supportive research for such a program.
Twelve Core Functions – 200 level

Included Course:
SJC HMSV 232

Course Description:
Putting it all together. Screening, intake, orientation, assessment, treatment plan, counseling, case management, crises intervention, client education, referral, records, and consultation.

Student Learning Outcomes:
Specific course objectives will be met through a variety of teaching and learning experiences including: lectures, class discussions, field assignments, guest lecturers, assigned readings, and written assignments. By the conclusion of this course, students should be able to demonstrate.

1. An ability to research a psychotherapeutic treatment modality and make a presentation of their findings.
2. Provide a general biopsychosocial assessment of a specified character from a movie.
3. Demonstrate case management skills necessary for those working in substance abuse including: screening, intake, orientation, assessment, treatment plan, counseling, case management, crises intervention, client education, referral, records, and consultation.
Introduction to Pharmacology – 200 level

 Included Course:
SJC HMSV 246

Course Description:
Introduces the student to the effects of drugs on behavior. Brain-behavior interactions and how drugs affect this interaction will be presented.

Student Learning Outcomes:
Upon successful completion of the course, the student will be able to …
1. Define psychopharmacology & behavioral pharmacology.
2. Distinguish between pharmacodynamics & pharmacokinetics.
3. Explain the different behavioral methods used to assess animals under the influence of psychoactive drugs.
4. Explain the behavioral methods used to assess humans under the influence of psychoactive drugs.
5. Describe the anatomy of the brain and nervous system including gross and microscopic neuroanatomy.
6. Explain how a neuron functions, including ion exchange (sodium/potassium influx & efflux), action potential, neurotransmitter release, receptor binding, EPSP’s, IPSP’s, spatial summation, temporal summation and degradation.
7. Discuss the different neurotransmitters and explain their actions at the different receptor sites within the nervous system, and drugs that influence neurotransmitter functions.
8. Explain the circuits or pathways in the brain involved in drug addiction.
9. Describe the general classification of drugs of abuse (i.e. stimulants, depressants and hallucinogens) and some of the specific drugs that fit into these classes, as well as other drugs of abuse not within this general classification of psychoactive drugs.
10. Explain the drugs of treatment for psychological disorders such as: anxiety, schizophrenia, bipolar depression, clinical depression, etc.
Practicum in Human Services – 200 level

Included Course:
SJC HMSV 250

Course Description:
For students in the Generalist Track. Practical experience in a clinical setting involving service to clients and patients in various human service agencies; understanding the helping process through closely supervised assumption of responsibility for human service care; developing skill in observation, report writing and interviewing; guidance in establishing therapeutic relationships with individuals by participation in case analysis, care presentation and program planning.

Student Learning Outcomes:
Upon successful completion of the course, the student will be able to …

1. Allow students to have a supervised internship and/or vocational experience in the field of Human Services.
   a) Describe the model, type of clients, helpers, method and goals of treatment within the organization that the student’s Practicum takes place.

2. Provide a hands-on and practical experience in the field of the Human Services profession.
   a) Develop skills in observation, journal writing and investigation into the field of Human Services.

3. Develop awareness through guided learning objectives of the contemporary practices in the Human Services field.
   a) Guidance in establishing therapeutic relationships with individuals by participation in case analysis, care presentation and program planning.

4. Expand and document the student’s understanding and commitment to the field of Human Service through experiential learning.
   a) Demonstrate their professional competence by identifying learning objectives, seeking out their placement agency, performing well at agreed upon duties within that agency, and completing the required hours, assignments, and forms.
Practicum in Human Services – 200 level

Included Course:
SJC HMSV 255

Course Description:
Practical experience in a clinical setting involving service to clients and patients in various human service agencies dealing specifically with substance abuse; understanding the helping process; developing skill in observation, report writing and interviewing; guidance in establishing therapeutic relationships.

Student Learning Outcomes:
1. Allow students to have a supervised internship and/or vocational experience in the field of Human Services.
   a) Describe the model, type of clients, helpers, method and goals of treatment within the organization that the student’s Practicum takes place.
2. Provide a hands-on and practical experience in the field of the Human Services profession.
   a) Develop skills in observation, journal writing and investigation into the field of Human Services.
3. Develop awareness through guided learning objectives of the contemporary practices in the Human Services field.
   a) Guidance in establishing therapeutic relationships with individuals by participation in case analysis, care presentation and program planning.
4. Expand and document the student’s understanding and commitment to the field of Human Service through experiential learning.
   a) Demonstrate their professional competence by identifying learning objectives, seeking out their placement agency, performing well at agreed upon duties within that agency, and completing the required hours, assignments, and forms.
Public Policy and Social Change – 200 level

Included Course:
SJC HMSV 265

Course Description:
This course will provide an overview of the structures and processes of public policy. The course will examine how social change is brought about through the actions of various agents including interest groups, advocacy coalitions, and executive, legislative and judicial policymakers.

Student Learning Outcomes:
Learn:
1. Be able to describe the governmental structures and processes by which policy is made;
2. Demonstrate understanding of the policy advocacy process
3. Be able to describe the process of policy implementation

Think:
1. Engage in analysis of policy issues and solutions from a number of different points of view
2. Demonstrate ability to critique various theoretical frameworks that are used to analyze the policy process
3. Think critically about policy issues and processes

Integrate
1. Demonstrate ability to find information relevant to policy issues and processes

Act
1. Demonstrate ability to formulate an action plan for policy advocacy, implementation, and evaluation
Included Course:
SJC HMSV 270

Course Description:
This course may be paired with HMSV practicum 250 and HMSV practicum 255. Students are required to enroll in this class prior to or while completing their HMSV practicum. It will enable students to achieve a greater understanding of their practicum internship while examining professional ethics, conduct and a wide range of practice situations.

Student Learning Outcomes:
Upon completion of the class, students will be able to:
1. Identify Human Services needs in San Juan County and the State of N.M.
2. Locate and discuss the various Human Services providers in San Juan County and the State of N.M.
3. Demonstrate an increased awareness of the interrelationships of the various professions in the field of Human Services in regard to client services.
4. Illustrate an understanding of the various populations associated with Human Services.
Introduction to Family Studies – 200 level

Included Course:
UNMG FS 281

Course Description:
An introduction to the profession of Family Studies including content areas, community agencies and career opportunities.

Student Learning Outcomes:
This course is part of the required program of study for the BS degrees in Family Studies (FS) and Human Development and Family Relations (HDFR). This course is also required for the FS majors pursuing their BA degree in FS through the College of Arts and Sciences at UNM ABQ.
This course is one of the core electives for students pursuing their AA degree in Human Services or the AA degree in Human Services with a concentration in Family Studies.

Upon completion of this course, students will be able to:
1. Define various approaches to the study of families and children.
2. Recognize similarities and differences among families and the ecology of families and child development.
3. Know the important external and internal factors that impact family functioning.
4. Know the advantages and disadvantages of methodological techniques used to study families.
5. Identify the profession of Family and Child Studies and the developing professional working in this field.
6. Describe the influence of contextual variables on diverse family structures and dynamics across the life cycle.
7. Write in the American Psychological Association (APA) style using research articles.
Marriage and Family Relationships – 200 level

Included Course:
UNMG FS 213

Course Description:
Overview of significant research and theories in premarital, marital and family relationships

Student Learning Outcomes:
This course is an elective for the Associate Degree in Human Services and is an approved course for students transferring to the Family Studies Program at UNM ABQ. A grade of “C”, (not C-) is required for all Family Study courses to be accepted in transfer to the Family Studies Program and for students in either the certificate or associate degree in Human Services.

Upon successful completion of this course, students will be able to
1. Describe the tenets of the major family studies theories presented in class.
2. Demonstrate ability to identify key issues that confront today’s families using a family science theory as a guide.
3. Apply key concepts from the literature on marriage and family in a written paper with final conclusions, recommendations, and examples.
4. Compare and contrast the following phases of a relationship: formation, maintenance, marriage, cohabitation, divorce, single life, and dissolution.
5. Demonstrate an ability to work with a peer group on an issue related to marriage and intimate relationships using a theoretical framework and communicate those issues to their classmates.
6. Demonstrate an understanding of the importance of reflection, self-awareness, and interpretation on marriages and families.
Included Course:
UNMG HS 200

Course Description:
Overview of the continuum of care for adolescents including case management, co-occurring disorders, mandatory report issues, family substance abuse, domestic violence and juvenile justice issues. Includes cultural competency treatment implications with diverse populations.

Student Learning Outcomes:
This is a required course for Human Services students pursuing the LSAA (Licensed Substance Abuse) credential and an elective for Human Services students. A minimum grade of "C", (not “C-“) is required for all Human Services courses.

Upon successful completion of this course, students will be able to:
1. Identify factors that determine best practices in adolescent prevention and intervention.
2. Compare and contrast the most frequently used adolescent screening and assessment tools for alcohol and other drug abuse.
3. Identify the most common co-occurring disorders among adolescents.
4. Summarize factors that appear to promote resiliency among adolescents.
5. Apply the four process Motivational Interviewing Framework
6. Demonstrate the core communication skills of Motivational Interviewing
Internship in Human Services - 200 level

Included Course:
UNMG HS 280

Course Description:
Application of theories, experience and classroom instruction to an agency setting. The internship requires a total of 150 hours in an approved human services agency and attendance at bi-weekly seminars.

Student Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Demonstrate interviewing and assessment skills to facilitate the provision of direct services to individuals, families and/or groups under appropriate supervision.
2. Apply theory, knowledge and intervention skills with Disabilities Policy: clients using appropriate prevention, intervention and maintenance strategies to allow clients maximum autonomy and functioning.
3. Demonstrate awareness of self to show sensitivity to the ways in which personal issues affect professional practice.
4. Apply knowledge and critical thinking in applying problem solving approaches in initiating, synthesizing, implementing and terminating change efforts with clients.
5. Demonstrate behaviors that are congruent with the values and ethics of the profession.
6. Identify and locate use of appropriate human services' community resources and referrals.
7. Demonstrate the ability to communicate effectively, both orally and in writing, with diverse clients, colleagues and agency constituents.
Professional Issues in Human Services – 200 level

Included Course:
UNMG HS 281

Course Description:
Legal and ethical issues emanating from the professional helping relationships in human services and substance abuse treatment such as confidentiality, privileged communication, dual relationships, competency and reciprocal roles of and responsibilities of both client and helper.

Student Learning Outcomes:
This is a required course for the Associate of Arts degree in Human Services. A minimum grade of “C”, (not C-) is required for all Human Services courses.

Upon successful completion of this course, students will be able to
1. Understand the theory, practice, and professional responsibility of confidentiality
2. Demonstrate the importance of cultural competency practices in the helping process
3. Demonstrate effective oral and written communications skills in working with clients, agency staff and agency constituents
4. Apply the ethical decision making model to a hypothetical case using a Code of Ethics standards.
5. Apply a strategic framework to identify, analyze and resolve ethical dilemmas and problems that may arise in working with clients.
Principles of Diversity – 200 level

Included Course:
WNMU HMSV 201

Course Description:
Principles of Diversity is a foundation course that challenges students to begin the process of becoming culturally competent helpers. The course teaches students to develop an awareness of personal cultures, beliefs, customs, and values; knowledge of others’ cultures, beliefs, customs, and values; and teaches culturally appropriate interventions with diverse clients.

Student Learning Outcomes:
Upon completion of this course, participants will be able to
1. Have increased awareness about racism, prejudice, oppression, and privilege, and the effects of these factors on themselves and their clients and client systems.
2. Gain a conceptual understanding of cultural competence and begin to develop an understanding of barriers to cross-cultural communication.
3. Improve their understanding of their own social and cultural identities and how they relate to clients of similar and different backgrounds and perspectives.
4. Address personal biases through continuing education, intentional exposure, and purposeful.
New Mexico Common Social Work Courses

The following courses were determined to be equivalent courses based on a review of course description and student learning outcomes in the course syllabus. This review was completed by a faculty committee.

Members of the Social Work Common Course Numbering Subcommittee
Theresa Jeffries  CNM
Bruce Bradway  Dine
Patricia Saylor  ENMU
Bob Phillips  ENMU-Ro
Lou Ann Romero  NMHU
Kenda Josselet  NMSUC
Liz Cervio  SFCC
Introduction to Human Services and Social Work

Includes:
CNM HSV 2210                NMHU SWK 218                SJC HMSV 111
DACC SWK 221G                NMSU SWK 221G                UNMG HS 101
Dine SWO 211                NMSUA SWK 221G                WNMU SWK 101
ENMU SWK 201                NMSUC SWK 221G                WNMU HMSV 103
ENMU-Ro HS 182                NNMC SOC 105
MCC SW 218                SFCC HUSV 111

Course Description:
This course is for students who are interested in social welfare issues and/or are considering entering a human service or social service profession. The course presents an overview of social problems, issues and trends, and the network of social agencies developed to address these concerns. The course examines the influence of personal and professional values and ethics on the helping relationship. The concept of social welfare will be discussed from a social work perspective (with an emphasis on social justice), and students will gain a basic understanding of social work in U.S. society, social work and human services career opportunities, and contemporary issues facing social workers. Approaches relevant to work with individuals, families, groups and communities are presented, with special emphasis on Hispanic and Indigenous populations of New Mexico and the Southwest.

Student Learning Outcomes:
1. Explain the interactions of social institutions, cultural factors, dimensions of identity, and environment with the human development and behavior of individuals.
2. Demonstrate knowledge of the social work profession’s focus on addressing contemporary social issues in the United States.
3. Describe the mission and services provided by social service agencies at the regional, national, and global levels.
4. Demonstrate a basic understanding of the social work profession, its history, career opportunities, and contemporary issues facing social workers in the United States today.
5. Recognize how students’ knowledge, skills, and attitudes impact their competence as helping professionals.
Internship in Social Welfare – 200 level

Includes:
MCC SW 290
NNMC PSY 280

Course Description:
The purpose of internship in social welfare is to render students the opportunity to apply classroom knowledge to practice. Toward that end, the internship requires students to be placed with a community agency. In their respective agency placement, students are expected to demonstrate social work skills, knowledge, and values in working with individuals, groups, families and communities.

Student Learning Outcomes:
1. The student will work with a licensed social worker and discuss issues relating to social work with a score of 70% or better on a performance evaluation submitted by the agency supervisor.
2. The student will perform the job commonly done by an intern with a score of 70% or better on a performance evaluation submitted by the agency supervisor.
3. The student will communicate orally and in written form with clients and co-workers as demonstrated by scoring 70% or better on journals reviewed by faculty.
4. The student will identify the qualities that make a successful social worker by completing the final report with a 70% or better as scored by the assigned faculty.
Unique Social Work Courses
The following courses are offered at a single institution or system. The course description and student learning outcomes from that institution or system were adopted as those for the common course numbering system.
Ethics for Social Work and Human Services – 100 level

Includes:
WMNU SWK 102

Course Description:
This course introduces students new to social work or human services to ethical standards and practices. The course includes ethics concepts including confidentiality, client rights, duty to warn, communication ethics, and applied ethics. The National Association of Social Workers Code of Ethics serves as the foundation of the course.

Student Learning Outcomes:
Upon completion of this course, participants will be able to
1. Identify an ethical decision making process
2. Explain an ethical decision making process
3. Apply an ethical decision making process to a social work practice situation.