

# SOCIAL SERVICES

## B.A. in Human Services

The human services major is an interdisciplinary program that prepares students to understand and serve individuals and families in an increasingly diverse world. Courses explore individual and family development, intercultural awareness and practice, systems theory, communication, sexuality, and social policy. Students will think critically about varied dimensions of individual and relational functioning including couple relationships, marriage, family life cycle, parent-child interaction, and professional helping relationships. Attention is given to Christian perspectives and practical application to work with individuals and families.

A degree in human services prepares students for entry-level employment in family social services, community mental health, public or private agencies, and congregational settings serving children, adolescents, adults, couples, and/or families. The program also prepares students for graduate study in:

- Marriage and family therapy
- Counseling psychology
- Mental health counseling
- Pastoral care and counseling
- Related disciplines

## Certificate in Addiction Studies and Certificate in Alcohol and Drug Counseling

The Addiction Studies Certificate and Alcohol and Drug Counseling Certificate programs offer students a path that prepares them to meet MN state Board of Behavioral Health and Therapy (BBHT) education requirements for licensure as an alcohol and drug counselor (LADC). The Addiction Studies Certificate provides the coursework. The Alcohol and Drug Counseling Certificate provides the coursework and required practicum hours. Both of these certificates can be embedded in the B.A. in Human Services degree for those needing to complete a bachelor's degree.

To prepare for graduate study and entry-level social service careers in a variety of addictions treatment settings students will:

- Demonstrate evidence-based approaches to addictions counseling through the application of addictions research and theories to practice.
- Articulate ethical approaches to addictions counseling, informed by intercultural competency,

Christian perspectives, and state and federal laws and regulations.

- Synthesize the twelve core functions of an addictions counselor with personal, interpersonal, and professional skills.
- Utilize knowledge about diversity in addictions counseling with individuals and families.
- Integrate personal faith and/or spirituality with personal and professional development and practice in addictions counseling.

## Senior Care Leadership and Administration (SCLA) Certificate

The SCLA certificate/licensure program includes business, leadership, healthcare, and other senior care related courses. Students will learn to be leaders equipped to critically think, effectively communicate, understand approaches to quality and safety assessment, and apply knowledge of human resources, budgeting, and regulations. Completion of the certificate and internship courses prepares students to apply for the Long Term Care Administrator License, which is needed to become an administrator within a skilled nursing facility. The certificate also prepares students for a career in the full continuum of senior care.

Students who graduate with the SCLA certificate will gain additive knowledge and in addition to their previous experience or qualifications, such as Human Resources, Nursing, Accounting, Activities, Sales, Assistants and Administration will be enabled to work in any related senior care industry position.

This program is pending approval from the U.S. Department of Education to offer financial aid to students.

## Major in Human Services

- B.A. in Human Services (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/human-services/human-services-ba>)

## Minor in Human Services

- Human Services (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/human-services/human-services-minor>)

## Certificates

- Certificate in Addiction Studies (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/human-services/>)

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addiction-studies-certificate-alcohol-drug-counselor-license)

- Certificate in Alcohol and Drug Counseling (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/human-services/certificate-alcohol-drug-counseling>)
- Senior Care Leadership and Administration (SCLA) Certificate (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/human-services/scla-certificate>)

### **HUSE 300W • Family Perspectives.** 3 Credits.

An analysis of sociological and theological perspectives on family relationships, with special attention given to understanding families as systems. Learners will be encouraged to identify and challenge their assumptions about families and to examine their own family-of-origin experiences in light of course concepts.

*Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.*

### **HUSE 305 • Individual and Family Development Over the Life Cycle.** 3 Credits.

An examination of how individuals, couples, and families change over time. Cognitive, spiritual, physical, and relational trends and challenges in infancy, childhood, adolescence, and adulthood are studied, with special attention to the influence of culture and religion on developmental processes. Learners are encouraged to analyze their own developmental experiences.

*Fulfills: CAPS Goal Area 5. Special Notes: Concurrent registration in PSYC 335M recommended. Enrollment is open to students with sophomore class standing and above.*

### **HUSE 311 • Personality Theories.** 3 Credits.

Study of various theoretical approaches to personality. Emphasis is given to the assumptions and research associated with each approach. Major contributors to each view are discussed.

*Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.*

### **HUSE 350 • Individual and Family Psychopathology.** 3 Credits.

Focus on understanding individual, relational, and contextual factors that contribute to diagnostic categories and psychopathology. Addresses objective and helpful ways to describe and assess abnormal behavior and will identify treatment options psychologists may use to help a person move into a more "normal" position in life.

*Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.*

### **HUSE 386 • Social Inequality.** 3 Credits.

Focus is on social inequality in human societies, with particular reference to the United States. Exploration of the origins, evolution, legitimation, and consequences of social inequality. Main emphasis is on inequalities that are rooted in the socioeconomic order. Examination of the relationship between social class, race, and gender as different but related forms of social inequality.

*Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.*

### **HUSE 400 • Research Methods.** 3 Credits.

Introduction to quantitative and qualitative research designs. Designed as a project-based course, with particular attention to program evaluation and action research, learners will construct an applied research proposal.

*Prerequisites: PSYC 335M. Fulfills: CAPS Goal Area 5. Special Notes: Concurrent registration with HUSE 405 recommended.*

### **HUSE 405 • Family Social Policy.** 3 Credits.

An examination of the linkages of family with societal systems and the consequences of policy for family life. An exploration of community resources and strategies for serving families.

*Fulfills: CAPS Goal Area 5. Special Notes: Concurrent registration with HUSE 400 recommended.*

### **HUSE 410 • Dynamics of Interpersonal Relationships.** 3 Credits.

An analysis of interpersonal dynamics, including love and intimacy; communication; shame; power and control; stress and coping; grief; compassion; and spirituality. Attention will be given to a broad variety of relational states, including friendship, singleness, romantic partnerships, parent/child relationships, social networks, and faith communities.

*Fulfills: CAPS Goal Area 5.*

### **HUSE 420 • Advanced Family Topics: Gender and Sexuality.** 3 Credits.

An examination of the ways couples, families, and other systems interact around issues of sexuality. Love, intimacy, healthy sexuality, gender roles, sexual abuse, infidelity, and implications of gender and sexuality for personal wholeness and effective service to others will be addressed, along with moral, ethical, and spiritual aspects of sexuality.

*Fulfills: CAPS Goal Area 5.*

**HUSE 435E • Families in Cross-Cultural Perspective.** 3 Credits.

Contemporary, historical, and cross-cultural, predominantly non-Western perspective on a variety of family systems and the people living in them. Values and assumptions underlying these systems, roles, intergenerational relationships, identity formation, and developmental tasks. Multicultural aspects of chemical dependency.

*Fulfills: CAPS Goal Area 5.*

**HUSE 445 • Counseling Microskills.** 3 Credits.

An examination of effective counseling skills that combines theoretical understanding and hands-on practice of essential microskills. In this experiential class, students are expected to engage in development of "self of the therapist" through reflective practice and observation of self and others. Aspects of the 12 core functions of an LADC as defined in MN Statute section 148F.01, subdivision 10.

*Fulfills: CAPS Goal Area 5.*

**HUSE 450 • Introduction to Addictions Counseling.** 3 Credits.

Examination of addiction from a variety of perspectives and evaluation of the twelve core functions of an addictions counselor. Description of the process of change in the context of the continuum of care. Cultivation of a personal philosophy around spirituality and addiction.

**HUSE 455 • Pharmacology of Addictions.** 3 Credits.

Examination of the action and biophysical effects of addictive substances. Evaluation of evidence-based medical treatment options for both addictions and co-occurring disorders. Integration of spirituality with medical approaches to treating addiction in an interculturally sensitive manner.

*Fulfills: CAPS Goal Area 5.*

**HUSE 460 • Assessment and Treatment of Co-Occurring Disorders.** 3 Credits.

Examination of the assessment and treatment, including identification of the appropriate level of care, for co-occurring disorders of substance use and various psychological disorders. Attention is given to evidence-based practices in treatment planning and intervention.

**HUSE 481 • Internship in Addictions Counseling I.** 4 Credits.

Application of theory, interpersonal skills, and professional development skills in a supervised professional addiction counseling setting. Demonstration of the twelve core functions of LADC (MN Statute 148F.01, subdivision 10). Evaluation of progress toward appropriate development goals. Integration of knowledge, experience, ethics, and faith into a worldview relevant in the addiction counseling setting. 400-hour experience.

*Prerequisites: HUSE 435E, HUSE 445, HUSE 450, HUSE 455, HUSE 460, HUSE 485H. Corequisites: HUSE 491.*

*Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission required for enrollment.*

**HUSE 482 • Internship in Addictions Counseling III.** 1-3 Credits.

Direct practice experience in which the student applies previously acquired knowledge and skills in a structured professional setting focused on the 12 core functions of a licensed alcohol and drug counselor as defined in Minnesota Statute section 148F.01, subdivision 10. Students will accrue remaining hours of the Minnesota state Board of Behavioral Health and Therapy requirement of 880 clock hours of practical experience that were not completed in HUSE 491.

*Prerequisites: HUSE 491. Grade exceptions: Graded on an S/U basis.*

**HUSE 485H • Professional Practice Issues and Ethics.** 3 Credits.

An examination of legal and ethical situations arising in the practice of helping professions. Issues of professional practice and development are also discussed, and students are expected to identify goals and strategies for continuing professional, personal, and spiritual growth. Aspects of the 12 core functions of an LADC as defined in MN Statute section 148F.01, subdivision 10.

*Fulfills: CAPS Goal Areas 5, 6; General Education Category H.*

**HUSE 490 • Integrative Internship Seminar.** 3 Credits.

Learning/practice experience in which the student applies previously acquired human service knowledge and skills in a structured professional setting, including but not limited to government agencies, social service agencies, schools, mental health agencies, businesses, and churches. Students will accrue a minimum of 100 hours of practical experience.

*Prerequisites: HUSE 400, HUSE 445, HUSE 485H. Grade exceptions: Graded on an S/U basis.*

**HUSE 491 • Internship in Addictions Counseling II.** 4 Credits.

Application of theory and professional development skills in a supervised professional addiction counseling setting. Demonstration of the twelve core functions of LADC (MN Statute 148F.01, subdivision 10). Evaluation of progress toward appropriate development goals. Integration of knowledge, experience, ethics, and faith into a worldview relevant in the addiction counseling setting. 480-hour experience.

*Prerequisites:* HUSE 435E, HUSE 445, HUSE 450, HUSE 455, HUSE 460, HUSE 485H. *Corequisites:* HUSE 481. *Grade exceptions:* Graded on an S/U basis.

**PSYC 335M • Introduction to Statistics.** 3 Credits.

Basic descriptive, correlational, and inferential statistics will be covered. As time permits, more advanced topics of ANOVA, multiple regression, ANCOVA, meta-analysis, and factor analysis will be introduced. Learners will perform analyses using a computerized statistical package, and primary emphasis will be placed on understanding the concepts and interpreting results correctly.

*Fulfills:* CAPS Goal Area 4. *Special Notes:* Enrollment is open to students with sophomore class standing and above.

**SCLA 450 • Gerontology and Services for Senior Care.** 3 Credits.

Exploration of the gerontology field, including aging demographics and population trends. Application of physical, social, and psychological aspects of aging including the grieving process, death, and dying. Analysis of programs, resources, and services for the aging population throughout the continuum of care. Evaluation of funding streams to support healthcare needs.

*Fulfills:* CAPS Goal Area 5.

**SCLA 455 • Healthcare and Medical Needs for Senior Care.** 3 Credits.

Introduction to the basic principles of healthcare related to the aging population including the normal aging process, relevant health issues, terminology, medical management, prevention, and emerging healthcare trends.

**SCLA 460 • Senior Care Support Services.** 3 Credits.

Exploration of the organization, operations, functions, services, and programs of senior care facilities from a leadership and management perspective. Includes an emphasis on issues of diversity and relationships between and among employees, residents, and families.

**SCLA 465 • Senior Care Regulatory Management.** 3 Credits.

Explanation of government regulations in relation to senior care services. Identification of the role the government has in the legal regulatory process. Explanation of specific laws and principles that impact senior care. Identification of programs and trainings that help to better understand or implement key senior care regulations.

**SCLA 481 • Senior Care Internship I.** 4 Credits.

Application of classroom knowledge to practical experiences across multiple domains of senior care services. Introduction to leadership and management oversight of operational, legal and regulatory requirements, services, and programs integrating quality principles and data analysis to inform management decisions. 500 hours/15 weeks (see Statute for exceptions).

**SCLA 482 • Senior Care Internship II.** 4 Credits.

Application of classroom knowledge to practical experiences across multiple domains of senior care services. Introduction to leadership and management oversight of operational, legal and regulatory requirements, services, and programs integrating quality principles and data analysis to inform management decisions. 500 hours/15 weeks (see Statute for exceptions).

*Prerequisites:* SCLA 481.