

Human Services BS

Matrix Illustrating Relationship of Required Courses to Curriculum Standards Baccalaureate Degree Level

August 2016

Type of Course Content

I=Introduction of topic
T=Theory covered
K=Knowledge base

Depth or Emphasis of Coverage

L = Low
M = Moderate
H = Heavy S=Skills practice or field experience

Course Numbers	201	300	310	315	318	350	380	385	400	410
Standards and Specifications										
A. Knowledge, Theory, Skills and Values										
1. History										
<i>Context:</i> The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.										
Standard 11: The curriculum shall include the historical development of human services.										
Specifications for Standard 11										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										
a. The historical roots of human services,	HI		MK				MK	LI	MT	LI
b. The creation of the human services profession,	HI TS		MK				MT	LK	HK	LI
c. Historical and current legislation affecting services delivery,	MIK		LK		LK		LK		MK	LK
d. How public and private attitudes influence legislation and the interpretation of policies related to human services,	MIK		LK		LK				LK	LK
e. Differences between systems of governance and economics,					MK			LK	LK	

For the most up-to-date information, please contact the program.

Course Numbers	201	300	310	315	318	350	380	385	400	410
f. Exposure to a spectrum of political ideologies, and	LK				MK				LK	
g. Skills to analyze and interpret historical data for application in advocacy and social change.			LK	MK S				MK S	MT	
2. Human Systems										
Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.										
Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.										
Specifications for Standard 12										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										
a. Theories of human development.	MI		LK			MK	HK T	MT	LK	LK
b. 4Small groups: 1. Overview of how small groups are used in human services settings, 2. Theories of group dynamics, and 3. Group facilitation skills.	LI	HS				MT	MT K			LS
c. Changing family structures and roles,	LI	LS	MK		MK	LK	MK		LK	LK
d. An introduction to the organizational structures of communities,	LK		MK S		MK			LK	LK	
e. An understanding of the capacities, limitations, and resiliency of human systems,	LI		LK		LK	LK	MK		LK	MK S
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs,	MK	MK	MK S	LK	TH KS	TM KS	MK T	MK S	MK T	MK TS
g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism, and	MK S	LK	MK S		LK T	LK T		LK T	LK	
h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.	LI		LI					LK	LK	

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Course Numbers	201	300	310	315	318	350	380	385	400	410
3. Human Services Delivery Systems										
Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.										
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.										
Specifications for Standard 13										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										
a. The range and characteristics of human services delivery systems and organizations,	HIT KS		HIT KS	LK	MK	LK S		HK S	LT	MT KS
b. The range of populations served and needs addressed by human services,	HI		HK S		MT K	LI	MT K	HK S	LK	HTK S
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning,	MI		HIK S				HT KS	LK S	LK	HTK S
d. Economic and social class systems including systemic causes of poverty,	MI		LI		MK			MK S	LK	LK
e. Political and ideological aspects of human services,	LI		LK		TK L		LK	HK S	LK	LK
f. International and global influences on services delivery, and	LI				MK			LK	LK	
g. Skills to effect and influence social policy.	LI		MK S		LK	LK S		LK	LK	
4. Information Management										
Context: The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.										
Standard 14: The curriculum shall provide knowledge and skills in information management.										
Specifications for Standard 14										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										

For the most up-to-date information, please contact the program.

Course Numbers	201	300	310	315	318	350	380	385	400	410
a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems,	LK S		LK S	MT KS			HT KS	MK S	MK	HK S
b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others,			LK S	MK S				MK S	MT	
c. Compiling, synthesizing, and categorizing information,				HT KS				MK S	MT	
d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is: 1. Provided in written or oral form 2. Provided in a timely manner			MK S	HK S		MK		MK S	LI	
e. Maintaining client confidentiality and appropriately using client data,	LI		HK S	MK S		LK	HK	MK S	HK	HK S
f. Using technology for word processing, sending email, and locating and evaluating information,	MK S	MK S	LK S	MK S	LK S		LK S	HK S	LK S	LKS
g. Performing an elementary community-needs assessment,				MK S				HS	LI	
h. Conducting a basic program evaluation,				MK S				LK	LI	
i. Utilizing research findings and other information for community education and public relations, and				LK S				MK S	L	
j. Using technology to create and manage spreadsheets and databases.				LK S				MK S		
5. Planning and Evaluation										
Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.										
Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.										
Specifications for Standard 15										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										

For the most up-to-date information, please contact the program.

Course Numbers	201	300	310	315	318	350	380	385	400	410
a. Knowledge and skills to analyze and assess the needs of clients or client groups.	LK		LK	LK S			HK	HK S	LI	SH
b. Skills to develop goals, and design and implement a plan of action.	IL		MK S					HK S	LI	IL
c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.	IL		LK S	HK S				MK S	LI	KH
d. Program design,								HT KS	LI	
e. Program implementation, and								LK S	LI	
f. Program evaluation.								LK	LI	
6. Interventions and Direct Services										
Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.										
Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.										
Specifications for Standard 16										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										
a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.	LK		MK S		LK		LK	LK	MT	LK
b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.	MIK		LK		LK		LK	MK	LI	LK
c. Knowledge and skill development in the following areas: 1. Case management, 2. Intake interviewing, 3. Individual counseling, 4. Group facilitation and counseling, 5. Location and use of appropriate resources and referrals, 6. Use of consultation.	MIK	MK S	HT KS				HT KS		MK	HTK S

For the most up-to-date information, please contact the program.

Course Numbers	201	300	310	315	318	350	380	385	400	410
7. Interpersonal Communication										
Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.										
Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.										
Specifications for Standard 17										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										
a. Clarifying expectations.	LIK	HK S	MK S			LK	MK S	LK S	LK	MK S
b. Dealing effectively with conflict	LIK	HK S	HK S			HK S	HK S		HK S	HK
c. Establishing rapport with clients.	LI		HK S		LK	MK	MK S		LT	HK S
d. Maintaining behaviors that are or are not congruent with the ethics of the profession.	LI		MK S				HK S		HK S	MK S
8. Administrative										
Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.										
Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.										
Specifications for Standard 18										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										
a. Managing organizations through leadership and strategic planning,							LK	HK S		
b. Supervision and human resource management,										
c. Planning and evaluating programs, services, and operational functions,								MK		
d. Developing budgets and monitoring expenditures,								MK S		
e. Grant and contract negotiation,								LK		
f. Legal and regulatory issues and risk management,									HK	

For the most up-to-date information, please contact the program.

Course Numbers	201	300	310	315	318	350	380	385	400	410
g. Managing professional development of staff,										
h. Recruiting and managing volunteers, and								LK		
i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.								LK		
9. Client-Related Values and Attitudes										
Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.										
Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.										
Specifications for Standard 19										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										
a. The least intrusive intervention in the least restrictive environment,	LI		MK S				LK S	LK S	TS H	MK S
b. Client self-determination,	LI		HK S		LK				TS H	MK S
c. Confidentiality of information,	MI		HK S	MK S			HK S	MK S	MK	HK S
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity	MIK	LK	HK S	LK	HT KS	MK	HIT K	MK	LK	MK S
e. Belief that individuals, services systems, and society can change.	MI	LK	MK	MK S	MK	MK	MK	MK S	TS H	MK
f. Interdisciplinary team approaches to problem solving,	IH		HK S					MK S	TM	
g. Appropriate professional boundaries,	IH	HT KS	HK S		LK		HT KS	LT K	LK	HK S
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website)..	MIK		HK S				HK S			

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Course Numbers	201	300	310	315	318	350	380	385	400	410
10. Self-Development										
Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.										
Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.										
Specifications for Standard 20										
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:										
a. Conscious use of self,	MI	HK S	HK S			HT KS	HK S		TM	
b. Clarification of personal and professional values,	MI	HK S	HK S			HT KS	HK S		TH	
c. Awareness of diversity,	LIK	SH	HK S		MK	HT KS	HK S	MK S	TH	MK S
d. Strategies for self-care.	LI	SH	MK S				MK S		TS H	
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).		HK S				HK S	HK S		T H	

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Required Courses to Curriculum Standards Matrix Baccalaureate Degree Level August 2016

Type of Course Content

I=Introduction of topic
T=Theory covered
K=Knowledge base
S=Skills practice or field experience

Depth or Emphasis of Coverage

L=Low
M=Moderate
H=Heavy

Course Numbers	411	412	415	420	425 T*	430	434	435	436	437	440	445
Standards and Specifications												
A. Knowledge, Theory, Skills and Values												
1. History Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.												
Standard 11: The curriculum shall include the historical development of human services.												
Specifications for Standard 11												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The historical roots of human services,	MK	LK	KS M	TM		LK		IL	TKS H	IM	LK	TM
b. The creation of the human services profession,	MK	LK	IKL	MK		LK		LK	LK	LK	LK	TM
c. Historical and current legislation affecting services delivery,		LK	KH	TM	IH	HK		KL		KL	HK	TH
d. How public and private attitudes influence legislation and the interpretation of policies related to human services,			KH		IH			KM				
e. Differences between systems of governance and economics,	MK			TM	IL	MK		KM			HK	LI
f. Exposure to a spectrum of political ideologies, and	MK		IL	TH	IH	LK		KM			LK	LI

Note: 425T* Topics Course includes Gender Issues; Intimate Partner Violence; Mixed Ancestry Identity; Serving the Homeless; Veterans and Their Families

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Course Numbers	411	412	415	420	425 T*	430	434	435	436	437	440	445
g. Skills to analyze and interpret historical data for application in advocacy and social change.	MK S		IL	TM	IL	MK S		KM			MK S	LI
2. Human Systems Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs. Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.												
Specifications for Standard 12												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Theories of human development.		LK		L		MK				TL		TL
b. Small groups: 1. Overview of how small groups are used in human services settings, 2. Theories of group dynamics, and 3. Group facilitation skills.	LK	TL	TL		K M	ST			MK H		ST	
c. Changing family structures and roles,	LK		KS M	L	KH	MK			HK S	KM	MK	TM
d. An introduction to the organizational structures of communities,	MK		KL	L	KM				KL			TM
e. An understanding of the capacities, limitations, and resiliency of human systems,	MK S	MK	KL		KM	MK			KL	TH	MK	TM
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs,	HK TS	MK	KM	L	K M	MK HK	KL		TK M	KL	MK HK	TH
g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism, and	HK TS		TM	L	K M				TM			TH
h. Processes to analyze, interpret, and affect policies and laws at local, state, and national levels that influence services delivery systems.	LK	LK	TK L	L		MK HK			TKL	KM	HK	L

Note: 425T* Topics Course includes Gender Issues; Intimate Partner Violence; Mixed Ancestry Identity; Serving the Homeless; Veterans and Their Families

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Course Numbers	411	412	415	420	425 T*	430	434	435	436	437	440	445
<p>3. Human Services Delivery Systems Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.</p> <p>Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.</p>												
Specifications for Standard 13												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The range and characteristics of human services delivery systems and organizations,	HK S		KH	TM	K M	HK S		KH	KM	SH	HK S	TM
b. The range of populations served and needs addressed by human services,	HT KS		TH S	KM	K L	HKT S		KH S	KL	KS M	HK TS	HK
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning,	LK		TH S	TM	K M		KM	KS H	KM	KM		TM
d. Economic and social class systems including systemic causes of poverty,	MK S		TL	L	K M	LK	KL	KT M	KL		HK	L
e. Political and ideological aspects of human services,	MK		TK L	L	K M	HK					HK	TH
f. International and global influences on services delivery, and	LK			L	KL	LK					LK	L
g. Skills to effect and influence social policy.	HK S		KL	TH	KM	HK S				KM	HK S	TH
<p>4. Information Management Context: The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.</p> <p>Standard 14: The curriculum shall provide knowledge and skills in information management.</p>												
Specifications for Standard 14												

Note: 425T* Topics Course includes Gender Issues; Intimate Partner Violence; Mixed Ancestry Identity; Serving the Homeless; Veterans and Their Families

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Course Numbers	411	412	415	420	425 T*	430	434	435	436	437	440	445
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems,		MK S	KS TM	LK	LK	MT KS			KST M	KTS M	HK S	TH
b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others,		LK	MK S	LK	LK	MK		KM	TM	KS H	MK	L
c. Compiling, synthesizing, and categorizing information,			KS M					TM	TL	KS M		
d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is: 1. Provided in written or oral form 2. Provided in a timely manner			KS M	HT KS		MK S			KL	KS M	MK S	LI
e. Maintaining client confidentiality and appropriately using client data,	LK	LK	HK S	LK	MKS	HK			KS M	KS M	HK	TM
f. Using technology for word processing, sending email, and locating and evaluating information,	MK S	LK S	KS M	MK S	LKS	LKS		KS H	KS M	KS M	LKS	L
g. Performing an elementary community-needs assessment,			SL	LK		LK		LK			LK	KM
h. Conducting a basic program evaluation,			KS L	LK		LK		KS H		KL	LK	L
i. Utilizing research findings and other information for community education and public relations, and			KL			MK		KS H		KM	MK	L
j. Using technology to create and manage spreadsheets and databases.												L
5. Planning and Evaluation Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level. Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.												
Specifications for Standard 15												

Note: 425T* Topics Course includes Gender Issues; Intimate Partner Violence; Mixed Ancestry Identity; Serving the Homeless; Veterans and Their Families

For the most up-to-date information, please contact the program.

Course Numbers	411	412	415	420	425 T*	430	434	435	436	437	440	445
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Knowledge and skills to analyze and assess the needs of clients or client groups.	LK		KS H	LK	MKS	MK		IH	MS K	KS H	MK S	TM
b. Skills to develop goals, and design and implement a plan of action.	MK S		KS H	LK S	MKS	MK S			MS K	KS H	MK	LK
c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.	LK S		KS M	LK S		MK		IH	KM	KL	LKS	LK
d. Program design,			KM	LK		LKS		ISH	SK M	KM	LK	LK
e. Program implementation, and			KS M	LK				ISH	KS H	KM		LK
f. Program evaluation.			KS	LT K								LK
6. Interventions and Direct Services <i>Context:</i> Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups. Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.												
Specifications for Standard 16												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.	LK	LK	IKS H	LK	MK	HK S	IL	IKS H	IL		HK S	LK
b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.	LK	LK	IKS H	LK	MK	HK S			KS H	KS M	HK	LK
c. Knowledge and skill development in the following areas: 1. Case management, 2. Intake interviewing, 3. Individual counseling, 4. Group facilitation and counseling, 5. Location and use of appropriate resources and referrals, 6. Use of consultation.	LK	MT K	KS H	LK	MK	MK			IM	ISM	MK	LK

Note: 425T* Topics Course includes Gender Issues; Intimate Partner Violence; Mixed Ancestry Identity; Serving the Homeless; Veterans and Their Families

For the most up-to-date information, please contact the program.

Course Numbers	411	412	415	420	425 T*	430	434	435	436	437	440	445
<p>7. Interpersonal Communication Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.</p> <p>Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.</p>												
Specifications for Standard 17												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Clarifying expectations.	LK	LK	ISL		IL				SM	SM		LK
b. Dealing effectively with conflict	MK S	LK	ISM		IL	MK S			KS M	KS M	MK S	LK
c. Establishing rapport with clients.	LK	MK	SM	LK	IL				SM	SH		TM
d. Maintaining behaviors that are or are not congruent with the ethics of the profession.	LK		IKH	KM	IL				TKS M	IKM		KM
<p>8. Administrative Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.</p> <p>Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.</p>												
Specifications for Standard 18												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Managing organizations through leadership and strategic planning,	LK			MK		LK		IL			LK	
b. Supervision and human resource management,				MK		LK		IL			LK	
c. Planning and evaluating programs, services, and operational functions,				MK		MK		IKS M			MK	LK
d. Developing budgets and monitoring expenditures,				MK				ISL				
e. Grant and contract negotiation,								IL				

Note: 425T* Topics Course includes Gender Issues; Intimate Partner Violence; Mixed Ancestry Identity; Serving the Homeless; Veterans and Their Families

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Course Numbers	411	412	415	420	425 T*	430	434	435	436	437	440	445
f. Legal and regulatory issues and risk management,			ITL	MK		LK		IL		ITL	LK	LK
g. Managing professional development of staff,				MK		LK					LK	LK
h. Recruiting and managing volunteers, and				MK		LK		IL			LK	
i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.	MK S			LK		LK		IKM			LK	
9. Client-Related Values and Attitudes <i>Context:</i> There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice. Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.												
Specifications for Standard 19												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The least intrusive intervention in the least restrictive environment,	MK S	MK S		LI	IL	HK S		KIM		IKM	HK S	TH
b. Client self-determination,	HK S	MK S	TK M	TH	IL			IKM	KIM	KT M	HK S	TH
c. Confidentiality of information,	HK S	LK	KH	LK	IH	HK S			KH	KH	HK S	TH
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity	MT KS	MK	KH	MK	HKS	HK S			KM	KM	HK S	LK
e. Belief that individuals, services systems, and society can change.	HK S	MK	KH	MK	MK	HK S		KS M	KS H	KS H	HK S	LK
f. Interdisciplinary team approaches to problem solving,	HK S	MK	IM	MK	MK	HK S			TM	TM	HK S	LK
g. Appropriate professional boundaries,	MK S	LK	KS H	HK S	MK	HK S			TKH	TKH	HK S	LK
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website)..			KH	MK								

Note: 425T* Topics Course includes Gender Issues; Intimate Partner Violence; Mixed Ancestry Identity; Serving the Homeless; Veterans and Their Families

For the most up-to-date information, please contact the program.

Course Numbers	411	412	415	420	425 T*	430	434	435	436	437	440	445
<p>10. Self-Development Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.</p> <p>Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</p>												
Specifications for Standard 20												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Conscious use of self,	HK S		ISM	LK		MK					MK	HK
b. Clarification of personal and professional values,	HK S	LI	ISM	LI		MK		KM	ITM	KM	MK	HK
c. Awareness of diversity,	HK S	HK	IKL	HK				KM		KM		HK
d. Strategies for self-care.			IKL			LK			KS H	KSL	HK	LK
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).	MK S		IKL	LK		LK				KH	LK	LK

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