

Specifications for Standard 11									
Demonstrate how the following are included as a major emphasis of the curriculum:									
a. The historical roots of human services,	I,T,K/H	I,K/L	K/M	K/M	K/L				
b. The creation of the human services profession,	I,T,K/H	I,K/L	K/M	K/M			K/M		
c. Historical and current legislation affecting services delivery, and	I,T,K/H		K/M	K/M	K/L	K, M	K,S/M		
d. How public and private attitudes influence legislation and the interpretation of policies related to human services.	I,T,K/H		K, L	K, M	K, M		K,S/M	K,S/H	K,S/M
Course Numbers	HS 1113	HS 1123	HS 1213	HS 1223	HS 2113	HS 2123	HS 2213	HS 2223	HS 2233
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 following are included as a major emphasis of the curriculum:									
a. Theories of human development.	I, L		K,T,S/M	K,S/M					
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.			I, L			T,S/H			S, M
c. Changing family structures and roles.	I/L	I/L	T/S/M	S/M	K/M				
d. An introduction to the organizational structures of communities.	I/M			K,S/H	K/M	K,S/M	K,T,S/H	S/H	S/H
e. An understanding of the capacities, limitations, and resiliency of human systems.	I/M		K,T,S/M	K,S/H					
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.	I/M	I/M	K,T,S/H	K,S/H	K/H	T,S/H	K/M	S/H	S/H

<p>3. Human Services Delivery Systems</p> <p>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>									
<p>Specifications for Standard 13</p>									
<p>Demonstrate how the following are included as a major emphasis of the curriculum:</p>									
<p style="text-align: right;">Course Numbers</p>	HS 1113	HS 1123	HS 1213	HS 1223	HS 2113	HS 2123	HS 2213	HS 2223	HS 2233
<p>a. The range and characteristics of human services delivery systems and organizations.</p>	I,K/M	I/L	K,T/M	K,T/H	K/M	K/M	K,S/H	S/M	S/M
<p>b. The range of populations served and needs addressed by human services.</p>	I/M	I/L	K,T,S/H	K,T,S/H	K/M	K,S/M	K,S/H	S/M	S/M
<p>c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.</p>	I/M	I/M	T,S/H	K,T,S/H	K/M	K,S/M	K/L	K/M	K/M
<p>4. Information Management</p> <p>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>									
<p>Specifications for Standard 14</p>									
<p>Demonstrate how the following are included as a major emphasis of the curriculum:</p>									
<p>a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.</p>	I/L	I,T,S/M	K,T,S/H	K,S/H	K/M	K,T,S/H	K/M	S/H	S/H
<p>b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.</p>	I/L	I,K,S/L	K,T,S/M	K,S/H			K, M	S/H	S/H

c. Compiling, synthesizing, and categorizing information.	I, L		T,S/M	K,S/H			K,S/H	S/H	S/H
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	I, L	I, L	T,S/M	K,S/H		K,S/M		S/H	S/H
e. Maintaining client confidentiality and appropriately using client data.	I/H	I/H	K,S/H	K,S/H	K/H	K,S/H	K,S/H	S/H	S/H
f. Using technology for word processing, sending email, and locating and evaluating information.				K, M					
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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 following are included as a major emphasis of the curriculum:									
a. Knowledge and skills to analyze and assess the needs of clients or client groups.	I/L	K,T,S/M	K,T,S/H	K,S/H	K/M	K,T,S/M	K/M	S/M	S/H
b. Skills to develop goals, and design and implement a plan of action.			K,T/M	K,T,S/H		K,S/M	K/H	S, H	S, H

c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.				K,S/H			K/H		
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 following are included as a major emphasis of the curriculum:									
a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.	I/L	I/L	T,K,S/M	K,S/M	K/M	K,S/M			
b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.	I/L	I,S/M	T,K,S/H	K,S/H	K/M	K,S/H	K,S/H	S/H	S/H
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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.	I/L	I,S/L	T,K,S/M	K,S/H	K/M	K,S/M	K/M	S/H	S/H
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 following are included as a major emphasis of the curriculum:									

a. Clarifying expectations.		I/M	T,K,S/H	K,S/H	K/M	K,S/H			
b. Dealing effectively with conflict		I/M	T/K,S/H	K,S/H		S/M			
c. Establishing rapport with clients.	I/L	I/M	K,T,S/H	K,T,S/H	K/H	K,S/H		S/H	S/H
d. Maintaining behaviors that are or are not congruent with the ethics of the profession.	I/L	I/M	K,S/H	K,S/H	K/M	K,S/M	K/M	K,S/H	KS,/H
8. 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 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.									
Specifications for Standard 18									
Demonstrate how the following are included as a major emphasis of the curriculum:									
a. The least intrusive intervention in the least restrictive environment,	I/M		K,T/M	K,T/H					
b. Client self-determination,	I/L	I/M	K,T,S/H	K,S/H	K/M	K,S/H	K/H	S/M	S/M
c. Confidentiality of information,	I/H	I,T,S/H	K,T,S/H	K,S/H		K,S/H	K,S/H	S/H	S/H
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d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.	I/L	I/L	K,T,S/M	K,S/M	K,S/H	K,S/M	K/M	S/M	S/M
e. Belief that individuals, services systems, and society can change,	I/L	I/L	K,T,S/M	K,S/M	K/M	K,T,S/M	K/M	S/M	S/M
f. Interdisciplinary team approaches to problem solving,	I/M			K,S/H			K/M		S/H
g. Appropriate professional boundaries.	I/L	I/M	K,T,S/M	K,S/H	K/M	K,T,S/H	K/H	K,S/H	S/H
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).	I/M	I/M	K,S/M	K,S/M	K/M	K,T,S/M	K/M	K/H	K/H

<p>9. Self-Development</p> <p>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 19: 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>									
<p>Specifications for Standard 19</p>									
<p>Demonstrate how the following are included as a major emphasis of the curriculum:</p>									
<p>a. Conscious use of self,</p>	I/L	I,S/M	K,T,S/H	K,S,/H	K/M	K,T,S/H		S/H	S/H
<p>b. Clarification of personal and professional values,</p>	I/L	I,S/L	K,T,S/H	K,S/H	K/H	K,T,S/M	K, L	K,S/H	K,S/H
<p>c. Awareness of diversity,</p>	I/L	I,S/L	K,T,S/M	K,S/M	K/H	K,T,S/H	K/H	K,S/H	K,S/H
<p>d. Strategies for self-care.</p>	I/L	I,S/L	K,S/M	K/M	K, M	K,T,S/M		S/M	S/M
<p>e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).</p>	I/L	I/L	S/M	S/M	S/M	S/M	S,K/H	S/M	S/M

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B.									
C. Field Experience									
1. Field Experience Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process. Standard Number 20: The program shall provide field experience that is integrated with the curriculum.									
Specifications for Standard 20									
As evidence of meeting this standard, programs must:									
a. Provide a brief description of the overall process and structure of the fieldwork learning experience.								K/H	K/H
b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.								K/H	K/H
c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.	S/M	S/M	S/M	K,S/H	K,S/H				
d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.	I/L	I/L			K/M	K/M		S/H	S/H
e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.								K/H	K/H
f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.								K/H	K/H
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g. Provide evidence that required field experience is no less than 250 clock hours.									

<p>h. Demonstrate how the field experience provides the student an opportunity to:</p> <ol style="list-style-type: none"> 1. Progress from observation to... 2. Directly supervised client contact to... 3. Indirectly supervised client contact. 								K,S/H	K,S/H
<p>i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.</p>								K/H	K/H
<p>j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.</p>								K/H	K/H