

Student Guide to Capstone Portfolio Process



Human Services Program



WOODRING COLLEGE OF EDUCATION



WESTERN

WASHINGTON UNIVERSITY

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Student Guide to Capstone Portfolio Process

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Table of Contents

Preface	1
Introduction	3
Portfolio Definition	4
Context of the Curriculum	5
Foundational Concepts	10
Learning.....	10
Writing and Voice	12
Academic or Scholarly Voice	12
Advocacy Voice	13
Creative Voice	13
Professional Voice	13
Reflective Voice	14
Using the National Standards to Organize your Portfolio	14
Assessment Plan and Other Standards	16
Critical Thinking	17
Information Literacy	18
Technology Standards	19
Writing Proficiency	19
Curriculum and Context: Mission	20
Human Services Program Philosophy Statement	21
Portfolio Process	21
HSP 304, <i>Portfolio Learning in Human Services</i>	22
Independent work on Portfolio	23
HSP 495, <i>Capstone Portfolio</i>	24
What to Include in Portfolio	25
Assessment of Portfolio	27
Glossary of Terms	28
References	31
Appendixes	
Appendix A: Western Washington University, Vision and Mission Statements ...	33
Appendix B: Woodring College of Education, Mission and Vision Statements ...	34
Appendix C: Council for Standards in Human Service Education (CSHSE) National Standards (without specifications)	35
Appendix D: Council for Standards in Human Service Education (CSHSE) National Standards with Specifications	36
Appendix E: Human Services Program Curriculum Assessment Plan	44
Appendix F: Required Portfolio Organization and Contents.....	45
Appendix G: Criteria for Portfolio Assessment	46
Appendix H: Quarterly Portfolio Checklist	47

List of Figures

Figure 1	Conceptual drawing of Human Services Program curriculum.	7
Figure 2	Explanation of matrix matching CSHSE National Standards to course learning outcomes.	9
Figure 3	Adult learning cycle.	11
Figure 4	Funnel effect of the CSHSE National Standards in relationship to the portfolio and professional self.	15
Figure 5	Sources of input to capstone portfolio.	22

Preface

In the Human Services Program of the Department of Human Services and Rehabilitation, Woodring College of Education, Western Washington University, each student completes a capstone portfolio over the course of the time the student is in the human services major. The process begins with HSP 304 *Portfolio Learning in Human Services* (1 credit) and ends in HSP 495 *Capstone Portfolio* (4 credits). Most students begin their portfolios within the first 5 credits in the major, update information for the portfolio every quarter, and complete the capstone portfolio in the last 5 credits of the major.

These two courses, HSP 304 and HSP 495, act as bookends to the curriculum and provide a means for students to integrate lifelong learning, coursework, and experience in the context of national standards. In the HSP 304 course, students are introduced to portfolio learning, the curriculum, writing conventions of the field, and the National Standards for Human Service Education (Council for Standards in Human Service Education [CSHSE], 2005). For your convenience, copies of the CSHSE National Standards are included without the Specifications in Appendix C and with the Specifications in Appendix D. They are also available on the CSHSE website from <http://www.cshse.org>. As students progress through the major, they gather materials that provide evidence of their mastery of each Standard and revisit the questions for critical inquiry drafted in HSP 304. In the HSP 495 course, students complete their portfolios and present them to the instructor for assessment. Both courses are requirements of the major and must be passed with a grade of C- or higher to graduate with a major in human services.

This *Student Guide to Capstone Portfolio Process* was prepared to assist students of the Human Services Program through the portfolio process. The capstone portfolio is a benchmark assessment of the curriculum. A benchmark assessment is one that is measured by a set standard, in this case, the curricular section in Standards 11-23 of the National Standards for Human Services Education (CSHSE, 2005). The portfolio provides evidence of competency in each standard and substantiates personal and academic learning as well as professional development and achievement.

The portfolio is the property of the student and is largely student-driven. In

collaboration with peers and instructors, students in HSP 304 formulate questions that drive academic inquiry that provide a basis for further study. Based on a list of the types of documentation that must be included in the portfolio (see Appendix F), each student selects the specific information to be included and may incorporate documentation beyond the program requirements. Students are encouraged to be creative in the collection and presentation of information.

This guide includes a great deal of background information that is intended to assist students in thinking about the depth and breadth of evidence to be included in the capstone portfolio. As students read the guide, they are encouraged to make notes they can use to organize materials as they progress through the Human Services major. Collecting information at the end of each quarter will make it a much easier task to assemble the final capstone portfolio.

Introduction

Before you begin working on your portfolio, it is important to understand what a portfolio is and how it can benefit you, not just as a student, but also as a developing professional and life-long learner (Huba & Freed, 2000). It is also important to understand the portfolio both in the context of the curriculum and your professional development. While the capstone portfolio is a benchmark assessment of the Human Services Program, it is much more than that in the context of your career.

The portfolio does not begin with your entry to the Human Services major. When you entered this program, you already possessed a spectrum of skills, knowledge, and abilities. As a student, you will accumulate more skills, knowledge, and theory, and you will continue learning as a professional after you leave the program. Development of a portfolio offers an opportunity for you to integrate what you already know with what you learn while you are in the program. At the same time, the portfolio provides a framework for your reflection, self-assessment, and future professional development. In essence, the portfolio provides the opportunity for you to tell the story of your learning and reflect on the story the portfolio tells, thereby deepening your learning (Barrett & Carney, 2005).

Additionally, organizing your work into a portfolio allows you to shift your self-perception from one of a student who must perform in accordance with instructor-stated criteria to one of a learner who is attaining specific self-determined goals (Klenowski, 2002). The portfolio process includes the identification of your strengths, needs, and goals. It provides a place for collection, reflection, and feedback, and, most importantly, evidence of your progress and competence. As a professional, you are expected to be self-directed, inquisitive, and aware of trends and research in your field. The portfolio anchors you in processes that can assure professional growth throughout your career (Doel, Sawdon, & Morrison, 2002).

The use of portfolios in assessment can serve to equalize the disadvantages of test-taking for some students (Doel, Sawdon, & Morrison, 2002; Stefanakis, 2002) and to allow the learner to demonstrate multiple intelligences including linguistic, logical-mathematical, bodily-kinesthetic, visual-spatial, musical, naturalistic, interpersonal, and intrapersonal (Gardner, 1993; Hebert, 1992; Stefanakis). Because the portfolio is largely

student-directed, the learner is free to demonstrate creativity and artistic design that are not generally allowed by certain types of testing. The process of choosing evidence for inclusion in the portfolio requires students to reflect in order to integrate classroom learning and experience with National Standards. The portfolio provides the instructor with greater insight to the student's understanding and application of concepts to professional practice (Schulz, 2005; Stefanakis) as the basis for assessment. The use of metacognitive skills (Klenowski, 2002) and the context of classrooms, group projects, practicum, and internships create a learning environment rich in opportunities for dialogue and further enhancing the reflective educational process inherent in portfolio development (Shulz, 2005).

Portfolio Definition

There are many definitions of portfolios covering everything from portable collections of pictures to the case used to carry them. Students in the Human Services program need only be concerned with three types of portfolios: capstone, showcase, and course portfolios.

A capstone (also called summative) portfolio is not the type of document you would share with your future employer (Barrett & Carney, 2005). It includes some of your work that was not your best in order to demonstrate progress. It also includes reflection on your professional self, including your values, ethics, and experiences as they are refined through experience and study. The capstone portfolio includes evidence from the broad spectrum of your experiences making the portfolio either overwhelming or inappropriate if you were to present it in its entirety during an application process for employment, further education, or special experiences such as the Peace Corps.

A showcase portfolio is used when you want demonstrate your best work and thinking as a professional. For example, if you were applying for a promotion, a new job, graduate school, or a unique opportunity such as the AmeriCorps, you would draw evidence from your capstone portfolio to form a showcase portfolio that would highlight the knowledge, theory, skills, and experiences most pertinent to the opportunity you are trying to secure. A showcase portfolio is designed to emphasize and spotlight your best

thinking, writing, and experiences. Rather than demonstrating the progression of learning, you would only include (showcase) evidence of your mastery of the specific areas needed to acquire the opportunity.

The third type of portfolio, a course portfolio is related to a specific course and may be developed by students as an assignment or by instructors as part of their own scholarship of teaching and learning. You could be asked to develop a course portfolio if you were completing a project, for example, in the HSP 430 Readings and Projects course or doing an independent study. A course portfolio would include formal writing assignments, research notes, reflective writing, photographs, drawings, poetry, as well as evidence specific to the project.

This guide is mainly focused on the capstone portfolio since all students must satisfactorily complete a portfolio in order to graduate with a major in Human Services. For our purposes, the capstone portfolio will be defined as: ***An intentional repository of evidence reflecting the professional goals, progress, and reflection of the learner; integrating knowledge, theory, and skills from multiple sources using the CSHSE National Standards as a framework; and providing a benchmark exit assessment for the Human Services major.***

Context of the Curriculum

You may be asking yourself just what you are to include in your portfolio. There will be a more complete list later in this guide (see Appendix F), but you will not be limited to the list. While there are things that are required to be included in order to fairly assess student learning, there is also opportunity for you to be creative in what and how you include information about your professional self. You will be asked to collect writing samples, evidence documenting field experiences, and various assessments from the University and outside sources. As you progress through the program, you will receive assistance with your portfolio development in three ways:

- In each HSP course you take, at least one assignment will be marked on the syllabus as possibly appropriate for inclusion in your portfolio; however, the final decision as to whether or not to include it is yours.
- Every syllabus for a required course will include a matrix that ties the learning

outcomes for the course to the CSHSE National Standards and related Specifications.

- Your advisor and instructors can answer questions related to evidence and the portfolio.

The faculty of the Human Services Program have been intentional in designing the curriculum to avoid creating the perception that knowledge occurs in discrete courses. This design facilitates both a breadth and depth of knowledge through the spiraling effect of the core courses (HSP 301, 303, 305, 402, 404, 406) that include basic concepts that are further developed in other courses. Revisiting concepts reinforces them and allows the student to accomplish deeper learning (Klenowski, 2002) and apply problem-solving principles in multiple settings. The CSHSE National Standards have been mapped to the curriculum and are clearly indicated on the syllabus for each course.

You will find your progression through the curriculum more meaningful to you as a learner if you can visualize how the various aspects of the curriculum are integrated as a whole. Just as a traveler uses a map to understand a specific terrain, the learner can use a conceptual drawing of the curriculum (see Figure 1) as a map to understand the relationships between courses.

The courses in the Human Services major can be divided into five groups, each of which provides a different type of learning. Notice that the two portfolio courses are similar to bookends, occurring at the beginning and ending of the curriculum. The core courses provide the conceptual framework for the entire curriculum and are shown as the backdrop, underpinning the rest of the curriculum. Core is rooted in the dynamic nature of systems (Human Services Professionals and: Personal, Interpersonal, Small Group, Organizational, Community, and Global Systems). Core is theoretical and philosophical in nature, developing the critical thinking skills of students. The knowledge courses are content-oriented providing history, theories, and factual information relevant to the field. The interviewing, case management, program planning and evaluation, and applied research courses provide the skill sets foundational to the profession along with knowledge and theory for the appropriate use of those skills. Practicum and internship courses provide the opportunity for students to obtain professional experience in

organizations, allowing integration of knowledge, theory, and skill practice.

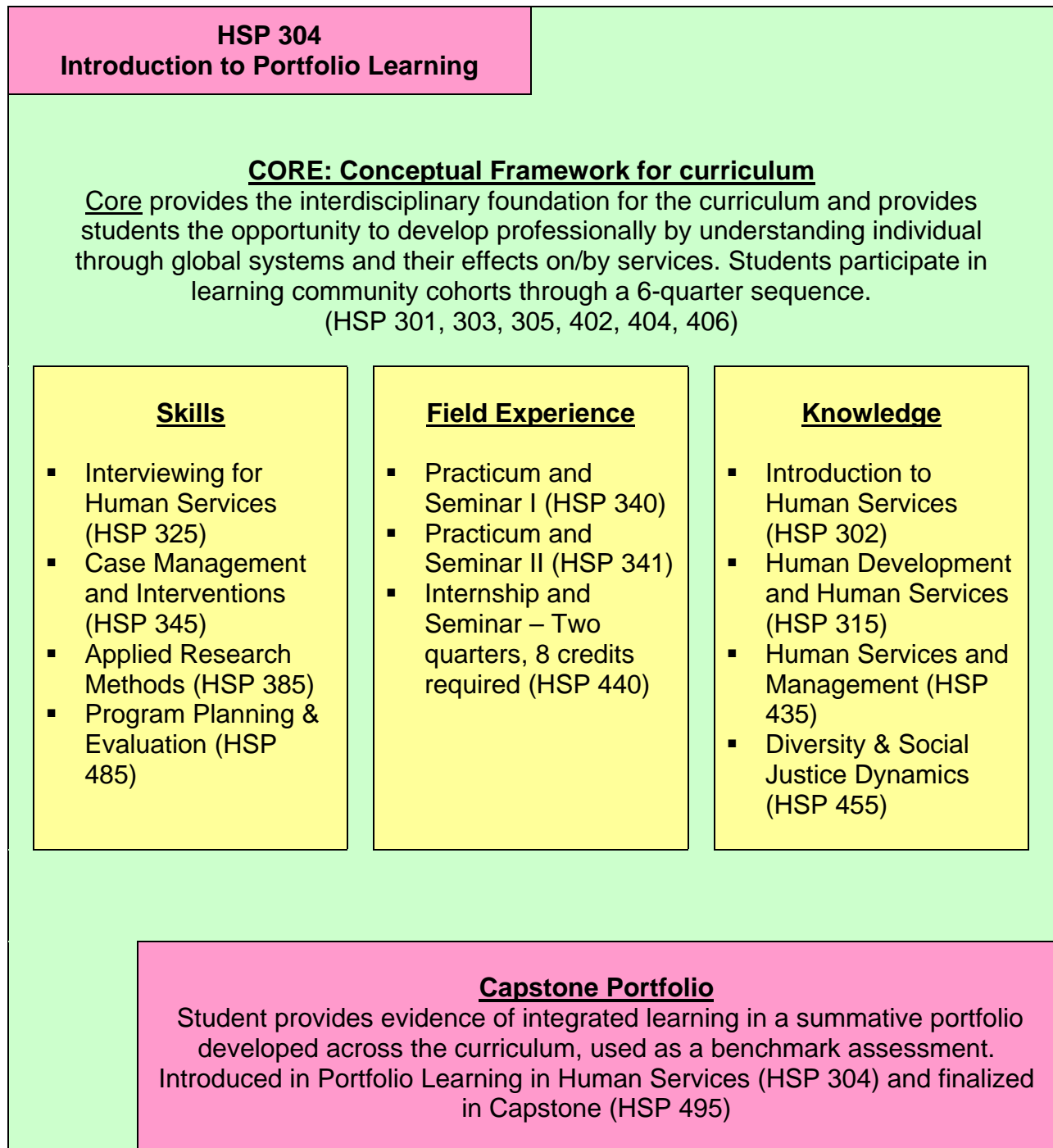


Figure 1. Conceptual drawing of human services curriculum.

The capstone portfolio is both a process and the culminating project of the major. It is a self-study of you as a professional. It uses the CSHSE National Standards as an outside benchmark of the knowledge, theory, and skills that can be expected of human services graduates with bachelor degrees. The Standards were developed through research and confirmed by further studies. Across the nation, the CSHSE National Standards define quality human services education. When you integrate your own knowledge and experience around the Standards, you are demonstrating that you have met national benchmarks for human services graduates.

The curriculum of the Human Services Program has been designed to meet the Standards. In that process, materials have been developed to make clear links between each course and the Standards. As stated above, the syllabus for each required course will have a matrix that ties the course learning outcomes, learning activities, and assessments to the CSHSE National Standards. See the diagram in *Figure 2* to assist you in understanding the matrix on each syllabus.

At the beginning of each course, spending some time thinking about the information on the matrix will increase your learning in the course. Thinking about thinking, or metacognitive skills (Metcalfe & Shimamura, 1994), will increase your learning because you will be intentional in discovering what you are trying to learn before you begin studying. Revisit your original essays written in HSP 304 regarding each Standard for the course and consider the questions you identified. Are there questions you might now add? The intentional review of your essays at regular quarterly intervals drives critical inquiry defines the portfolio process.

Now that you have been introduced to the broad concepts of portfolio learning, it is important for you to consider some other foundational concepts of learning before beginning the portfolio process. Taking some time to reflect on these concepts in relationship to your past learning and your professional goals will help to assure that you maximize your educational experience. If you are not clear on your goals, the portfolio process will assist you in defining, refining, and clarifying them.

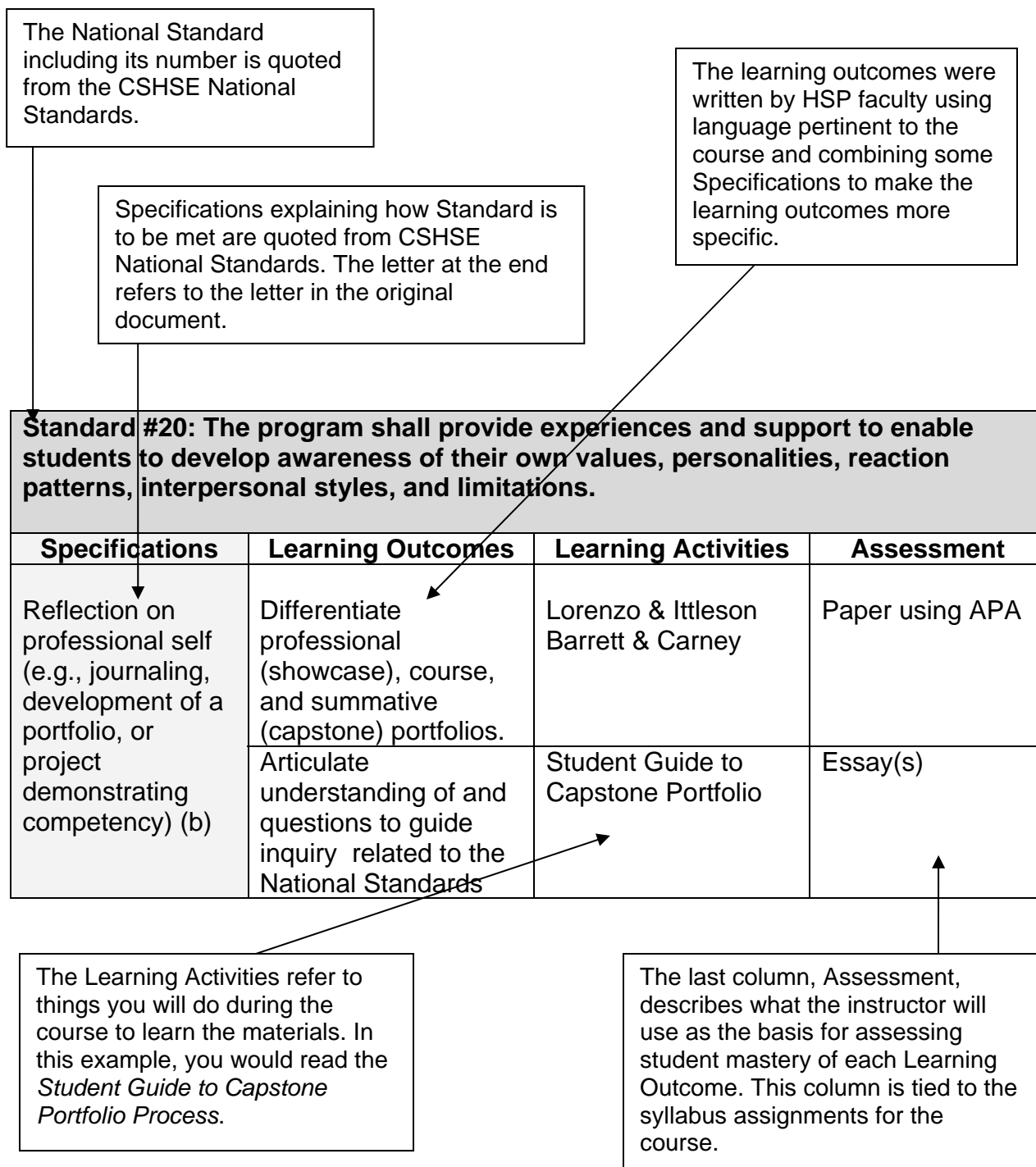


Figure 2. Explanation of matrix matching CSHSE National Standards to course learning outcomes.

Foundational Concepts

Learning

Before you begin documentation of your learning, you should consider what learning is and how adults learn. In the past, you may have memorized information and given the right answers on tests in order to pass your courses. You have chosen a field, however, where there is seldom only one right solution for the problems encountered by individuals, families, groups, organizations, communities, or any societal system. As a professional working for social justice and conditions that sustain quality life, you will need to develop your critical thinking and problem-solving skills (Brookfield, 1991b; Merriam & Cafarella, 2006).

Children have limited experience and knowledge, so they sometimes learn best through memorization. Adults, however, have skills, knowledge, and experiences to which they can relate new information (Brookfield, 1991a). Adults have both formal and informal educational experiences. For example, to enter this program, you completed a minimum of a high school education as well as general university requirements or a direct transfer associate degree. That amounts to approximately 14 years of formal education. In addition, you have learned through informal education from parents, siblings, friends, and mentors as well as through reading and other activities. You have experience as a family member, medical patient, club member, volunteer, sports participant, friend, and various other roles. You also have vicarious experiences through novels, movies, music, sports, video games, and dialogue with others. You may also have previous professional or work experience, college courses, workshops, and personal study.

As an adult learner, you bring a combination of knowledge, skills, and experiences unique to you. Learning new skills, knowledge, and theory requires reflection and modification of old information by integrating new information (Brookfield, 1991a; Kolb, 1984). In fact, adults use a circular process when learning (see Figure 3). Adults are constantly taking in new information and using it to modify both their existing knowledge and their skills through a reflective process. Reflection is critical to the learning process.

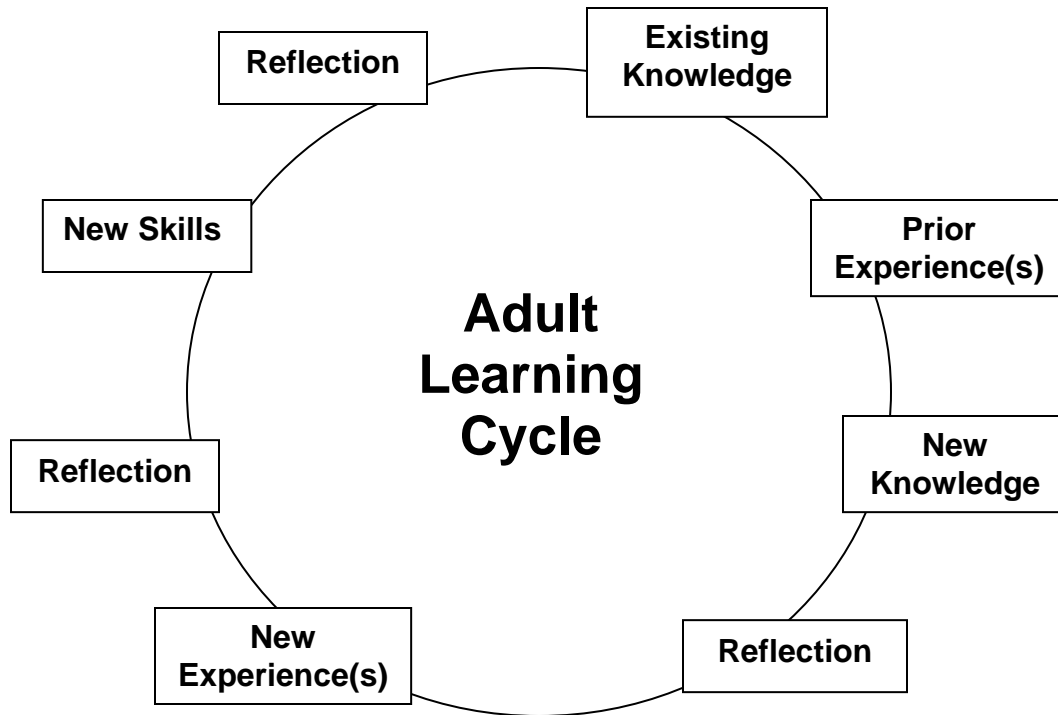


Figure 3. Adult learning cycle. Adapted from Kolb, 1984.

Like most models, this model appears much tidier than our thinking patterns actually are. The point is that as an adult learner, you already have a knowledge base and you will be integrating new knowledge, theory, and skills with an existing set of knowledge and experience. We are constantly learning new information, trying new things, and integrating new learning with what we already know. According to MacGregor (1993), two things enhance learning: (a) integrating reflective writing throughout the curriculum and (b) shifting primary responsibility for learning from the instructor to the students, moving students toward self-directed learning individually and collectively. The capstone portfolio allows both of these things to happen.

The integration knowledge, theory, and skills requires reflection, and the portfolio process provides a place in the curriculum for you to intentionally reflect upon your development as a professional within the context of National Standards for Human Service Education. The act of choosing between writing samples and other evidence

involves reflection. Even organizing your portfolio to determine the best way to present your learning requires that you reflect on what you know, what you have done, and how it provides evidence of your competence as a professional. To introduce and conclude your portfolio, you must discriminate between numerous and diverse details to formulate concise statements that emphasize your professional attributes, strengths, and goals. When you graduate, your capstone portfolio will fairly represent the theory, knowledge, and skills you possess as a professional because you are the one who compiled it.

Writing and Voice

A portfolio is done in paper or electronic format. You will be required to include examples of writing using different voices in your portfolio. While you may also include video or audio media, viewers will depend on your writing (narrative) to tell them how to locate and interpret what you have included.

Just as our experience is comprised of the various roles we play, our writing, too, can reflect different roles and voices. We shift our voice based on the audience with whom we are attempting to communicate and their expectations (Lamothe, 2005). Simple examples of shifting our voice would be the different ways we might respond to our siblings and close friends in comparison to casual acquaintances, our instructors in comparison to other students, or our professional colleagues in comparison to clients. We all have access to different voices--different ways of presenting ourselves--depending upon the role we are playing. We speak or write taking cues from the intended audience based on what we are trying to accomplish.

As a student, you will be asked to write for peers, instructors, supervisors, clients, and yourself. Some examples of voices used in writing are:

➤ **Academic or Scholarly Voice**

Formal writing such as reports or research is done using an academic or scholarly voice that follows the specific writing conventions of a discipline. Assertions in formal writing must be supported by logic or reference to the writing and research of others in accordance with the writing conventions of the discipline. In Human Services, the writing conventions are those of the American

Psychological Association (APA). The audience for academic work includes instructors, peers, and colleagues.

➤ **Advocacy Voice**

Sometimes called a persuasive voice, the advocacy voice is used when wanting to effect or influence policy. The writer wants to convince someone (voters, policy makers, administrators) to take action for the benefit of some individual or group. For example, an advocacy voice would be used in letters to a newspaper or the legislature.

➤ **Creative Voice**

A creative voice is used for original work that expresses your unique and artistic interpretation and application of knowledge. For example, essays, stories, or photographic presentations are based on a creative voice. The creative voice is often used to evoke emotion in the audience (Lamothe, 2005). While a portfolio includes samples of many voices, the underlying theme should represent the creative voice of the author.

➤ **Professional Voice**

A professional voice is used when writing case notes, case histories, correspondence, conference materials, staff interactions, legal documents, and court reports. It is closely tied to professional standards and ethics of the field and is used for interaction with clients, colleagues, and coworkers.

➤ **Reflective Voice**

A reflective voice is used when looking back with the intention of relating theory to practice and integrating new knowledge with existing knowledge. Reflective writing provides the opportunity to improve future practice by analyzing past actions, emotions, and values to gain new insights and self-awareness. In the words of MacGregor (1993), “We are figuratively sitting down beside ourselves and gaining perspective on who we have been, who we are, and who we are

becoming—as learners and knowers, as apprentices in a discipline, and as citizens in the world” (p. 45). The main audience for a reflective voice is the self, making the reflective voice an ideal place for creativity, risk-taking, and exploration of alternative ways of being and thinking.

You will be asked to provide examples of writing using each of these voices in your portfolio. You may include more than one example, and you may want to demonstrate how your skills have progressed. Consider incorporating instructor feedback to revise some of the papers you include demonstrating your ability to use feedback for improvement.

Using the National Standards to Organize your Portfolio

The Council for Standards in Human Service Education (CSHSE) is the accrediting body for human services degree programs. The Human Services Program is a member of the Council, and the curriculum meets the National Standards of the CSHSE. The purpose of national educational standards is to assure that graduates of human services programs have essential knowledge, theory, and skills of the profession. There are 23 standards. Standards 1-10 are related to the quality of the program (faculty credentials, retention of students, articulation agreements, and other policies and procedures) and do not affect your portfolio. Standards 11-23, however, are related to curriculum. Standards 11-20 cover knowledge, theory, and skills, and standards 21-23 cover field experience. The curriculum standards are included in Appendixes D (short version) and E (full version) for your convenience. The CSHSE National Standards are also available online from <http://www.cshse.org/standards.html>.

The Standards themselves are very broad statements, but each standard is further defined by a list of Specifications. The curriculum of the Human Services Program has been carefully mapped to make certain all Standards and Specifications are addressed within the required courses of the curriculum. You might think of the Standards as a skeleton or framework, and the coursework as the muscles that allow the skeleton to have movement and life. Without both the skeleton and the muscles, you would be unable to stand. On each course syllabi, you will see excerpts from the

Standards and related Specifications that are the basis for the learning outcomes for the course. You could think of it as a funneling effect (see Figure 4), flowing from the broadest to the more narrow interpretation.

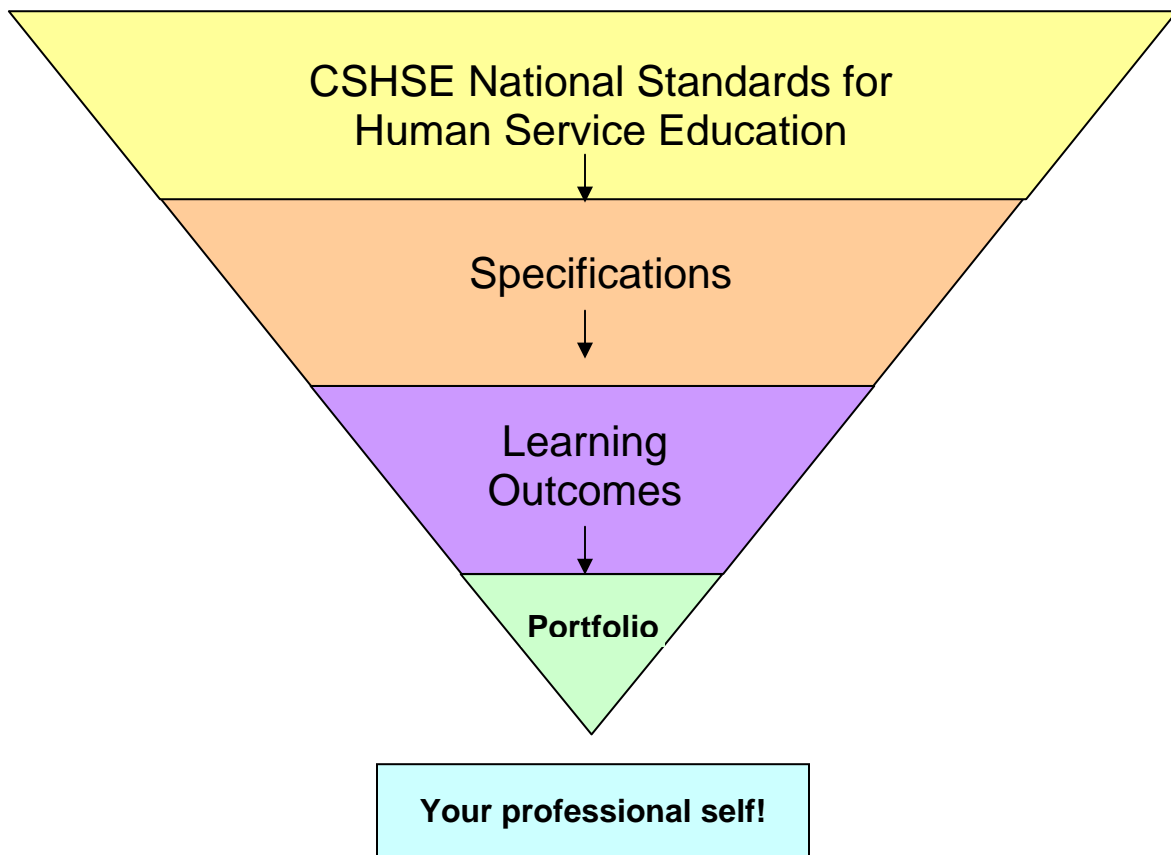


Figure 4. Funnel effect of the CSHSE National Standards in relationship to the portfolio and professional self.

In your portfolio, you will want to consider the Standards in multiple ways that have the same funneling effect on your own knowledge and skills. The breadth of the Standards defines the field of human services in a general sense. The Specifications are more finite and pinpoint the knowledge, theory, and skills that would be expected of any undergraduate in human services. The learning outcomes are derived from the Specifications and are specific to the course, curriculum, program, and institution. They drive the choice of textbooks and other course materials; and are the basis of

assignments and assessments (Huba & Freed, 2000). When students complete assignments for a course, they are demonstrating their level of mastery of the learning outcomes and thereby the Standards and Specifications.

The demonstration of the mastery of learning again brings us to the role of reflection in adult learning. The funnel effect ends with you and your personal and professional application of the Standards, Specifications, and Learning Outcomes. In some way, every reading and assignment is related to the National Standards and your professional development. Both your learning and your portfolio will be stronger if you are intentional in considering these relationships throughout your study in the program.

Do not wait to be enrolled in the HSP 495 Capstone course to work on your portfolio. Schedule time to collect evidence each quarter and organize it in relationship to CSHSE Standards 11-23, summarize your learning to date, and add new questions for critical inquiry.

The portfolio process of the Human Services Program is closely connected to the National Standards of the CSHSE. While the faculty has made certain that you have the opportunity to meet each Standard, it is up to you to document how you have individually met the Standard through the information included in your portfolio. The goal is to view your education as an integrated experience using the National Standards as a framework to pull together your learning and experiences into a meaningful whole. There are details and suggestions on how to accomplish this in later sections of this *Student Guide*. The instructor of your HSP 304 course will also assist you in setting parameters for this task.

Assessment Plan and Other Standards

One of the benefits of portfolios is the opportunity for assessment by multiple parties. The capstone portfolio is a benchmark assessment for the Program and is tied to a larger Assessment Plan (see Appendix E). The instructor of HSP 495, Capstone Portfolio, will use your portfolio to assess your professional development as a student in the program and determine your grade for the course. The portfolio also provides the opportunity for you to assess yourself, not only as a student, but as a life-long learner and professional (Huba & Freed, 2000). As you continue your portfolio after graduation,

it provides a point for continual reflection, self-assessment, and self-guided professional development. When you draw information from your capstone portfolio to develop a showcase portfolio, it becomes a means for assessment by employers or others with whom you are seeking specific opportunities.

The Assessment Plan for the Human Services Program is comprehensive. It begins before you enter the program by requiring a minimum grade point average, essay, finger printing, criminal history check, and computer competency. As you move through the program, your learning is assessed by the instructor of each course and reflected in your course grades. Some learning is sequenced, so you have to pass certain courses or benchmarks before you can take other courses.

An example of sequenced courses is core, HSP 301, 303, 305, 402, 404, 406. Each core course builds on the prior courses. Another example is the relationship between skill-based courses and fieldwork. You must study the theoretical framework for using skills and practice those skills in HSP 325, *Interviewing for Human Services* and HSP 345, *Case Management and Interventions*, prior to enrollment in *HSP 440, Internship and Seminar*. You must also successfully complete Practicum I and II (HSP 340, 341) before enrolling in *Internship and Seminar (HSP 440)*. The sequencing of courses fulfills the Program's responsibility to assure that you have been adequately prepared with a baseline set of skills prior to placement in the field. This prerequisite fulfills the Program's responsibility to assure that you have been adequately prepared with a baseline set of skills prior to placement in the field. As you can see, sequence is important to assessment.

Another important aspect of the Human Services curriculum and assessment is the incorporation of learning related to other University requirements in four other areas: critical thinking, information literacy, technology skills, and writing proficiency. There are national standards for each of these areas and each has been incorporated across the curriculum.

➤ **Critical Thinking**

Human services professionals work to effect change with individuals, groups, communities, and society. Basically, they define, analyze, and solve problems of

humans. Critical thinking involves the analysis, interpretation, and defense of ideas based individually and collectively on the identification of underlying assumptions and alternative options (Brookfield, 1991b). Critical thinkers ask questions. In fact, they often have more questions than answers. In the words of Paul and Edler (2003),

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentricism [sic] and sociocentricism [sic]. (p. 1)

Evidence of critical thinking is based on seven intellectual standards related to clarity, accuracy, precision, relevance, depth, breadth, and logic (Paul & Edler). [Note: Further definition of these concepts is available from Critical Thinking Foundation (2007), <http://www.criticalthinking.org/resources/articles/universal-intellectual-standards.shtml>. As an upper division university student, your success on assignments hinges on your abilities to relate and integrate information from multiple sources and to ask questions that expand both the depth and breadth of your understanding. As a human services professional, your ability to think critically, ask questions, and solve problems has a direct effect on the success of your clients, organizations, communities, and society. It is important to differentiate critical thinking from criticizing as the word is commonly used (finding fault with). Critical thinking is more balanced, looking for strengths, limitations, and new opportunities for action.

➤ **Information Literacy**

The American Library Association (2005) publishes information literacy standards related to the abilities to recognize the need for information, then locate, access, and evaluate it. The accessibility of media, particularly through Internet technologies, has made vast amounts of information available at minimal costs, causing this era to be known as the *information age*. As a learner and professional constantly exercising critical thinking skills, it is important that you

have information literacy. It includes such things as searching library databases, locating peer reviewed journal articles, assessing the research of others and incorporating it in scholarly writing, and assessing websites for accuracy and integrity. As a professional, you will need to locate and assess research and other information in terms of best practices and trends in the human services field as well as other societal systems to inform your practice. You may also find yourself conducting research and publishing articles to provide information to others. As an upper division university student, you should know who and what questions to ask in order to locate quality information on specific topics.

➤ **Technology Standards**

The technology skills required of students are based on the Standards for Students published by the International Society for Technology in Education (2000-2005). These standards are particularly important in the context of human services because they address social, ethical, and human issues related to the use of technology. An entrance requirement of the Human Services Program is competency related to word processing, databases, and spreadsheets. As a student in the Program, you will be expected to expand your skills to use technology for presentations, data analysis, and information management. As a learner and professional, it is important in the context of critical thinking, information literacy, and the delivery of services to have an understanding of technology not only in relationship to professionalism, but also in the context of quality of life for individuals, organizations, communities, and society.

➤ **Writing Proficiency**

Western Washington University is committed to the development of writing proficiency for every student beginning with the General University Requirements (GUR) and continuing through upper division study. The Human Services curriculum includes one required writing proficiency course, HSP 385 *Applied Research Methods*. The criteria for a writing proficiency course as outlined by the University are: Students write multiple drafts of assigned papers; instructors

provide suggestions for revision of drafts; instructors base 75-100 percent of the course grades on revised versions of assigned writings; and upper-division courses emphasize research and writing, style and conventions of the discipline, and techniques for integrating evidence in scholarly papers. Even though they are not designated as writing proficiency courses, many of the HSP courses require extensive and intensive writing.

The Assessment Plan is intricate, comprehensive, and tied to several sets of standards, the most important being the CSHSE National Standards that define the study of human services. All of these areas of learning and assessment have been integrated throughout the curriculum. In addition to the CSHSE National Standards for Human Services Education, knowledge and skills in the four areas of critical thinking, information literacy, technology skills, and writing proficiency are well regarded by employers and graduate programs. Expertise in these areas adds to your professional skills, and you will want to consider how to represent them in your portfolio. They have been included on the quarterly checklist (see Appendix H).

Curriculum and Context: Mission

In addition to understanding the curriculum and various aspects of assessment, it is also important to understand the context in which you are studying. As a part of your portfolio, you will want to document the strengths of Western Washington University, Woodring College of Education, and the Department of Human Services and Rehabilitation. In other words, why were you drawn to this university? Why should an employer or graduate school give consideration to your degree from Western? What sets Woodring apart from other colleges of education? What is unique to the Department of Human Services and Rehabilitation? One example might be found in a comparison of values.

The mission of the University is derived from the *Western Experience* and includes passion for life-long learning, scholarly discourse, social responsibility, and environmental stewardship (See Appendix A). The vision statement of the College is

that “Woodring College of Education fosters community relationships and a culture of learning that advances knowledge, embraces diversity, and promotes social justice” (See Appendix B). In addition, the Human Services Program has a Philosophy Statement that reflects the values of the faculty and the theoretical perspective around which the curriculum has been designed.

Human Services Program Philosophy Statement

Human services professionals effect change at all levels of society to enhance the well-being of self, individual, group, community, and global systems. Social justice, self determination, and service to others through strengths-based models of ethical professional practice define our program philosophy. The dynamic, resilient, and interdependent nature of systems provides a conceptual framework for the curriculum. Intellectual inquiry immerses learners in multiple perspectives, theories, and disciplines, anchoring us in the diverse lived experiences of self and others. With a deep commitment to making a difference, students discover ways to facilitate processes for systems analysis, problem-solving, advocacy, and social change.

The mission and vision of Western Washington University and Woodring College of Education, the human services values in the CSHSE National Standards, and the Philosophy Statement of the Human Services Program are closely aligned. In considering your own personal and professional values as you wish to present them in the portfolio, spend some time reflecting on how your values align with those of the field and institution.

Portfolio Process

The process of formulating your capstone portfolio begins in the HSP 304 course, *Portfolio Learning in Human Services*. Through seminar discussion, you will examine Standards 11-23 of the National Standards of the Council for Human Service Education (<http://www.cshse.org>). There are 23 standards, but the first 10 are related to program functions rather than curriculum. For the purposes of the portfolio, you need only be concerned with Standards 11 through 23, those that address the curriculum. You are responsible for independently continuing work on your portfolio between the

time you are enrolled in HSP 304 and when you complete your capstone portfolio by enrolling in HSP 495. See Figure 5 for a diagram of input to the portfolio.

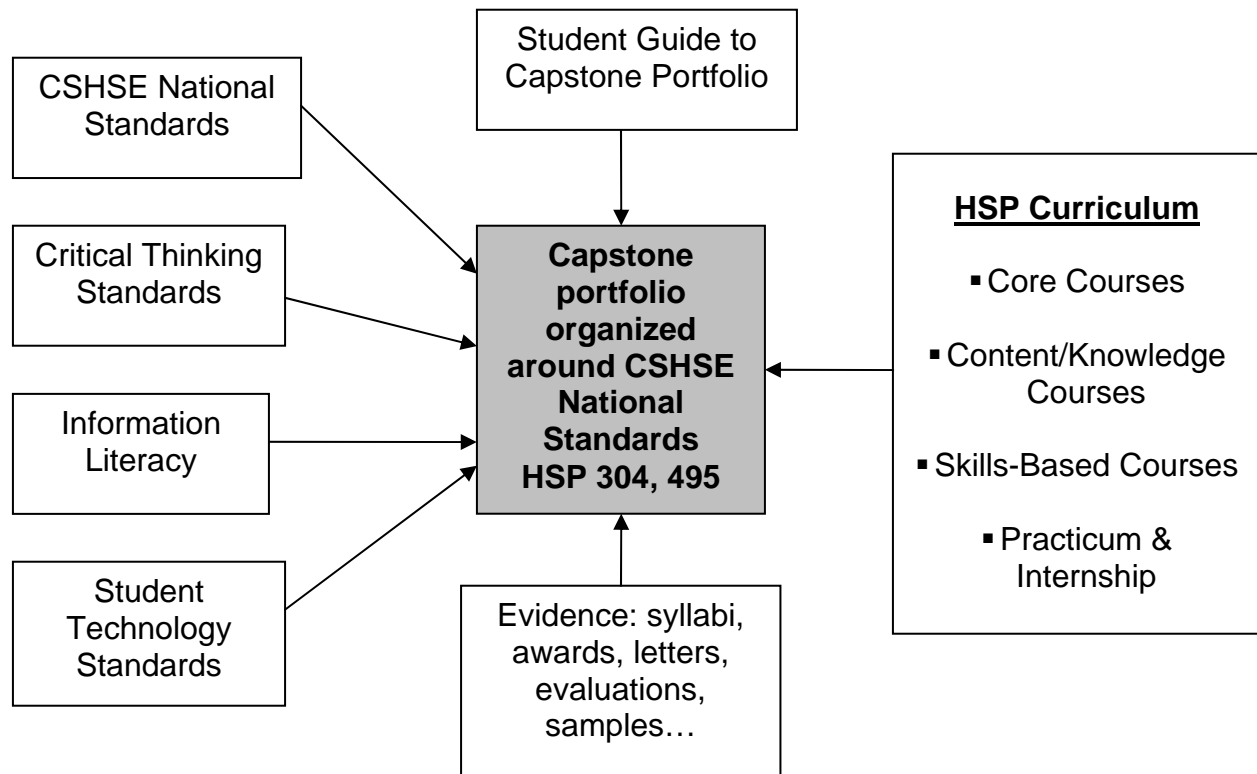


Figure 5: Sources of input to capstone portfolio.

HSP 304 – Portfolio Learning in Human Services

In the HSP 304 course, you will begin the portfolio process. While activities may vary some, students in HSP 304 will:

- Consider Standards 11-23 through seminar discussion.
- Frame questions for further scholarly inquiry related to the Standards.
- Write essays addressing each Standard and its Specifications. Standards 21, 22, and 23 (field experience) can be addressed in one combined essay.
- Work through a tutorial that introduces the writing conventions of the American Psychological Association (APA).
- Conceptualize the portfolio including what to include, how to organize, and how to present the materials.

- Review the criteria that will be used for assessment of the portfolio (See Appendix G).
- Consider possible media: electronic, paper, or a combination.
- Begin to organize information around the CSHSE National Standards (See Appendix D).
- Develop strategies for gathering and organizing evidence that provide evidence of meeting the CSHSE National Standards.
- Prepare to continue working independently taking notes and gathering evidence for completion of the capstone portfolio in HSP 495.
- Consider making a notebook with an index sheet for each standard, 11-20, and a combined one for field experience (standards 21, 22, and 23). Copy the relevant Standard and Specifications on the first page after each index page for easy reference. You will also want a section to record your notes related to: (a) papers that utilize different voices, (b) critical thinking, (c) information literacy, (d) technology, and (e) where to locate the evidence supporting your notes. Use of a notebook will make it easy to organize your notes throughout the rest of the program. Depending on how you like to work, you could use a set of file folders instead.

You will want to devise a way to catalog your evidence so you can use the same document as evidence related to more than one standard. For example, you might write a research report that provides evidence of academic voice, mastery of the specifications for two different standards, and information literacy. If you catalog the report as, for example, “*Appendix Z*,” you can refer the reader to the appendix each time you mention it.

Independent Work on Portfolio

You will not formally revisit the portfolio again until you are in the HSP 495 *Capstone Portfolio* course; however, you are responsible for continuing work on it. At the end of each quarter you should:

- Reflect on your learning from the quarter immediately ended in the context of the Standards (see the quarterly check sheet in Appendix H).

- Revisit the essay for each Standard and Specifications and either revise it or make specific notes to remind you of what you have learned and how to locate evidence to support that learning.
 - o Review each syllabus and your related course work for the quarter. The syllabus for every required course will indicate at least one assignment to consider for inclusion in your portfolio.
 - o You are not limited to these suggested assignments. The portfolio belongs to the student. You can include more or less, but you must include sample documents of the work described in the list below
 - o The more complete your notes are, the easier it will be to complete the required capstone portfolio in HSP 495. Each syllabus indicates the Standards and Specifications that are emphasized in the course. In your notes for each Standard, include the appropriate course number and title, textbook titles and authors, and other relevant details.
 - o Make notes regarding any particular assignments, texts, videos, speakers, or other sources that particularly influenced your learning related to each Standard.
 - o Note learning outside of course work; for example, speakers, videos, books, movies, volunteering, and extracurricular activities such as clubs and conferences.
 - o The more you invest in your own learning and professional development as you progress in the program, the better your portfolio will be. This is a document that you can add to throughout your career.

HSP 495 – *Capstone Portfolio*

The HSP 495 *Capstone Portfolio* course is taken in the last 5 credits in the program. As the name suggests, the portfolio is the culminating project of your work in the Human Services Program. During this course, you will engage in seminar discussions with your peers regarding each of the Standards and Specifications. The notes you have taken at the end of each quarter will have prepared you for a meaningful dialogue for the transition from student to professional. You will also further develop the essays that were initially written in HSP 304.

If you have maintained notes and other documents at the end of each quarter as suggested, this task will be fairly simple. If not, you will be faced with reconstructing information that may be difficult to access. Successful (grade of C- or better) completion of the capstone portfolio is a requirement for graduation.

There should be a section for each Standard 11-20 and a Field Experience section combining Standards 21, 22, and 23. You should also have sections for (a) voice, (b) critical thinking, (c) information literacy, and (d) technology. In each section you will describe what you have learned and how to locate the evidence you have provided to support your statements. The evidence should be located in appendixes. The essay should provide precise instructions for the reader to locate the evidence you want examined. For example, make an appendix of each assignment or instruct the reader to see Appendix Z, page 15. Some evidence may be used to support more than one Standard. By including the evidence in Appendixes, you need only include them once, but you can refer to them as many times as needed.

In addition to your capstone portfolio, the HSP 495 course will address issues of transition from the Human Services Program. Some students will enter the work place, some will go on to graduate school, and some will make other choices. Regardless of your next step, the Capstone course will address some of the issues surrounding the transition.

What to Include in the Portfolio

The following list is the minimum that you will be expected to have in your portfolio.

- Essay(s) on each Standard 11-23. Address each Specification for the Standard. Combine Standards 21, 22, and 23 and address them in one essay on field experience.
- Samples of writing with different voices
 - a. Academic (APA)
 - b. Professional voice (case notes, experiential, confidentiality, conferences, staff, collaborative, clients, court, legal)
 - c. Creative (brochures, photo essays)
 - d. Reflective (journals, essays)

- e. Advocacy (policy, persuasive, letters to legislature)
- Assignments. Consider revising any assignment before including it in your portfolio. For example, include one with instructor feedback and include a revised copy to demonstrate your progress. You may want to include the same paper before and after to demonstrate learning, responsiveness, and polishing. In some cases, you will want to print a clean copy without the instructor's feedback. You will not be graded a second time on the work from any course.
- Field experience. Include information from your practicum and internships, volunteering, employment history, and other groups that contribute to your professional understanding. Include materials listed in *Human Services Practicum Manual* for HSP 340 *Practicum I*, HSP 341 *Practicum II*, and HSP 440 *Internship*. Specifically, you should include learning contracts, evidence of meeting practicum/internship learning objectives, evidence of attending professional development activities, professional writing samples, completed projects such as grants or program evaluations, and field supervision evaluations.
- Brochures or other evidence done before or during the Program.
- Résumé(s).
- Evidence of special training such as First Aid, CPR, or volunteer training.
- Awards and certificates, letters thanking you for your professional contribution.
- Membership and involvement in professional organizations such as:
 - o **National Organization for Human Services (NOHS)** is an organization for professionals, educators, and students. They host an annual national conference in the Fall. The dues for student membership are greatly reduced. This group in collaboration with the Council for Standards in Human Service Education researched and maintains the Ethical Standards for Human Service Professionals. For more information, visit their website at: <http://www.nationalhumanservices.org/>
 - o **The Northwest Human Services Association (NWHSA)** is a regional professional organization related to NOHS. The region includes Alaska, Colorado, Guam, Idaho, Montana, Oregon, Utah, Washington, and

Wyoming. The NWHSA hosts an annual regional conference each spring providing an opportunity for members present professional content.

Student members are encouraged to present with or under the guidance of faculty or professionals. Further information is available from

<http://www.nationalhumanservices.org/regions/nwhsa.html>

- o **Human Services Student Club: Students for Social Change**, sponsored by the Associated Students at Western Washington University, and is open to all students. One of the main activities of the club is to participate at the annual regional conference hosted by NWHSA. The club members use a Blackboard site for cross-site dialogue.
- o **Other?** Many students are involved in service organizations of various types on and off campus. Other opportunities exist such as city or county human services councils. You are encouraged to join and participate in these worthwhile organizations.

Assessment of Portfolio

The instructors for the HSP 304 *Portfolio Learning* and HSP 495 *Capstone Portfolio* courses have specific criteria for assessment of your portfolio that is used Program wide (see Appendix G). Program wide use of standardized criteria assures that the portfolios of students will be evaluated consistently and provides students specific information on how their work will be assessed.

Students are encouraged to review the criteria in detail and ask questions for clarity. Keep a copy of the criteria with the essays, notes, and evidence you are collecting so you can refer to it often.

The finalized portfolio will be submitted to the instructor of your HSP 495, *Capstone Portfolio*, course who will assess and grade it. While it is one of the last things you will submit as a student in the Program, it is the culminating project of your major. The benefits of the portfolio process go beyond this degree and your grade point average. View your portfolio as an investment in yourself as a learner and as a professional, connected to a national group of scholars, educators, and professionals who subscribe to a set of Standards as the benchmarks of the field. Your portfolio has

an importance that goes beyond the curriculum and degree, providing a connection to prior learning and segues to your professional and educational future.

Glossary of Terms

- Advisor** An advisor assists you in decision making and problem-solving. Every student has a faculty member who provides advising regarding the curriculum, career, goals, and other academic issues. Program coordinators at each site are also available for advising regarding the program and access to university resources.
- APA** APA is the abbreviation for the American Psychological Association. Students in the Human Services Program are required to purchase the *Publication Manual of the American Psychological Association* (5th Edition) which describes the writing conventions for the human services field. In the HSP 304, *Portfolio Learning in Human Services* course, students complete a tutorial introducing them to APA writing conventions.
- Assessment** In the context of education, an assessment is an evaluation of student learning for the purpose of assigning a grade and allowing movement to the next course or level. Faculty assess student learning in every course as part of a larger assessment plan.
- Benchmark** A benchmark is “a standard of excellence or achievement against which others must be measured or judged” (Merriam-Webster Online, 2006-2007). A benchmark assessment demonstrates that learning has progressed in relationship to a set of standards.
- Convention** There are several definitions for convention, but for the purposes of this guide, the reference is to writing conventions. In this usage, convention means a rule, method, or practice established by usage or custom.

Core In any curriculum, core refers to a set of required courses that must be taken by all students. In the Human Services Program, core refers to a six-quarter sequence that provides the conceptual framework for the curriculum. The core sequence is tied to systems and related theories. The core courses begin with Human Services Professionals and Personal Systems (HSP 301), and progress through Interpersonal Systems (HSP 303), Small Group Systems (HSP 305), Organizational Systems (HSP 402), Community Systems (HSP 404), and ending with Global Systems (HSP 406).

Critical thinking Critical thinking is “the mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion” (Webster’s, 2006).

CSHSE CSHSE is the acronym for the Council for Standards in Human Service Education. The Council is the national accrediting body for degree programs in human services, and is the body that researched, established, and occasionally modifies the National Standards for Human Service Education. Members of this organization are degree programs at educational institutions, not individuals. The Human Services Program at Western Washington University is a member of the Council. Visit their website at <http://www.cshse.org> for more information.

Elective An elective is a course that is taken by student choice and is not required for graduation. However, students must have a total of 180 credits to graduate from Western AND they must also meet the requirements of the human services major (76 credits).

Essay An essay is “an analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view”

(Merriam-Webster, 2007).

Internship

An intern is “an advanced student or graduate usually in a professional field (as medicine or teaching) gaining supervised practical experience (as in a hospital or classroom)” (Merriam-Webster, 2007). An internship is the experience. Students are required to complete two quarters of internship in the Human Services Program. In general, the internship experience is student-defined within specific guidelines. An internship incorporates higher level learning objectives that a practicum.

NOHS

NOHS is the acronym for the National Organization for Human Services, the only national organization for human services professionals. Membership dues are at a lower rate for students. Visit the website at <http://www.nationalhumanservices.org/> for more information.

NWHSA

NWHSA is the acronym for the Northwest Human Services Association, the regional professional organization of NOHS. When possible, students and faculty from Western attend the annual regional conference. Student membership dues are at a lower rate.

Practicum

A practicum is somewhat different from an internship. A practicum is “a course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory” (Merriam-Webster, 2007).

Theory

A theory is “the analysis of a set of facts in their relation to one another (Merriam-Webster, 2007).

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Appendix A

WESTERN WASHINGTON UNIVERSITY Vision and Mission

ENGAGED EXCELLENCE

VISION: Western Washington University will become the premier public comprehensive university in the country through engaged excellence.

MISSION: *The Western Experience*

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills. As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state. Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

These efforts create an integrated and distinctive *Western Experience*.

Approved by the Board of Trustees, June 9, 2006

[Retrieved from <http://www.wvu.edu/president/Mission%20and%20Vision.pdf>
September 4, 2006.]

Appendix B
Woodring College of Education
Mission and Vision

Mission and Vision

Mission: *The Woodring College of Education mission statement provides context and purpose for our actions.*

Woodring College of Education facilitates learning that prepares and advances quality educators and human services professionals throughout their careers. As academic leaders, educators, mentors, and scholars, we seek to:

- Model best practices in teaching and learning which, in turn, lead graduates to use best practices in their professions;
- Cultivate student competence through extensive field experiences with exemplary practicing professionals;
- Construct, transform, and convey knowledge by integrating research, theory, and practice;
- Act with respect for individual differences;
- Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and
- Evaluate processes and outcomes to assure continual program improvements.

Vision: *The vision of Woodring College of Education frames our future.*

Woodring College of Education fosters community relationships and a culture of learning that advances knowledge, embraces diversity, and promotes social justice.

[Retrieved from <http://www.wce.wvu.edu/About/Mission.shtml> on September 4, 2006.]

Appendix C



Council for Standards in Human Service Education National Standards

<http://www.cshse.org>

May 2005

Following are the curriculum standards, 11-23, without the Specifications.

Standard 11: The curriculum shall include the historical development of human services.

Standard 12: The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.

Standard 13: The curriculum shall address the conditions that promote or limit human functioning.

Standard 14: The curriculum shall provide knowledge and skill training in systematic analysis of services needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

Standard 15: The curriculum shall provide knowledge and skills in information management.

Standard 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

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.

Standard 21: The program shall provide field experience that is integrated with the curriculum.

Standard 22: The program shall award academic credit for the field experience.

Standard 23: It is the responsibility of the program to insure that field placements provide quality supervised learning experiences.

Appendix D



Council for Standards in Human Service Education National Standards

<http://www.cshse.org>

May 2005

Note: Program Standards 1-10 have been omitted. Only the Curriculum Standards are included here.

II. CURRICULUM

The specifications following each standard under curriculum define three levels of human services and education: technical (non-degree granting), Associate degree, and advanced degree (Baccalaureate and Masters). EACH HIGHER LEVEL SET OF SPECIFICATIONS PRESUMES THE INCLUSION OF THE KNOWLEDGE, THEORY, SKILLS AND VALUES CONTENT SPECIFIED FOR THE PRECEDING LEVEL(S). The curriculum standards are divided into two parts: (A) Knowledge, Theory, Skills and Values, and (B) Field Practice.

A. Knowledge, Theory, Skills, and Values

1. History

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. (Note: Relates to National Community Skill Standards, Competency Area 8: Advocacy.)

Standard 11: The curriculum shall include the historical development of human services.

Technical Specifications for Standard 11

This standard does not apply.

Associate Specifications for Standard 11

Demonstrate how the following are included in the curriculum:

- a. The historical roots of human services,
- b. The creation of the human services profession,
- c. Historical and current legislation affecting services delivery, and
- d. How public and private attitudes influence legislation and the interpretation of policies related to human services

Advanced Specifications for Standard 11

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- e. Differences between systems of governance and economics.
- f. Exposure to a spectrum of political ideologies.
- g. Skills to analyze and interpret historical data for application in advocacy and social change.

2. Human Systems

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. (Note: This standard relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard 12: The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.

Technical Specifications for Standard 12

Demonstrate how the following are included in the curriculum:

- a. An introduction to human development theory,
- b. Overview of how small groups are used in human services settings,
- c. Skills for facilitating groups,
- d. An introduction to the organizational structures of communities, and
- e. 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.

Associate Specifications for Standard 12

Demonstrate how the following are included as a major emphasis of the curriculum:

- f. Theories of individual human development,
- g. Theories of group dynamics,
- h. Changing family structures and roles, and
- i. An understanding of the capacities, limitations, and resiliency of human systems.

Advanced Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- j. To effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.
- k. To analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. The Scope of Human Services

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. (Note: relates to National Community Skill Standards, Competency Area 6: Community living skills/Support.)

Standard 13: The curriculum shall address the conditions that promote or limit human functioning.

Technical Specifications for Standard 13

Demonstrate how the following are included in the curriculum:

- a. An introduction to the broad knowledge, theory, and skills of the human services profession.
- b. An introduction to the range of populations served and needs addressed by human services professionals.
- c. An introduction to human services delivery systems, organization, and characteristics.

- d. An introduction to major models used to conceptualize healthy functioning, prevention, maintenance, intervention, and rehabilitation.
- e. Skills to appropriately define, assess, and respond to needs of clients.

Associate Specifications for Standard 13

Demonstrate how the following are included and applied as an emphasis of the curriculum:

- f. The broad knowledge, theory, and skills of the human services profession,
- g. The range of populations served and needs addressed by human services professionals,
- h. The range of human services delivery systems, organization, and characteristics, and
- i. The major models used to integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

Advanced Specifications for Standard 13

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- j. Economic and social class systems including systemic causes of poverty,
- k. Political and ideological aspects of human services,
- l. International and global influences on services delivery, and
- m. Skills to influence and effect social policy.

4. Planning and Evaluation

A major component of the human services profession involves the assessment of client needs and selection of interventions that will assist clients in promoting optimal functioning, growth, and goal attainment. At regular intervals during the process of intervention, the results of the intervention must be evaluated and necessary adjustments made to the plan. (Note: Relates to National Community Skill Standards, Competency Area 9: Vocational, Educational and Career Support.)

Standard 14: The curriculum shall provide knowledge and skill training in systematic analysis of services needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

Technical Specifications for Standard 14

Demonstrate how the following are included in the curriculum:

- a. Design or assist in the design of interventions.
- b. Facilitate interventions related to specific client or client group goals.
- c. Assess the impact of specific interventions on the client or client group.

Associate Specifications for Standard 14

Demonstrate how the following are included as a major emphasis of the curriculum:

- d. Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.
- e. Evaluate the outcomes of the plan.

Advanced Specifications for Standard 14

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- f. Program design.
- g. Program implementation.
- h. Program evaluation.

5. Information Management

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. (Note: Relates to National Community Skill Standards, Competency Area 12: Documentation.)

Standard 15: The curriculum shall provide knowledge and skills in information management.

Technical Specifications for Standard 15

Demonstrate how the following are included in the curriculum:

- a. Skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research.
- b. Skills to record and organize professionally relevant information.
- c. Skills to disseminate information that provides in written or verbal form routine and critical information in a timely manner to clients, colleagues, or other members of the related services system.
- d. Issues of client confidentiality and appropriate use of client data.
- e. Use of technology for word processing, sending email, and locating and evaluating information.

Associate Specifications for Standard 15

Demonstrate how the following are included as a major emphasis of the curriculum:

- f. Knowledge and skills to obtain information through the observation of systems.
- g. Knowledge and skills to assess the adequacy, accuracy, and validity of information provided by others.
- h. Knowledge and skills to evaluate information in terms of its significance, relevance, and timeliness.
- i. Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems

Advanced Specifications for Standard 15

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- j. Knowledge, theory, and skills to perform an elementary community-needs assessment.
- k. Knowledge, theory, and skills to conduct basic program evaluation.
- l. Skills to present research findings in written or verbal form to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations.
- m. Use of technology to create and manage spreadsheets and databases.

6. Interventions

Human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills. (Note: Relates to National Community Skill Standards, Competency Area 10: Crisis Intervention.)

Standard 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.

Technical Specifications for Standard 16

Demonstrate how the following are included in the curriculum:

- a. Skills to provide direct services, under supervision, to individuals or groups.

- b. Intervention skills to interact with clients using prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- c. Learning experiences relevant to the roles of the human services professional shall be provided (e.g., caregiver, services broker, advocate, and teacher). The student shall either learn the beginning level skills for two to three of these roles or obtain a higher level of skill development through specialized training in one or two roles.

Associate Specifications for Standard 16

Demonstrate how the following are included as a major emphasis of the curriculum:

- d. Theory and knowledge bases for interventions.
- e. Criteria for the selection of appropriate intervention techniques in specific situations.
- f. Learning experiences 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.

Advanced Specifications for Standard 16

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- g. Expanded scope, variety, and mastery of modalities and interventions specified at the associates level.
- h. Increased analytical skills including the evaluation of intervention outcomes.

7. Interpersonal Communication

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. (Note: Relates to National Community Skill Standards, Competency Area 2: Communication.)

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Technical, Associate, and Advanced Specifications for Standard 17

Demonstrate how the following are included in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict
- c. Establishing rapport with clients.
- d. Maintaining behavior that is congruent with expressed values
- e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

8. Administrative

At the advanced level, human services graduates are expected to have administrative skills.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Technical and Associate Specifications for Standard 18

This standard does not apply.

Advanced Specifications for Standard 18

Demonstrate how the knowledge, theory, and skills for each of the following areas are included, analyzed, and applied in the curriculum:

- a. Organization management,
- b. Supervision,
- c. Planning and evaluating program services,
- d. Developing budgets and monitoring expenditures,
- e. Grant and contract negotiation,
- f. Legal/regulatory issues and risk management,
- g. Managing professional development of staff,
- h. Recruiting and managing volunteers,
- i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

There are values and ethics intrinsic to the human services profession. They are equally applicable to all levels. (Note: Relates to National Community Skill Standards, Competency Area 1: Participant Empowerment.)

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 All Levels for Standard 19

Demonstrate how the following are included as a major emphasis of the curriculum:

- a. Choosing the least intrusive intervention in the least restrictive environment,
- b. Client self-determination,
- c. Confidentiality of information,
- d. Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity,
- e. Belief that individuals, services systems, and society can change,
- f. Interdisciplinary team approaches to problem solving,
- g. Personal commitment to appropriate professional boundaries.
- h. Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education (<http://www.nationalhumanservices.org/ethics.html>).

10. Self-Development

Human services professionals use their experience and personality for understanding and helping clients. This requires awareness of his or her values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients. (Note: Relates to National Community Skill Standards, Competency Area 7: Education/ Training/Self-Development.)

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 All Levels for Standard 20

Demonstrate how the following are included in the curriculum:

- a. Conscious use of self,
- b. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency),
- c. Clarification of values,
- d. Awareness of diversity,
- e. Strategies for self-care.

B. Field Experience

1. Minimum Requirements

While there is agreement that field experience is a critical component of any human services program, there are variations in format, duration, and placement of the field experience.

Field experience is a learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It should be an integral part of the total education process. The content of the field experience shall be congruent with the curricular content requirements for each of the three program levels. (Note: Relates to National Community Skill Standards, Competency Area 4: Community Service and Networking.)

Standard 21: The program shall provide field experience that is integrated with the curriculum.

Specifications for All Levels for Standard 21

As evidence of meeting this standard, programs must:

- a. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
- b. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements
- c. Provide documentation of written agreements with field agencies that specify the student's role, activities, outcomes, supervision, and field instruction.
- d. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.

Additional Technical Specifications for Standard 21

- e. Provide evidence that required field experience is no less than 180 clock hours.

Additional Associate Specifications for Standard 21

- f. Provide evidence that required field experience is no less than 250 (includes 180 from technical level) clock hours.
- g. Demonstrate how the field experience provides the student an opportunity to progress from observation, to directly supervised client contact, to indirectly supervised client contact.

Additional Advanced Specifications for Standard 21

- h. The program shall provide a minimum of 350 (may include 250 from associate/technical levels) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.
- i. Demonstrate how the field experience provides either an assignment of an independent caseload or assignment of administrative responsibilities within the agency.

2. Academic Credits

The granting of academic credits for field placement is widely accepted. It validates the experience as a genuine part of the curriculum and tends to assure quality instruction. (Note: Relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard 22: The program shall award academic credit for the field experience.

Specifications for All Levels for Standard 22

- a. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
- b. Demonstrate that the field experience is structured with clear learning outcomes and methods of evaluation.

3. Supervision

Maximal learning will occur only when both the field site placement and the college provide quality supervision of students. (Note: Relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard 23: It is the responsibility of the program to insure that field placements provide quality supervised learning experiences.

Specifications for All Levels for Standard 23

- a. Demonstrate the field supervisors have no less than the same credential or degree the program awards. It is strongly recommended that field supervisors have no less than one degree above the level of certificate or degree of the students they are supervising, preferably a Masters degree.
- b. Demonstrate 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.
- c. Demonstrate there is a written plan of learning objectives, activities, and outcomes for each student that was conjointly developed and agreed to by the student, the program, and the agency supervisor.

Appendix E

Human Services Program Curriculum Assessment Plan

The assessment plan of the Human Services Program assure that (a) appropriate students are admitted, (b) checkpoints are included to monitor student progress, (c) students meet National Standards, and (d) data can be collected and used for continuous Program improvement.

Admission

- 2.75 grade point average
- Within 10 credits of GUR completion or 5 credits of DTA
- 2-3 Page essay providing reasons for entering major and a writing sample
- Fingerprints and criminal history
- Computer competency
- Essential skills

National Standards Threaded Across the Curriculum

- National Standards for Human Service Education, Council for Standards in Human Service Education (CSHSE)
- Critical Thinking Standards, Critical Thinking Foundation
- Standards for Students, International Society for Technology in Education (ISTE)
- Information Literacy Standards, American Library Association

Themes Threaded Across the Curriculum

- Dynamic nature of systems, advocacy, and change using strengths models
- Diversity and social justice awareness: Ethnicity, culture, class, orientation, ideology, and ability.
- Capstone portfolio process

Benchmark Assessments

- HSP 340, Practicum I – exam
- HSP 341, Practicum II – Demonstration
- HSP 496, Capstone Portfolio

Other Assessments

- Students are assessed in each course

Graduation Requirements

- University policies for graduation
- Exit survey last quarter of core

Appendix F
Required Contents and Portfolio Organization - Revised: August 15, 2008

Index	Table of Contents
Part I	<ul style="list-style-type: none"> ▪ Self-introduction (Limit to 1 page) ▪ Statement of Professional Philosophy of Helping (Limit to 1 page) ▪ Statement of Professional Purpose (goals, lifelong learning, etc.) (Limit to 1 page) ▪ Organization of portfolio: purpose, organization, theme (if used) (Limit to 1 page)
Part II	<p>Narrative guiding the reader through the portfolio, clearly identifying the relevant supporting evidence that includes:</p> <p>A section for each CSHSE Standard 11-20. In each section there should be a typically 3-5 page essay describing how the student met the standard and pointing to the specific location of supporting evidence found in Section III.</p> <p>A section for Field Experience combining Standards 21, 22, and 23. There should be a 3-5 page essay describing how the student met the Standards and pointing to the specific location of supporting evidence found in Section III.</p> <p>A brief essay describing writing proficiency requirements of Western and each of the voices listed below (see Student Guide). Point to examples of each voice found in Part III:</p> <ul style="list-style-type: none"> ▪ Academic voice (APA, reports) ▪ Professional voice (case notes, experiential, confidentiality, conferences, staff, collaborative, clients, court, legal) ▪ Creative (brochures, photo essays) ▪ Reflective (journals, essays) ▪ Advocacy (policy, persuasive, letters to legislature) <p>Section for critical thinking followed by narrative describing learning and the location of specific examples found in Part III. Refer to the Critical Thinking Standards.</p> <p>Section for information literacy and narrative describing learning and the location of specific examples found in Part III. Refer to the Information Literacy Standards.</p> <p>Section for technology and narrative describing learning, the use of technology, and the location of specific examples found in Part III. Refer to the National Educational Technology Standards for Students.</p>
Part III	<p>Appendixes that provide required evidence supporting the narrative in Part II</p> <ul style="list-style-type: none"> ▪ Assignments used to provide evidence of meeting the CSHSE National Standards for Human Service Education, as well as the critical thinking, information literacy, and technology standards, and the WWU Writing Proficiency requirements. ▪ For each field placement, include: <ul style="list-style-type: none"> ○ Description or brochures describing the agency or organization ○ Learning contracts from practicum and internships ○ Evidence of meeting practicum/internship learning objectives ○ Field supervision evaluations ○ Other documents confirming professional service (e.g., client notes)
Part IV	<p>Recommended for Inclusion (Optional, Non-Graded)</p> <ul style="list-style-type: none"> • Syllabi from courses taken, Independent Study Contracts. Descriptions of work done in HSP 430, Readings & Projects • Resumés targeted at specific career opportunities • Evidence of special training such as first aid, CPR, helpline, or HIV/blood pathogens. • Awards and certificates • Letters acknowledging your professional contributions • Evidence of volunteering • Evidence of membership and involvement in professional organizations such as: National Organization for Human Services, Northwest Human Services Association, Students for Social Change, or other professional groups. • Evidence of attending professional development activities such as workshops, conferences, city/county council, or community meetings.

Appendix G
Criteria for Portfolio Assessment

Capstone Portfolio Assessment Criteria	% of Grade
1. <i>Organization</i> . Is the portfolio complete in accordance with list and clearly organized as instructed in the <i>Student Guide to Capstone Portfolio Process</i> ?	10%
2. <i>CSHSE National Standards</i> . Do the essays and supporting evidence demonstrate an understanding and mastery of each Standard and the Specifications for each Standard?	40%
3. <i>Writing proficiency</i> . Is there narrative and evidence of skills related to writing proficiency?	10%
4. <i>Critical Thinking</i> . Is there narrative and evidence of skills related to critical thinking?	10%
5. <i>Information literacy</i> . Is there narrative and evidence of skills related to information literacy?	10%
6. <i>Technology</i> . Is there narrative and evidence of skills related to technology?	10%
7. <i>Creative and persuasive</i> . Is the presentation persuasive regarding the professional self?	10%

Appendix H
Quarterly Portfolio Checklist

Quarter: _____

	Collect syllabus from each course taken.
	Review the curriculum Standards and Specifications and made specific notes regarding textbooks and authors, other resources, concepts, and assignments.
	Update essay and questions for critical inquiry.
	If applicable, incorporate notes on field experiences in practicum, internship, or volunteering with my notes on each Standard and Specifications.
	Review assignments and collect writing samples as evidence for portfolio.
	Review assignments and collect assignments that demonstrate improving writing proficiency.
	Make notes on the use of technology this quarter and the acquisition of new skills.
	Make notes on demonstration of skills related to information literacy (locating, accessing, and evaluating information).
	Collect examples of assignments that demonstrate critical thinking skills.
	Collect evidence, such as creative projects, that demonstrate various aspects of my professional self.
	I have examined my writing samples to make sure they represent a spectrum of voices.
	Reflect and write on development as a human services professional.