

## Human Services Program Objectives/Learning Outcomes

CSHSE Curriculum Standard	Knowledge, Theory, Skills and Values
<p><b>Standard 11: History</b> The curriculum shall include the historical development of human services. Candidates demonstrate the following knowledge, theory, skills and values</p> <p><b>NCSS Competency Area 8: Advocacy</b></p>	<ul style="list-style-type: none"> <li>(a) The historical roots of human services.</li> <li>(b) The creation of the human services profession.</li> <li>(c) Historical and current legislation affecting services delivery.</li> <li>(d) How public and private attitudes influence legislation and the interpretation of policies related to human services.</li> <li>(e) Differences between systems of governance and economics.</li> <li>(f) Exposure to a spectrum of political ideologies.</li> <li>(g) Skills to analyze and interpret historical data for application in advocacy and social change.</li> </ul>
<p><b>Standard 12: Human Systems</b> The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions</p> <p><b>NCSS Competency Area 4: Community Service and Networking</b></p>	<ul style="list-style-type: none"> <li>(a) An introduction to human development theory.</li> <li>(b) Overview of how small groups are used in human services settings.</li> <li>(c) Skills for facilitating groups.</li> <li>(d) An introduction to the organizational structures of communities.</li> <li>(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.</li> <li>(f) Theories of individual human development.</li> <li>(g) Theories of group dynamics.</li> <li>(h) Changing family structures and roles.</li> <li>(i) An understanding of the capacities, limitations, and resiliency of human systems.</li> <li>(j) Effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism</li> <li>(k) Analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.</li> </ul>
<p><b>Standard 13: The Scope of Human Services</b> The curriculum shall address the conditions that promote or limit human functioning.</p> <p><b>NCSS Competency Area 6: Community Living Skills / Support</b></p>	<ul style="list-style-type: none"> <li>(a) An introduction to the broad knowledge, theory, and skills of the human services profession.</li> <li>(b) An introduction to the range of populations served and needs addressed by human services professionals.</li> <li>(c) An introduction to human services delivery systems, organization, and characteristics.</li> <li>(d) An introduction to major models used to conceptualize healthy functioning, prevention, maintenance, intervention, and rehabilitation.</li> <li>(e) Skills to appropriately define, assess, and respond to needs of clients.</li> <li>(f) The broad knowledge, theory, and skills of the human services profession,</li> <li>(g) The range of populations served and needs addressed by human services professionals,</li> </ul>

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	<ul style="list-style-type: none"> <li>(h) The range of human services delivery systems, organization, and characteristics, and</li> <li>(i) The major models used to integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.</li> <li>(j) Economic and social class systems including systemic causes of poverty,</li> <li>(k) Political and ideological aspects of human services,</li> <li>(l) International and global influences on services delivery, and</li> <li>(m) Skills to influence and effect social policy.</li> </ul>
<p><b>Standard 14: Planning and Evaluation</b> 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.</p> <p><b>NCSS Competency Area 9: Vocational, Educational and Career Support</b></p>	<ul style="list-style-type: none"> <li>(a) Design or assist in the design of interventions.</li> <li>(b) Facilitate interventions related to specific client or client group goals.</li> <li>(c) Assess the impact of specific interventions on the client or client group.</li> <li>(d) Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.</li> <li>(e) Evaluate the outcomes of the plan.</li> <li>(f) Program design.</li> <li>(g) Program implementation.</li> <li>(h) Program evaluation.</li> </ul>
<p><b>Standard 15: information Management</b> The curriculum shall provide knowledge and skills in information management.</p> <p><b>NCSS Competency Area 12: Documentation</b></p>	<ul style="list-style-type: none"> <li>(a) Skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research.</li> <li>(b) Skills to record and organize professionally relevant information.</li> <li>(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.</li> <li>(d) Issues of client confidentiality and appropriate use of client data.</li> <li>(e) Use of technology for word processing, sending email, and locating and evaluating information.</li> <li>(f) Knowledge and skills to obtain information through the observation of systems.</li> <li>(g) Knowledge and skills to assess the adequacy, accuracy, and validity of information provided by others.</li> <li>(h) Knowledge and skills to evaluate information in terms of its significance, relevance, and timeliness.</li> <li>(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</li> <li>(j) Knowledge, theory, and skills to perform an elementary community-needs assessment.</li> <li>(k) Knowledge, theory, and skills to conduct basic program evaluation.</li> <li>(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.</li> <li>(m) Use of technology to create and manage spreadsheets and databases.</li> </ul>

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<p><b>Standard 16: Interventions</b> The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.</p> <p><b>NCSS Competency Area 10: Crisis Intervention</b></p>	<ul style="list-style-type: none"> <li>(a) Skills to provide direct services, under supervision, to individuals or groups.</li> <li>(b) Intervention skills to interact with clients using prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.</li> <li>(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.</li> <li>(d) Theory and knowledge bases for interventions.</li> <li>(e) Criteria for the selection of appropriate intervention techniques in specific situations.</li> <li>(f) Learning experiences in the following areas: <ul style="list-style-type: none"> <li>• case management,</li> <li>• intake interviewing,</li> <li>• individual counseling,</li> <li>• group facilitation and counseling,</li> <li>• location and use of appropriate resources and referrals,</li> <li>• use of consultation.</li> </ul> </li> <li>(g) Expanded scope, variety, and mastery of modalities and interventions specified at the associates level.</li> <li>(h) Increased analytical skills including the evaluation of intervention outcomes.</li> </ul>
<p><b>Standard 17: Interpersonal Communication</b> Learning experiences shall be provided for the student to develop his or her interpersonal skills.</p> <p><b>NCSS Competency Area 2: Communications</b></p>	<ul style="list-style-type: none"> <li>(a) Clarifying expectations.</li> <li>(b) Dealing effectively with conflict</li> <li>(c) Establishing rapport with clients.</li> <li>(d) Maintaining behavior that is congruent with expressed values</li> <li>(e) Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.</li> </ul>
<p><b>Standard 18: Administrative</b> The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.</p>	<ul style="list-style-type: none"> <li>(a) Organization management,</li> <li>(b) Supervision,</li> <li>(c) Planning and evaluating program services,</li> <li>(d) Developing budgets and monitoring expenditures,</li> <li>(e) Grant and contract negotiation,</li> <li>(f) Legal/regulatory issues and risk management,</li> <li>(g) Managing professional development of staff,</li> <li>(h) Recruiting and managing volunteers,</li> <li>(i) Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.</li> </ul>
<p><b>Standard 19: Client-Related Values and Attitudes</b> The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</p> <p><b>NCSS Competency Area 1: Participant Empowerment</b></p>	<ul style="list-style-type: none"> <li>(a) Choosing the least intrusive intervention in the least restrictive environment,</li> <li>(b) Client self-determination,</li> <li>(c) Confidentiality of information,</li> <li>(d) Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity,</li> <li>(e) Belief that individuals, services systems, and society can change,</li> <li>(f) Interdisciplinary team approaches to problem solving,</li> <li>(g) Personal commitment to appropriate professional boundaries.</li> </ul>

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	(h) Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education
<p><b>Standard 20: Self-Development</b>  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><b>NCSS Competency Area 7: Education / Training /Self-Development</b></p>	<ul style="list-style-type: none"> <li>(a) Conscious use of self,</li> <li>(b) Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency),</li> <li>(c) Clarification of values,</li> <li>(d) Awareness of diversity,</li> <li>(e) Strategies for self-care.</li> </ul>