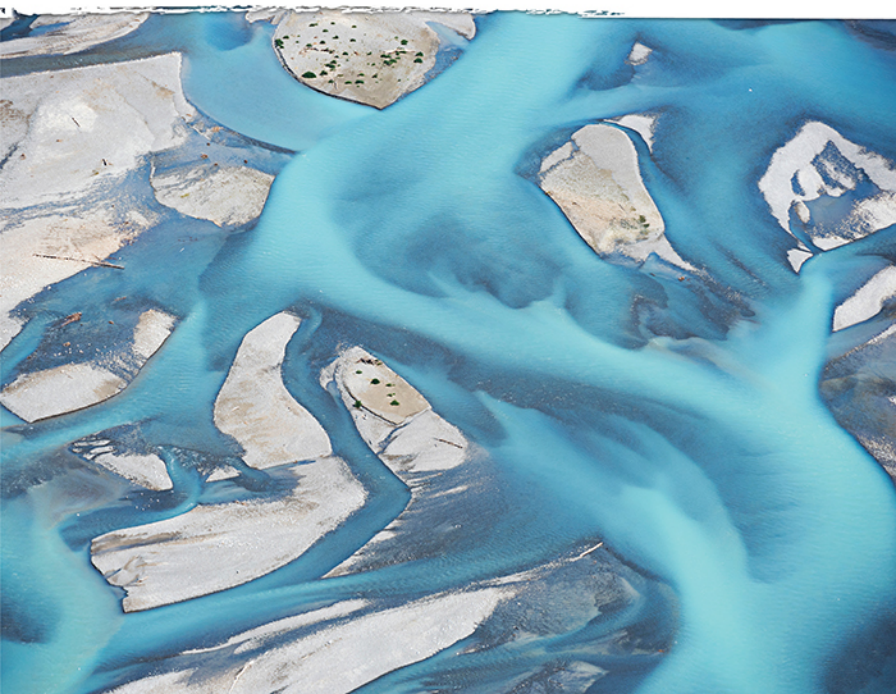


The Merrill Social Work and Human Services Series

4TH EDITION

INTRODUCTION TO
HUMAN SERVICES
Through the Eyes of Practice Settings

MICHELLE E. MARTIN





Standards and Specifications	Knowledge, Theory, Skills, and Values														
<p>2. Human Systems</p> <p>Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society, as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.</p> <p>Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.</p>	Chapter 1: Introduction to Human Services	Chapter 2: History of Social Welfare	Chapter 3: Ethics & Values	Chapter 4: Generalist Skills	Chapter 5: Child Welfare	Chapter 6: Adolescent Services	Chapter 7: Gerontology Older Adults	Chapter 8: Mental Illness	Chapter 9: Homelessness	Chapter 10: Medical, Health Care, Hospice	Chapter 11: Public Schools	Chapter 12: Religion, Spirituality	Chapter 13: Violence, Victim Advocacy	Chapter 14: Rural Human Services	Chapter 15: International Human Services
Specifications for Standard 12															
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:															
a. Theories of human development.	✓	✓		✓	✓	✓	✓					✓		✓	
<p>b. Small groups:</p> <ol style="list-style-type: none"> 1. Overview of how small groups are used in human services settings, 2. Theories of group dynamics, and 3. Group facilitation skills. 			✓												
c. Changing family structures and roles.		✓		✓	✓	✓	✓								
d. An introduction to the organizational structures of communities.	✓	✓	✓												
e. An understanding of the capacities, limitations, and resiliency of human systems.	✓	✓	✓	✓	✓							✓	✓	✓	✓
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socioeconomic status) in determining and meeting human needs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.		✓		✓				✓	✓						✓



Standards and Specifications	Knowledge, Theory, Skills, and Values														
<p>3. Human Services Delivery Systems</p> <p>Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others, aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.</p> <p>Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.</p>	Chapter 1: Introduction to Human Services	Chapter 2: History of Social Welfare	Chapter 3: Ethics & Values	Chapter 4: Generalist Skills	Chapter 5: Child Welfare	Chapter 6: Adolescent Services	Chapter 7: Gerontology Older Adults	Chapter 8: Mental Illness	Chapter 9: Homelessness	Chapter 10: Medical, Health Care, Hospice	Chapter 11: Public Schools	Chapter 12: Religion, Spirituality	Chapter 13: Violence, Victim Advocacy	Chapter 14: Rural Human Services	Chapter 15: International Human Services
Specifications for Standard 13															
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:															
a. The range and characteristics of human services delivery systems and organizations.	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b. The range of populations served and needs addressed by human services.	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
d. Economic and social class systems including systemic causes of poverty.	✓	✓		✓	✓				✓	✓					✓
e. Political and ideological aspects of human services.	✓	✓	✓	✓											✓
f. International and global influences on services delivery.															✓
g. Skills to effect and influence social policy.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Standards and Specifications	Knowledge, Theory, Skills, and Values														
<p>8. Administrative</p> <p>Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.</p> <p>Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.</p>	Chapter 1: Introduction to Human Services	Chapter 2: History of Social Welfare	Chapter 3: Ethics & Values	Chapter 4: Generalist Skills	Chapter 5: Child Welfare	Chapter 6: Adolescent Services	Chapter 7: Gerontology Older Adults	Chapter 8: Mental Illness	Chapter 9: Homelessness	Chapter 10: Medical, Health Care, Hospice	Chapter 11: Public Schools	Chapter 12: Religion, Spirituality	Chapter 13: Violence, Victim Advocacy	Chapter 14: Rural Human Services	Chapter 15: International Human Services
Specifications for Standard 18															
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:															
a. Managing organizations through leadership and strategic planning.	✓		✓	✓											
b. Supervision and human resource management.															
c. Planning and evaluating programs, services, and operational functions.															
d. Developing budgets and monitoring expenditures.															
e. Grant and contract negotiation.															
f. Legal and 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.				✓											✓



Standards and Specifications	Knowledge, Theory, Skills, and Values														
<p>9. Client-Related Values and Attitudes</p> <p>Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.</p> <p>Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</p>	Chapter 1: Introduction to Human Services	Chapter 2: History of Social Welfare	Chapter 3: Ethics & Values	Chapter 4: Generalist Skills	Chapter 5: Child Welfare	Chapter 6: Adolescent Services	Chapter 7: Gerontology Older Adults	Chapter 8: Mental Illness	Chapter 9: Homelessness	Chapter 10: Medical, Health Care, Hospice	Chapter 11: Public Schools	Chapter 12: Religion, Spirituality	Chapter 13: Violence, Victim Advocacy	Chapter 14: Rural Human Services	Chapter 15: International Human Services
Specifications for Standard 19															
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:															
a. The least intrusive intervention in the least restrictive environment.				✓				✓			✓				
b. Client self-determination.	✓	✓	✓	✓		✓	✓	✓	✓	✓					
c. Confidentiality of information.			✓	✓	✓			✓		✓	✓				
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, 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. Appropriate professional boundaries.	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).			✓	✓	✓			✓		✓		✓		✓	

FOURTH EDITION

Introduction to Human Services

Through the Eyes of Practice Settings

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Preface

The fourth edition of *Introduction to Human Services: Through the Eyes of Practice Settings* includes many important updates and additions reflecting the many changes that have occurred in the world since the first edition was written. I began writing this book in 2003, the year MySpace was created and three years before Facebook was opened to the public. Social media wasn't even a thing back then, and I could never have imagined how much the Internet and social media in particular would change the human services profession and the world in general. Back in the early 2000s, most human service agencies had just one computer (called a CRT) for the entire staff. Fast forward to 2017, and most human service providers are now armed with laptops, iPads, and smartphones, enabling them to be in contact with their clients, colleagues, and service providers anywhere at almost any time. New technology hasn't just changed the world; it's altered the way we can effect change in the world as well. Do you want to start a social movement? Create a Facebook page and mobilize thousands of people globally, creating social awareness through the posting of status updates, online news articles, blogs, and YouTube videos.

I was inspired to write this text because as a human service provider who had a few decades of direct practice and community work under my belt, I wasn't satisfied with the way most texts were written. I was (and still am) convinced that it's impossible to truly understand the nature of human services without exploring the role and functions of human service providers within the context of their work in various practice settings, confronting a range of social problems that impact a diverse client population. I've worked with children in several different contexts—foster care, schools, and hospice, for instance—and the manifestation of issues that guides interventions and problems are very different. Sure, developmental dynamics are generally the same across the life course, but my point is that context matters, especially in the human services, a profession committed to confronting a range of social problems impacting the world's most vulnerable populations.

NEW TO THIS EDITION

The fourth edition of this text has involved a major rewriting for several reasons. First, the text needed a general “facelift,” an overall updating, with fresh writing and newer perspectives. Second, because so much has happened in the world since this text was first published, updates throughout the entire text needed to be holistic and comprehensive. Virtually all of the research has been updated. Social media has been integrated throughout, wherever relevant, to illustrate how technology is impacting our lives (for good and not-so-good). Current events have been updated, as well as legislation impacting those in the human services and the populations they serve. I have made a distinct effort to

incorporate suggestions from professors and students from around the country who use my text and were kind enough to take the time to reach out to me.

Here are some of the major updates in this text:

- A greater infusion of cultural competency content related to African Americans, Latinos, Native Americans, Native Alaskans, and Native Hawaiian and Pacific Islanders throughout the text, which will help students recognize the varied way social problems impact diverse populations.
- Added new content on the role of technology in social problems and intervention strategies, including new content on social media.
- Increased content on mandated child abuse reporting requirements with current legal reporting requirements.
- Increased infusion of issues related to LGBTQ+ populations, including content on the current climate related to a range of sexual and gender expressions.
- Updated content reflecting the DSM-5, which provides more accurate information on how mental disorders and illnesses are currently viewed and categorized.
- New content on military personnel and their family members, and veteran populations, which will better prepare students who wish to work with these populations and their growing needs.
- Added new content on the Affordable Care Act, which will assist students in better serving a range of populations relying on government-subsidized health care.
- In Chapter 12 on faith-based agencies, added new content on the mindfulness movement and contemplative practice, which will help students expand their knowledge of a range of religious and spiritual experiences.
- Updated content on interfamily violence and campus rapes to better reflect the current state of gender inequity and the state of rape culture.
- A new content on sexual assault, including rape on college campuses, will benefit students in expanding their knowledge on current trends and responses, while new content on the Violence Against Women Act will provide students with relevant information on the most recent reauthorization extending coverage to immigrants and Native American women.
- New content on immigrants and refugees will provide students with increased awareness about current dynamics surrounding global conflict and migration flow.
- A new chapter on rural human services was added, exploring dynamics and social problems impacting rural communities and rural enclaves, a generally newer practice setting that addresses the growing awareness of challenges facing many rural communities and rural enclaves, including economic challenges related to deindustrialization and a growing problem of opioid addiction, particularly among middle-aged women.
- Updated content on global human services provides students with increased global awareness necessary for an increasingly globalized world.
- Reflections on the political climate leading up to the 2016 presidential election and an updated epilogue addressing post-election dynamics have been added.

Pearson Enhanced eText

The fourth edition is available as an enhanced Pearson eText—a rich, interactive learning environment designed to improve the reader’s mastery of content with the following multimedia features¹:

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Introduction to the Human Services Profession

Purpose, Preparation, Practice, and Theoretical Orientations



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Sara works for a hospice agency and spends one hour twice a week with Steven, who has been diagnosed with terminal cancer of the liver. He has been told that he has approximately six months to live. He has been estranged from his adult daughter for four years, and Sara is helping him develop a plan for reunification. Sara helps Steve deal with his terminal diagnosis by encouraging him to talk through his feelings about being sick and dying. Steve talks a lot about his fear of being in pain and his overwhelming feelings of regret about many of the choices he has made in his life. Sara listens and also helps Steve develop a plan for saying all the things he needs to say before he dies. During their last meeting, Sara helped Steve write a list of things he would like to say to his daughter, his ex-wife, and other family members. Sara is also helping Steve make important end-of-life decisions, including planning his own funeral. Sara and

LEARNING OBJECTIVES

- Develop a working definition of the human service professional that identifies key reasons why people may need to use a human service professional
- Describe the role of the Council on Standards for Human Service Education (CSHSE) and the National Organization for Human Services (NOHS)
- Describe the rationale for the scope and parameters of human service professional functions and competencies
- Apply key theoretical frameworks used in the human services discipline to real scenarios

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Steve will continue to meet weekly until his death, and if possible, she will be with him and his family when he passes away.

Gary works for a public middle school and meets with six seventh graders every Monday to talk about their feelings. Gary helps them learn better ways to explore feelings of anger and frustration. During their meetings, they sometimes do fun things like play basketball. They also play board games where they each take turns picking a “self-disclosure” card and answering a personal question. Gary uses the game to enter into discussions about healthy ways of coping with feelings, particularly frustration and anger. He also uses the game to get to know the students in a more personal manner, making it easier for them to open up to him. Gary spends one session per month discussing the students’ progress in their classes. The goal for the group is to help the students learn how to better control their anger and to develop more prosocial behavior, such as empathy and respect for others.

Cynthia works for her county’s district attorney’s office and has spent every day this past week in criminal court with Kelly, a victim of felony home invasion, aggravated kidnapping, and aggravated battery. Cynthia provides Kelly with advocacy as well as counseling to help Kelly deal with the trauma of having a man barge through her back door searching for money, and threatening Kelly and her baby. Cynthia keeps Kelly apprised of all court proceedings and accompanies her to court, if Kelly chooses to assert her right to attend the proceedings. She also accompanies Kelly during all police interviews and helps her prepare for testifying. During these hearings, as well as during numerous telephone conversations, Cynthia helps Kelly understand and deal with her feelings, including her recent experience of repeatedly imagining the violent incident, her intense fear of being alone, and her guilt that she had not locked her back door. Lately, Kelly admitted that she has been crying a lot more and has had feelings of unrelenting sadness, so Cynthia has referred Kelly to a licensed professional counselor as well as to a support group for survivors of violent crime for Kelly and her husband.

Frank works for county social services, child welfare division, and is working with Lisa, who recently had her three young children removed from her home for physical and emotional neglect. Frank has arranged for Lisa to take parenting classes and receive individual counseling so that she can learn how to better manage her frustrations with her children. He has also arranged for her to enter a drug rehabilitation program to treat her addiction to alcohol and cocaine. Frank and Lisa meet once a week to talk about her progress toward her case goals. He also monitors her weekly visitation with her children. Frank is required to attend status updates in court once per month so that the judge assigned to the case can remain apprised of Lisa’s progress in her parenting plan. Successful completion of this plan will enable Lisa to regain custody of her children. Frank will continue to monitor her progress, as well as the progress of the children, who are in foster care placement until a decision can be made about the custody of her children.

Allison is currently lobbying several state legislators in support of a bill that would increase funding for child abuse prevention and treatment. As a social policy advocate for a local grassroots organization, Allison is responsible for writing position statements and contacting local lawmakers to educate them on the importance of legislation aimed at reducing child abuse through prevention measures and other outreach efforts. Allison also writes grants for federal and private funding of the organization’s various child advocacy programs, and is consistently called upon to provide opinions about a range of child abuse prevention measures.

What do all these professionals have in common? They are all working within the interdisciplinary field of human services, each possessing a broad range of generalist

skills and having a wide range of responsibilities related to their respective roles in helping people overcome a variety of **social problems**. The National Organization for Human Services (NOHS), a national professional association of human services practitioners and educators, describes the human services profession as an interdisciplinary field that exists to meet the needs of clients through prevention efforts and direct practice, with the goal of significantly improving their lives. Human service professionals are also committed to improving the ways in which services are provided (service delivery systems), as well as improving the quality of those services (NOHS, n.d.).

WHAT IS HUMAN SERVICES?

Human services is a broad term covering a number of careers, all having one thing in common—helping people meet their basic needs that for whatever reason cannot be met without outside assistance, allowing people and communities to function at an optimum level. The human services field can include a variety of job titles, including caseworker, program coordinator, outreach counselor, crisis counselor, and victim advocate. However, increasingly those working in the human services fields with a degree in human services are identified as human service professionals, human service practitioners, or human service generalists.

The human services profession is relatively young, and thus is still developing a professional identity, which includes distinguishing human services from its close “cousin,” social work. Many human service educational programs were developed in the 1970s by social workers, and thus there was considerable overlap with Bachelor of Social Work (BSW) programs (Topuzova, 2006). But in recent years, human service educational programs have become far more distinctive from social work programs, despite some overlap remaining.

With regard to similarities, both human services and social work disciplines are interdisciplinary in nature, and both focus on meeting the needs of marginalized and historically oppressed populations. Both are committed to social justice and advocacy on micro and macro levels. Additionally, both disciplines require a field component, which is perceived as a foundational component of the program’s pedagogy.

Differences include the role of the professionals in psychology, counseling, and other mental health fields in further developing the human services profession from a practice perspective. Additionally, many human service programs tend to be more interdisciplinary in hiring practices, including hiring instructors from a variety of helping fields, whereas social work programs place an emphasis on hiring faculty with social work degrees from Council on Social Work Education (CSWE) accredited programs (Topuzova, 2006). Social workers also have state licensing requirements, whereas currently there are no state licensing requirements for human service graduates.

An important question then is, are the differences between human services and other helping professions solely educational ones or are there actual differences in the field? And if the former is true, why did the field of human services evolve at all as a specific discipline? The answers to these questions are complex, and while there remains no prevailing consensus, many believe that with regard to social work specifically, human services evolved to fill gaps left by social work’s increasing professionalization. In other words, as the requirements to become a social worker continued to increase, professional social workers tended to move out of paraprofessional and/or grassroots roles and into more highly trained direct service and administration roles.

Prior to the professionalization of the social work discipline, anyone who worked with those in need could identify as a social worker. Yet, licensing requirements mean that only professionals who have a BSW or Master of Social Work (MSW), and hold a state license (Licensed Social Worker [LSW] or Licensed Clinical Social Worker [LCSW]), can refer to themselves as social workers. So what about everyone else? What about those professionals working in homeless or domestic violence shelters, those who are court advocates working with victims of violent crime, or those who manage the cases of recently arrived refugees? Well, if they have completed an associate, baccalaureate, or a master's program in human services, we call them *human service professionals*, *practitioners*, or *generalists*. Thus, human service professionals fill a very important role in society, and while there is some overlap with social work with regard to the professions' roots, educational philosophies, and professional missions, they are unique professions in their scope and in some respects, their focus.

Because of the overlap between human services and social work, I use the title *human service professional*, *practitioner*, or *generalist* to refer to all professionals working within the human services field; however if I use the term *social worker*, then I am referring to the legal definition and professional distinction of a licensed social worker, indicating either a BSW or MSW level of education. Also, I use the terms *human services* and *human service agency* rather than *social services* and *social service agency*, although these terms tend to be used interchangeably in the professional literature.

Why Is Human Services Needed?

All human beings have basic needs, such as the need for food, shelter, and safety. People also have social needs, such as the need for interpersonal connection, love, and community. People have psychological needs, such as the need to deal with trauma from past abuse, or the psychological ramifications of enduring a disaster, such as a tornado or hurricane. People can get their needs met in a variety of ways. For instance, family, friends, and places of worship can meet social and psychological needs. Needs related to food, shelter, and other more complicated needs such as health care needs can be met through employment, family assistance, and employer-sponsored health benefits. The path toward meeting many needs is education, which increases access to good jobs and increased consumer awareness.

But sometimes people experience crises that are beyond their ability to manage with their available resources. Examples include a natural disaster or a health care crisis. There are also many people in society who are unable to meet even their most basic needs. Perhaps they do not have a supportive family or have no family at all; they may have no friends or have friends who are either unsupportive or unable to provide assistance. They may have no social support network of any kind—no faith community, no family, no friends, no supportive neighbors. They may lack the skills or education to gain sufficient employment, and thus they may not have health insurance and may live paycheck-to-paycheck and not have a “rainy day” savings account. Perhaps they've spent the majority of their lives dealing with an abusive and chaotic childhood and are now suffering from the manifestation of that experience in the form of psychological problems and substance abuse, and as a consequence cannot focus on meeting their basic needs until they are able to deal with their childhood psychological trauma. Or perhaps they are older adults and their savings account and pension are exhausted.

People who have always had good support systems and have not experienced challenges requiring extensive resources may mistakenly believe that those who

cannot meet their most basic needs of shelter, food, health care, and emotional and social needs must be doing something wrong. This belief is often incorrect because numerous barriers exist that prevent some people from meeting their needs. These barriers may or may not be apparent to others, but they often exist. Some of these barriers might be related to individual behavior, but more often the reasons people cannot meet their basic needs are quite complex and often lie in dynamics beyond an individual's control. Thus while some people have great families, wonderfully supportive friends, the benefit of a good education, and have not experienced oppression or marginalization, nor have had significant history of abuse or loss and may be self-sufficient in meeting their own needs, this does not mean that those who struggle to meet their basic needs are doing something wrong.

Essentially, human service agencies come into the picture when people find themselves confronting barriers to getting their basic needs met and their own resources for overcoming these obstacles are insufficient. Some of these barriers include the following:

- Lack of family (or supportive family)
- Lack of a healthy support system of friends
- Mental illness
- Poverty (particularly chronic poverty)
- **Social exclusion** (e.g., due to racial discrimination, gender bias)
- Racism
- Oppression (e.g., racial, gender, age, ability)
- Trauma
- Natural disasters
- Lack of education
- Lack of employment skills
- Unemployment/underemployment
- Economic recession
- Physical and/or intellectual disability

A tremendous amount of controversy surrounds how best to help people meet their basic needs. Various philosophies exist regarding what types of services effectively help those in need. For instance, some philosophies advocate that liberal social welfare programs foster dependence, and thus should be stigmatized to discourage overreliance. Other philosophies suggest that a solid safety net fosters self-sufficiency, and that what may appear to be dependence and entitlement on the part of recipients is really discouragement and resignation.

Regardless of what philosophy one adopts with regard to social welfare assistance, the primary goal of human services is to assist people in achieving self-sufficiency and reaching their optimal level of functioning. This means that human service professionals are committed to helping people develop the necessary skills to become self-sufficient



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Many people experience challenges that push them beyond their level of self-sufficiency.



Watch this video on the aftermath of Hurricane Katrina in 2005. How many primary and secondary social problems can you identify in this video? How can human services help?

ENHANCEDtext video example 1.1

www.youtube.com/watch?v=TnA_NvDul6M

and fully functioning (to the best of their ability), personally and within society. Thus, although an agency may subsidize a family's rent for a few months when they are in a crisis, human service professionals will then work with the family members to remove any barriers that may be keeping them from meeting their housing needs in the future. Examples of such barriers are substance abuse disorders, a lack of education or vocational skills, health problems, mental illness, or gaining self-advocacy skills necessary for combating prejudice and discrimination in the workplace, to the greatest extent possible.

Human service professionals are committed to working on a **micro level** and a **mezzo level** with a broad range of populations, including high-needs and **disenfranchised populations**, as well as members of **historically oppressed and marginalized groups**, and providing them with the necessary resources to get their basic needs met. Human service professionals are also committed to working on a **macro level** to remove barriers to optimal functioning that affect large groups of people. They do this by giving oppressed and marginalized populations a voice and extending them political and social power within society. For instance, by advocating for changes in laws and various policies, human service professionals have contributed to making great strides in confronting prejudice and discrimination based on race, gender, sexual orientation, socioeconomic status (SES), or any of a number of characterizations that may lead to marginalization within society.

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EDUCATIONAL REQUIREMENTS AND PROFESSIONAL STANDARDS FOR THE HELPING PROFESSIONS

Because of the interdisciplinary nature of the human service discipline, as well as the overlap with other helping professions, determining the required levels of education, specific degrees, and when and where a license is required for specific employment positions within the human services is often quite confusing. Understanding what degrees are needed to enter a particular career within the human services is made even more confusing because while there are educational programs specific to the human services discipline, professionals with other degrees (e.g., social work, psychology, public policy) may also be considered human service professionals if they work in practice settings focusing on social problems impacting marginalized and oppressed populations.

Thus, while many careers in the human services fields may require a BSW or MSW, many others do not. In fact, often careers engaging in grassroots work require a degree in human services (or a related field) at an associate's level (Associate of Arts [AA] or Associate of Science [AS]), bachelor's level (Bachelor of Arts [BA] or Bachelor of Science [BS]), or master's level (Master of Arts [MA] or Master of Science [MS]). Educational and licensing requirements depend in large part on specific state and federal legislation (particularly for highly regulated fields, such as in the educational and health care fields), industry-specific standards, agency preference, and community need (Gumpert & Saltman, 1998). For instance, a child protection services caseworker may need a Master of Social Work (MSW) in one state, but another state, with a high need for bilingual

workers and a small workforce, may require caseworkers to have only a BSW or similar degree in a related field, such as human services.

So what does all of this mean? Essentially, it means that the human services field is generalist, which means it's broad, encompassing many different careers and professionals with a range of educational backgrounds. But it's also important to note that the human services field is a growing one and as such is experiencing increased professionalization and uniqueness. In response to this growth, human service degree programs have evolved considerably in the last two to three decades, as have practice requirements. Keeping in mind such variability within the human services fields, as well as differences among state licensing bodies, Table 1.1 reflects a very general breakdown of degrees in

Table 1.1 Multiple Discipline Degree Requirements

Degree	Academic Area/Major	License/Credential	Possible Careers
BA/BS	Human Services	BS-BCP	Caseworker, youth worker, residential counselor, behavioral management aide, case management aide, alcohol counselor, adult day care worker, drug abuse counselor, life skills instructor, social service aide, probation officer, child advocate, gerontology aide, juvenile court liaison, group home worker, child abuse worker, crisis intervention counselor, community organizer, social work assistant, psychological aide
BA/BS	Psychology, Sociology	N/A	Same as above, depends on state requirements
BSW	Social Work (program accredited by CSWE)	Licensing (LSW, LCSW) depends on state requirements	Same as above, depends on state requirements
MA/MS 30–60 credit hours	Counseling Psychology	LCP (Licensed Clinical Professional—on graduation); LCPC (Licensed Clinical Professional Counselor—~3,000 postgrad supervised hours)	Private practice, some governmental and social service agencies
MSW 60 credit hours	Social Work (program accredited by CSWE)	LSW (on graduation, depending on state); LCSW (Licensed Clinical Social Worker—~3,200 postgrad supervised hours)	Private practice, not-for-profit social service agencies, for-profit agencies, governmental agencies (some requiring licensure)
PsyD 120 credit hours	Doctor of Psychology	PSY# (Licensed Clinical Psychologist—~3,500 postgrad supervised hours)	Private practice, many governmental and social service agencies, teaching in some higher education institutions
PhD (Psychology) 120 credit hours	Doctor of Philosophy in Psychology	PSY# (Licensed Clinical Psychologist—~3,500 postgrad supervised hours)	Private practice, many governmental and social service agencies, teaching in higher education institutions

the helping fields, their corresponding certifications and licenses, as well as commonly associated careers.

Human Service Educational Standards

The Council for Standards in Human Service Education (CSHSE) was established in 1979 for the purposes of ensuring excellence in human service education at the associate, baccalaureate, and master's levels, through the guidance and direction of educational programs offering degrees specifically in human services. The CSHSE developed a set of research-based national standards for curriculum and subject area competencies for human service education degree programs at colleges and universities, and provides guidance and oversight to educational programs during the accreditation process.

The CSHSE requires that curriculum in a human services program cover the following standard content areas: *knowledge* of the human services field through the understanding of relevant *theory, skills, and values* of the profession, within the context of the *history* of the profession; the interaction of *human systems*; the range and scope of *human service delivery systems*; *information management*; common *planning and evaluation* methods; appropriate *interventions and direct service delivery* systems; the development of students' skills in *interpersonal communication*; *client-related values and attitudes*; and students' *self-development*. The curriculum must also meet the minimum requirements for *field experience* in a human service agency, as well as illustrate that students are receiving appropriate *supervision* within their field placement sites (CSHSE, 2013). The CSHSE is the only organization that accredits human service educational programs and also offers continuing education opportunities for human service professionals and educators, networking opportunities, an informational website, and various professional publications.

Human Service Professional Certification

In 2010, the CSHSE and the NOHS in collaboration with the Center for Credentialing & Education (CCE) took a significant step toward the continuing professionalization of the human services profession by developing a voluntary professional certification called the Human Services Board Certified Practitioner (HS-BCP). In order to sit for the national certification exam, applicants must have earned at least a "technical certificate" in the human services discipline from a regionally accredited college or university and completed the required amount of post-graduate supervised hours in the human services field (1,500 hours with a master's degree, 3,000 hours with a bachelor's degree, 4,500 hours with an associate's degree, and 7,500 hours with a technical certificate).

Applicants who have earned degrees in non-CSHSE-approved programs, such as in counseling, social work, psychology, marriage and family therapy, or criminal justice, must complete coursework in several different content areas related to human services, such as "ethics in the helping professions," "interviewing and intervention skills," "social problems," "social welfare/public policy," and "case management." The implementation of the HS-BCP certification has moved both the discipline and the profession of human services toward increased professional identity and recognition within the larger area of helping professions by verifying human service practitioners' attainment

of a high standard of education and practice knowledge. Credentials are maintained through a recertification process that requires 60 hours of continuing education every five years (CCE, n.d.).

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DUTIES AND FUNCTIONS OF A HUMAN SERVICE PROFESSIONAL

As the primary professional organization for human service students, educators, and practitioners, the NOHS provides a range of benefits to members, including opportunities for professional development as well as networking, advocacy of a human services agenda, and the promotion of professional and organizational identity (NOHS, n.d.). The NOHS has also been significantly influential in developing the scope and parameters of human service professional functions and competencies, some of which include:

- Understanding the nature of human systems, including individuals, groups, organizations, communities, and society, and how each system interacts with others.
- Understanding conditions that promote or limit optimal functioning of human systems.
- Selecting, implementing, and evaluating intervention strategies that promote growth and optimal functioning, and that are consistent with the values of the practitioner, client, agency, and human services profession.
- The development of process skills that enable human service professionals to plan and implement services, including the development of verbal and oral communication skills, interpersonal relationship skills, self-discipline, and time management skills.

The reason why these competencies are so important is because in the human services profession we, the human service practitioners, are the tools. Thus, we need to develop a comprehensive and **generalist skill set** that enables us to work with a wide range of clients, with diverse backgrounds, dealing with a wide range of challenges, within varying contexts. For instance, you may have one client who is a 40-year-old mother of two young girls who has recently left a violent relationship and is currently residing in a transitional housing shelter. You may have another client who is a retired veteran with an alcohol addiction who is grieving the recent death of his wife. And finally, you may have a client who is a young teen who recently ran away from home due to sexual and physical abuse, who is living on the streets and hasn't attended school in weeks, and is refusing to return home.

Each of these cases will require you to understand and assess the systems within which each client is operating, as well as how each system interacts with the others (e.g., individual, family, legal, school, government). These cases also will require you to understand and assess conditions that support or limit functioning, such as histories of trauma and abuse, mental and physical health status, educational and employment backgrounds, prior losses, coping styles, and available resources. They will require you to have an awareness of a range of intervention strategies, including the ability to evaluate