



THE UNIVERSITY OF ARIZONA

College of Applied Science & Technology

Bachelor of Applied Science in Human Services

Program Handbook

This handbook is to acquaint you with information, procedures, and policies of the Human Services Program at the University of Arizona, College of Applied Science & Technology. Together with the UArizona Catalog, which contains University policies, this handbook will provide you with details about Human Services requirements, expectations, coursework, fieldwork (internship), and senior portfolio. The handbook and the UArizona Catalog are both considered policy manuals. Students will be held to the policies explained in these documents. While it is intended as a reference, we realize it cannot answer every question, and we urge you to consult your Human Services Program Director for additional assistance you may require.



“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel” - Maya Angelou

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Human Services Faculty & Staff



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Visit our website to meet the [Human Services Faculty](#)

Mission Statement

The mission of the Human Services program is to better understand, respond to, and support the social, psychological, educational, and physical demands of individuals and families in a contemporary global society. Our program aims to educate developing human service professionals who will strengthen human systems; enhance health, education and social services; improve service delivery systems; and encourage effective public policies.

“Putting people to work... working with people” is a phrase that best summarizes the human services profession and one of the fastest growing career fields in the United States today. In an age of social change, there is a definite need for the skilled human services professional.



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BAS Human Services Degree:

Human Services graduates join interdisciplinary fields to support individuals and families in their communities and workplaces. Graduates learn to provide direct and indirect services that can make a difference in communities and empower individuals. There is a great need for paraprofessionals who can work within diverse settings. All of us are an integral part of the global community, and therefore we must foster understanding of other cultures and peoples. Knowledge of the diverse histories, cultures, values of families and communities is critical to developing and delivering effective human services. Through this foundation, students are encouraged to understand individuals from a strengths-based perspective, in terms of their needs, risks, and challenges. This foundation fosters an understanding of diversity in terms of acceptance rather than as pathology.

Human services graduates work with nonprofit organizations, schools, hospitals, human resource departments, legal aid and advocacy organizations, public policy, social workers, law enforcement agencies, emergency responders, care facilities, substance abuse treatment centers, behavioral health centers, and other organizations involved in client empowerment and social intervention. Graduates are also well prepared for entry into graduate school in areas of (for example) social work, counseling, human rights, and public health.

A Degree in Human Services:

- Prepares students for paraprofessional roles in the field of human services by working closely with faculty and the community through integrated theory, research, and practice.
- Combines theoretical knowledge and experiential learning to ensure workplace readiness.
- Promotes diversity, inclusion, and cultural humility, in order for students to effectively interact with an increasingly diverse American population as well as cultures and diversity of other nations
- Promotes strength-based development of all children, adults, and families in the rapidly changing contexts in which they live.
- Engages students in analytical and critical thinking, the practice of clear and effective communication, expansion of leadership skills, and development of research skills.
- Prepares paraprofessional leaders and practitioners who design, implement, and evaluate practices, programs, and policies that enhance the development of all children, adults and families
- Incorporates real-world contemporary problems and issues in teaching, learning, research and service, and translates research into practice.
- Educational approaches stress new and emerging models of teaching, learning and service which serve as examples to others;

While our courses are based in theory, the focus lies on the application of Human Services standards and best practices, in work settings. In the required Internships, students work with local service agencies which allows the application of skills and provides essential hands-on engagement experiences. Coursework is offered in online and hybrid formats for maximum flexibility and accessibility. Training in human services involves developing mentoring relationships with faculty and internship supervisors which encourage and support self-development. Human services are provided in a variety of settings, utilizing different interventions, using multiple modalities. Therefore, students need to be reflective, thoughtful, and exposed to many approaches, at multiple levels (institutional to individual).

Fitness for The Human Services Profession

A Policy Statement from the Faculty and Staff of the Human Services Program, College of Applied Science & Technology, University of Arizona

Professional and Personal Development

Entry into the Human Services professions is more than initiating a new career path or beginning a new job. It is similar to starting a lifelong journey. As in many other professions, there is an intensive and rigorous training program to complete, which has academic and experiential requirements. However, because human services undergraduate majors will be entering a profession that deals with vulnerable populations there are professional and personal standards that students need to meet.

Meeting these challenges and learning to grow from them is an integral part of succeeding in the human services profession. As human service educators, the faculty and staff of the Human Services program are committed to facilitating the professional development and personal growth of our undergraduate students, and the education, supervision and mentoring of students in all aspects of their journey in the field of human services.

The education of human services professionals demands evaluation of one's personal values, beliefs, attitudes and behavior patterns. In many ways, the deepest challenge students will encounter is the combined tasks of self-assessment, self-correction and self-direction in collaboration with others and across many areas of life: academic, professional and personal. It is our hope and expectation that each undergraduate student who joins the program will succeed in these tasks.

Students in our undergraduate program will be evaluated on a continuing basis with reference to these professional and personal attributes as well as to their academic performance and growing practical skills. To that end, listed below are a number of the attributes, characteristics and behaviors that are important for success in careers in the Human Services field. These characteristics are outlined in the [Ethical Standards for Human Services Professionals](#) and the [CSHSE accreditation standards](#) and as such are the responsibility of the faculty to ensure that the standards are reasonably met.

This list is not exhaustive but is meant to provide a firm basis for discussion between students and faculty. Descriptions are given to help students in evaluating both their own strengths and the areas where a student will need more development.

Professional/Personal Attributes

1. **Commitment to Wellness:** Wellness is a way of life oriented toward optimal health and well-being in which body, mind, and spirit are integrated by the individual to live life more fully. Commitment includes an understanding of, and decision to pursue wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one's lifestyle and life environment; an ongoing choice to become the best one can be



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spiritually, mentally, emotionally, physically, socially, and vocationally.

2. **Commitment to Learning:** Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding. Demonstrated academic and life management skills and commitment to excellence as a human service professional.
3. **Core Academic and Experiential Competencies:** Various accrediting and certifying agencies have identified the knowledgebase that is essential for success in professional human services. These core areas include: Introduction to Human Services systems, Case Management and Interviewing, Counseling Theories, Research Methods in Human Services, Multiculturalism in Human Services, Group Dynamics, Crisis Intervention, Career Seminar and other elective courses. Acceptable performance in these academic areas is essential. In addition, an acceptable level of functioning in internships is required and expected. The ability to form effective collegial working relationships with peers and supervisors is essential. It should be noted that in a number of academic courses involving these core academic areas, students will be challenged to review their own values, attitudes, experiences, beliefs, behaviors and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a human service professional.
4. **Professional Identity:** Commitment to ongoing development as an entry level human services professional and member of the helping professions, and to high standards of practice as a human service professional. An understanding of one's motivation for choosing the human services profession. The ability to critically assess one's own values, attitudes, beliefs and behaviors as they related to the standards of excellence and ethics, and the best practices of the human services professions. The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy. Ability to demonstrate theory-into-practice, which is to translate learned values and content, knowledge into professional/personal attitudes and action. Developing participation in the varied roles of the human services professions and participation in professional organizations through membership, service and scholarship. Ability to see oneself as connected to a wider whole of regional/global needs, helping systems, and resources. A commitment to advocacy on behalf of clients and larger society, as well as to pursuit of social justice, as consistent with one's professional identity.
5. **Personal Maturity:** Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one's ability to perform as a human service professional. The ability to tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.
6. **Responsibility:** Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcome. Demonstration of effective work habits and attitudes evident in classes, assistantship assignments, and other areas of student performance. Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent



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in applying those standards to concrete situations.

7. **Interpersonal Skills:** Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals and the community and to deal effectively with multiple diversities in a pluralistic society. Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems. The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; and to accept supervision. Ability to be appropriately assertive and self-advocating.
8. **Communication Skills:** Demonstrated ability to communicate effectively for varied audiences and purposes. Sensitive to diversity in one's communication.
9. **Problem-solving:** In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcome. The ability to seek out resources for help, support, and insight.
10. **Stress Management:** The ability to identify sources of stress that affect personal and professional functioning and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources, and help when needed.

In addition, students are expected to meet the following Human Services [ethical standards](#)

(this list is not exhaustive, refer to Appendix A for the full list of ethical standards).

Standard 7: Human service professionals ensure that their values or biases are not imposed upon their clients.

Standard 10: Human service professionals provide services without discrimination or preference in regard to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

Standard 11: Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

Standard 13: Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups and communities as part of their work.



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Standard 14: Human service professionals are aware of social and political issues that differentially affect clients from diverse backgrounds.

Standard 34: Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

Standard 35: Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

The following incorporate [CSHSE](#) curriculum standards:

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

Specifications for Standard 19: Client self-determination, confidentiality of information, and appropriate professional boundaries. In addition, the worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional 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.

Specifications for Standard 20:

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

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

This document outlines the policies and standards that the Human Services program follows in the determination of student fitness for profession. Non-academic standards are considered essential criteria that a student must meet in order to be granted a degree in Human Services.



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Students showing behavioral deficiencies within any of the fitness domains will be informed by either their program director, faculty member, or agency field instructor and be required to meet with their Human Services Program Director for assistance.

This may result in any or all of the following outcomes:

- a) continuous academic advising designed to improve student performance and resulting in student improvement,
- b) referral to UArizona Counseling professional,
- c) referral and recommendation to CAST for a determination of the student's status in the program.

Departmental status recommendations may include:

- a) continuation of academic advising relationship until specific goals are met, or
- b) student suspension from the program until specific goals are met, or
- c) suspension or dismissal from the Human Services program.

All university student appeal and due process policies and procedures apply to decisions made by the department related to student fitness for the profession.



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Expected Learning Outcomes

The following standards, expressed as Expected Learning Outcomes (ELOs), guide all Human Services courses.

ELO 1: Knowledge Base in Human Services

Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, principles of application, as well as current and historical trends related to human services.

- 1.1 Demonstrate knowledge of human systems, group dynamics, organizational structure of communities and how these interactions affect human problems.
- 1.2 Evaluate how policy and social conditions affect human systems.
- 1.3 Apply concepts, theories, and principles that promote healthy functioning in medical, social, psychological/behavioral and educational models.

ELO 2: Critical Thinking

Students will demonstrate problem solving skills, critical thinking, and effective research methods in human services settings.

- 2.1 Demonstrate knowledge in identifying interventions that promote goal attainment.
- 2.2 Develop, implement, and evaluate intervention programs and services.
- 2.3 Analyze programs and interventions to match client's needs, values, lifestyle, and goals.

ELO 3: Ethical and Social Responsibility

Students will develop skills to ensure responsible and professional behaviors that optimize well-being, and support acquisition of service needs of a diverse population.

- 3.1 Apply ethical and professional standards in all human services settings.
- 3.2 Enhance interpersonal skills to achieve interactional effectiveness, and responsive client engagement.
- 3.3 Adopt values that build community at local, national, and global levels.
- 3.4 Demonstrated ability to engage and respond respectfully and effectively to people of all cultures, in a manner that affirms the worth and preserves the dignity of individuals, families and communities.

ELO 4: Communication

Students will demonstrate mastery in written and oral communication, and effective interpersonal communication skills with colleagues, stakeholders and clients.

- 4.1 Demonstrate professional report writing, program evaluation, and/or case documentation.
- 4.2 Demonstrate professional oral presentation skills, for colleagues, stakeholders and clients.
- 4.3 Communicate and interact respectfully with colleagues, stakeholders and clients of diverse cultures, backgrounds, and belief systems.

ELO 5: Professional Development

Students will demonstrate mastery of professional skills including content knowledge, self-reflection skills, project-management skills, and teamwork skills in professional settings.

- 5.1 Demonstrate mastery of Human Services content in professional settings, and in achieving career goals.
- 5.2 Exhibit self-efficacy, self-regulation, self-reflection.
- 5.3 Execute project-management skills.
- 5.4 Enhance and support teamwork.
- 5.5 Develop a professional plan for life after graduation.



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Human Services Orientation

All newly admitted students to the Human Services program are required to complete a mandatory online self-paced orientation. This orientation has been designed to support your learning during your time in the Human Services program, from navigating D2L (the online learning management system used to deliver coursework), accessing writing and research tools, to managing stress and time. It is therefore in your best interests to complete this orientation **before** you begin your coursework.

Process

1. On admittance to the human services program you will receive an introductory email with instructions on how to access the orientation
2. On completion of all orientation modules and tasks you will receive a Certificate of Completion. This certificate is a mandatory requirement of your e-Portfolio (completed in the final semester in the senior capstone class; HUSV 498). Be sure to save your certificate on completion of the orientation.

It is strongly recommended you complete this orientation before you begin your first semester of classes.

Orientation Modules

Module 1: Introduction Task 1: Entry Survey

- Task 2: Navigating D2L Brightspace
- Task 3: Turnitin & Originality Reports
- Task 4: Strengths Assessment
- Task 5: Career Statement & Meeting

Module 2: Successful Online Learning

- Task 1: Online Readiness Self-Assessment
- Task 2: Constructing & Sending Business Professional Email

Module 3: Writing Skills & Research Tools

- Task 1: APA & Plagiarism

Module 4: Internship & e-Portfolio

- Task 1: Skill Analysis
- Task 2: Self-Care Inventory
- Task 3: Portfolio

Module 5: Managing Time & Stress

- Task 1: Managing Time
- Task 2: Time Management Reflection
- Task 3: Stress Assessment
- Task 4: Orientation Evaluation



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Human Services: Academic Road Map

In your first year of full-time study you will take: AEDV 310, HUSV 301, HUSV 310, HUSV 326, ENGV 306, and BASV 314. If you are enrolled part-time, it is essential you complete these courses before enrolling in 400-level courses. These classes will prepare you for the academic expectations and research skills required in elective classes and all 400-level course work.

Taking coursework in the correct sequence will also ensure you have completed all necessary pre-requisites for 400-level courses.

Semester 1	ENGV 306: Advanced Composition AEDV 310: Transitional Resiliency HUSV 301: Introduction to Human Services BASV 314: Mathematics for Applied Sciences Tier II Arts/Humanities
Semester 2	HUSV 310: Identity, Positionality and Cultural Humility HUSV 326: Research Methods in Social Sciences HUSV Elective HUSV Elective Tier II Individuals & Societies
Semester 3	FSHV 408: Program Planning & Evaluation FSHV 384: Leadership, Ethics, and Professional Practices HUSV Elective Tier II Natural Sciences Tier II Individuals & Societies
Semester 4	HUSV 498: Senior Capstone HUSV 493: Internship HUSV Elective Tier II Arts/Humanities Tier II Individuals & Societies

The Humans Services Program offers courses in 7.5 week and traditional 15-week semesters.

Please Note:

- 7.5-week semester courses require a minimum of 20 hours of weekly course work.
- 15-week semester courses require a minimum of 9 hours of weekly course work
- Not all sections are offered in every semester, speak with your advisor, Human Services Program Director, or refer to the academic calendar for more information.
- Scheduling is subject to change, based on enrollment



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Human Services Minor

Human Services Minor Curriculum – 18 units

Human Services Core (12 Units)

HUSV 301: Introduction to Human Services *take this course first

HUSV 310: Identity, Positionality, and Cultural Humility 3 Units

HUSV 347: Interpersonal Relationships in Human Services 3 Units

FSHV 401: Skills in Counseling 3 Units

Human Services Electives (6 Units) Select 2 courses from the following:

HUSV 357: Death and Loss in Human Services 3 Units

HUSV 367: Transpersonal Perspectives in Human Services 3 Units

HUSV 371: Parent, Family, Community 3 Units

HUSV 373: Early Childhood Environments 3 Units

HUSV 403: Advocacy and Integrative Health 3 Units

HUSV 404: Health and Human Services 3 Units

HUSV 410: Introduction to Group Procedures and Theory 3 Units

HUSV 420: Introduction to Crisis Intervention 3 Units

HUSV 430: Substance Abuse Theory and Counseling 3 Units

HUSV 440: Introduction to Psychopathology 3 Units

HUSV 450: Human Services: Multicultural Perspectives 3 Units

FSHV 384: Leadership, Ethics, and Professionalism



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Elective Course Options

Counseling / Social Work Foundations

FSHV 401 Basic Skills in Counseling
FSHV 405 Theories of Counseling
HUSV 347: Interpersonal Relationships in HS
HUSV 410: Introduction to Group Procedures
HUSV 420: Introduction to Crisis Intervention
HUSV 425: Introduction to Case Management

Counseling / Social Work Practice

HUSV 357: Managing Death & Loss in HS
HUSV 430: Substance Abuse Theory & Counsel
HUSV 440: Introduction to Psychopathology
HUSV 450: Human Services: Multicultural
Perspectives
FSHV 413: Issues in Aging

Child Development / Family Relations

FSHV 323: Infancy & Child Development
FSHV 337: Dynamics of Family Relations
FSHV 377: Adolescence
FSHV 447A: Sociocultural Context of Development
FSHV 447C: Biosocial Development
FSHV 487: Advanced Family Relations
HUSV 371: Parent, Family, and Community
HUSV 375: Early Childhood Development

Health & Wellness

HUSV 347: Interpersonal Relationships in HS
HUSV 357: Managing Death & Loss in HS
HUSV 367: Spirituality in Human Services
HUSV 375: Early Childhood Development
HUSV 403: Integrative Health & HS Advocacy
HUSV 404: Health and Human Services
HUSV 405: Introduction to Advocacy
HUSV 407: Cultural & Person-Centered Approach to HS
HUSV 425: Introduction to Case Management
HUSV 440: Introduction to Psychopathology



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HUSV 493: Internship

The human services internship provides students with an opportunity to incorporate and apply classroom learning into practical experiences of direct or indirect client service, in preparation for future employment. The practical experience aims to model professional behavior, support the development of a professional career, and assist in professional networking opportunities.

Internship sites can include: government or community agencies; social service agencies; hospitals; and recreational settings. Examples of past internship sites can be found on the Human Services website.

Students are strongly encouraged to begin searching for an Internship placement while in their first semester of the program. Exploring potential agencies on-line and in person are recommended. Highly sought-after positions are filled quickly. It is encouraged to have three potential placement agencies in mind to avoid delaying placement.

Internship Objectives

The internship is a cooperative effort undertaken by various community agencies, CAST, the Human Services program, and you, in fulfilling the following objectives:

1. Provide opportunity to establish competencies for a professional career in human services.
2. Develop transferrable skills that are beneficial in a professional setting.
3. Provide active participation and understanding of the nature of human services.
4. Apply human services classroom knowledge to a wide variety of human services community and work environments. This may include the design, implementation, and/or evaluation of projects that benefit the host agencies.
5. Provide opportunity for students to build relationships with Human service professionals within the community
6. Offer opportunity for students to observe the competencies, skills, and responsibilities of professionals at the host agencies.
7. Challenge students to evaluate their personal attitudes and approaches to working with professionals, host agencies, and the communities served.
8. Encourage students to reflect and expand their own competencies and professional abilities.
9. Enable students to identify the skills, knowledge, and competencies needed for their chosen career, and to identify the benefits of advanced education and life-long learning.

Internship Learning Domains

1. Knowledge of Field

- Acquire knowledge about individual development, family processes, and the broader social context
- Demonstrate mastery in the following program level expected learning outcomes: ELO 1: Knowledge Base in Human Services; ELO 2: Critical Thinking; ELO 4: Communication; ELO 5: Professional Development
- Recognize how social, cultural, and political environments influence decision making.



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- Identify the services offered by and the policies of the internship agency.
- Read and analyze current professional literature for reading assignments.
- Explore and research resources for information when knowledge is limited or inadequate.

2. Skills in Human Services

- Students will become skilled in supporting children, adults and/or families in creating and striving for goals aligned to their needs, that are consistent with the internship sites program goals.
- Demonstrate mastery in the following program level expected learning outcomes: ELO 1: Knowledge Base in Human Services; ELO 3: Ethical and Social Responsibility; ELO 4: Communication
- Apply knowledge about individual and family processes to anticipate and create plans to meet the physical, social, emotional, language, and cognitive needs of children, adults, and/or families.
- Demonstrate sensitivity and respect of developmental, cultural, gender, structural, and economic differences and similarities among people, and their influences on individuals and families.
- Recognize and check your own innate biases and stereotypes to ensure these are not projected onto the demographic being served
- Recognize the strengths that all individuals have and empower those being served in using their own resources and the resources of the agency or community to move toward desired goals.
- Demonstrate skill in mediating or advocating for individuals and families within the internship site, the community, and the broader social context.

3. Professionalism

- Students will demonstrate professional work attitudes and behavior, and regularly self-evaluate their progress.
- Demonstrate mastery in the following program level expected learning outcomes: ELO 4: Communication; ELO 5: Professional Development
- Exhibit professional behaviors such as; managing time and resources effectively, being conscientious about attendance, effective (business professional) communication in all modalities.
- Demonstrate flexibility and be proactive when faced with new situations and ideas with clients, supervisors, and coworkers.
- Engage active listening to communicate effectively with children, families, and/or co-workers.
- Establish and maintain collaborative working relationships with other professionals and make referrals to other professionals when needed.
- Determine and practice ethical standards in working with clients and other professionals.
- Seek and utilize constructive feedback about strengths and weaknesses in working with others
- Development as a professional through weekly supervision meetings with site supervisor and written reflections.

4. Continuing Education

- Students will recognize the role of life-long learning in human services career fields, and recognize



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the critical role of ongoing professional development, in order to support their professional career. Professional development offers contextualization and customization of requisite skills, and ensures individuals are current with trends and best practices in all areas of human services.

- Demonstrate mastery in the following program level expected learning outcomes: ELO 5: Professional Development
- Students will develop a self-care plan as a basis for their future careers.

Academic Credit

Completion of three units of human services internship credit; this includes 135 contact hours at your internship site and specific academic deliverables via weekly input to the D2L course site.

Pre-requisites

Must have been accepted into the human services major, have completed HUSV 301 and HUSV 326 with grades of C or better, and have received the approval of the Human Services program director to enroll in HUSV 493

Requirements:

- Successful completion of 135 hours of on-site internship work during the semester
- To ensure progressive learning hours internship work should be spread evenly across the semester. On average, you should aim to complete 9-10 hours of work per week for 15 weeks
- Internship contact hours must correspond to semester start and end dates
- Weekly hours, activities and reflections are to be submitted using the weekly activity logs. These activity logs are to be verified and signed by your site supervisor
- Weekly input to discussions housed on the D2L course site
- Completion of a formal report and presentation of your internship
- Completion of online professional development modules
- Establishment and practice of a self-care plan
- Students can choose to complete more than 3 units of internship credit, either within a single semester or 3 credits in each of two semesters. If selecting this option, students will need to complete academic deliverables for both internship sites (including work plans, activity logs, reports, etc.).

Please Note: Less than 135 hours of field work, AND / OR, a lack of engagement with the online modules and assignments will result in a failing grade for your internship. At your internship site, breaches in ethical behavior, unexplained absences, and/or behavior deemed inappropriate by your site supervisor, will result in your internship being terminated, and a fail grade posted on your academic record.



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Starting the Internship Process

You need to begin thinking about your internship at the start of the semester you enter into the program. Planning your internship begins at the start of the semester **BEFORE** you intend to complete your internship (e.g. if you are intending to complete your internship in fall, planning begins in spring)

Step 1. Check in with your College of Applied Science & Technology (CAST) advisor. Let them know you are beginning to plan your internship. Make sure you are in good standing with your academic plan of study, and that you will not be overloaded with course work in your final semester.

Step 2. Schedule a meeting with the Human Services Program Coordinator to review course load and that prerequisites have been met; review the internship process, application form and deadlines; and to discuss initial ideas of your internship placement and the goals you wish to achieve

▪ **Step 3.** Explore internship options. This process is for you to:

1. Identify suitable placement sites, and
2. Be proactive in approaching potential internship sites to determine *if* they have a place for you. There may be an application process involved, and some sites are very popular, therefore you **MUST** start this process early. Do not assume you will be accepted by the *first* place you approach.

Please Note: *Organizing your internship placement will take you much longer than you think it will. Start early and keep your advisor and Program Coordinator informed of your progress.*

▪ **Step 4.** You must fully complete an Internship Application form (available on the Human Services website), in collaboration with your site supervisor and your program coordinator.

▪ **Step 5.** Review all expectations of you, your duties, and expected outcomes with your internship site supervisor. Be sure to identify any training, health certifications, and security checks needed before you are able to begin your internship. If your fingerprint clearance card is out of date, or you do not have one, NOW is the time to make sure you have this - many internship sites will not allow you to begin without this clearance card (this can take up to 6 weeks to process).

▪ **Step 6.** Your completed Internship Application form with all necessary signatures must be submitted to the Human Services Program Director by the end of the preceding semester i.e., ***if you intend to complete your internship in spring, your internship paperwork must be received by the end of the preceding fall semester.***

▪ **Step 7.** Once the Program Director has your completed signed paperwork, and has discussed any issues with you, you will be enrolled into HUSV 493. You are not able to self-enroll into this course.

No paperwork = No enrollment = No internship = No Exceptions



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Responsibilities of The Intern

Students are responsible, not only to learn Human Service skills and integrate knowledge with practice, but to provide quality services to clients (clients to be defined by the particular agency).

1. To work with the agency (site supervisor) to develop an individual work plan, with clear human services learning objectives and related proposed activities. At this time, the intern and site supervisor should discuss expectations for the intern's schedule including:

- the regular weekly schedule of attendance and activities
- any known unavailability of either the intern or the site supervisor during the semester
- expectations for appearance (dress code)
- agency policies
- pre-training requirements
- background checks/fingerprint clearance cards
- health certifications
- any other expectations deemed necessary by the site supervisor

2. The intern is responsible for completing the proposed activities listed in the work plan and accepting the responsibility for the quality of performance. The intern is also responsible for informing the site supervisor of any problems that may interfere with completing any activities and/or agency expectations

3. It is the responsibility of the intern to communicate with the site supervisor before an expected arrival time of any illness or emergency that prevents weekly commitments being met.

4. The intern must document activities and contact hours using the weekly activity log. Weekly activity log forms will be available on the HUSV 493 D2L site and are to be submitted each week, with the site supervisors' signature.

5. To consult with the site supervisor for guidance and performance review on a regular basis throughout the semester. Mid-term and final evaluations will provide formal feedback from the site supervisor.

6. To fully engage in the online component of HUSV 493, including reflecting on one's developing human services career, networking with classmates (who are future colleagues in the field of human services), developing and practicing a self-care plan, and learning about human services agencies and opportunities.

7. To adhere to Ethical Standards for Human Service Professionals



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8. To share with the internship faculty member any concerns not addressed or resolved by the site supervisor and/or agency.
9. To complete an internship report. The initial report provides an orientation to the agency, an understanding of the population that the agency serves, and an interview with the site supervisor. The final report incorporates academic learning and critiques the intern's experiences during the internship.
10. Complete a presentation of your internship experiences and lessons learned.

In addition, students are responsible for:

1. securing a fieldwork site at least four weeks prior to the beginning of the semester;
2. completing a total of 135 hours of fieldwork during the semester they are enrolled in;
3. maintaining confidentiality of clients and the agency;
4. ascribing to Human Services Standards of Professional Ethics;
5. completing all paperwork related to the internship experience;
6. evaluating agency and supervision at the end of the semester;
7. actively participating in and completing online coursework;
8. conforming to agency expectations;
9. developing and accomplishing learning goals;
10. behaving in a professional manner;
11. being proactive in dealing with problems and/or issues;
12. being active participants in their agency and professional development experiences.



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Responsibilities of The Agency

1. To communicate the agency's purpose, mandates, policies, programs, rules, and regulations of the agency to the intern.
2. To provide the intern with instruction, itemizing intern duties, expectations, and detailing any necessary training.
3. To provide a total of 135 hours of work/service during the semester of the internship in human service-related activities. These hours will be distributed over the 15 weeks of the internship (approximately 9 hours per week for 15 weeks).
4. To supervise or assign an appropriate supervisor who will oversee the quality and quantity of the intern's work and provide guidance and direction for the intern's professional growth and development.
5. To plan service/work activities that strengthen the intern's knowledge, skills, and competencies and expand his/her understanding of human service processes and practices. These activities should be planned jointly by the supervisor and intern for the mutual benefit of the agency and the intern.
6. To immediately notify internship faculty of any problem with the intern.

Responsibilities of The Internship Site Supervisor

Internship site supervisors are responsible for ensuring that students are learning the skills of a competent Human Services professional, which includes:

1. working with the intern to develop a mutually agreeable work plan and setting learning goals;
2. providing ongoing and regular supervision (a minimum of 1 hour per week);
3. providing an agency orientation to students, to include: agency philosophy and limitations to be adhered to, code of conduct, supervision meeting time, expected role of the intern, and contact information for interns in case of emergency;
4. provide necessary training and/or guidance to allow the intern to complete the learning goals
5. provide the intern with information on the agency's program(s) and services, identifying needs that exist in the agency and in the community.
6. completing all required UArizona paperwork in a timely fashion;
7. contacting the program director or internship coordinator if any problems arise with a student that cannot be resolved;
8. keeping the program director or internship coordinator apprised of the student's performance and professional development at least one time during the semester, including immediately notifying of any problem with the intern.
9. To certify the intern's weekly activity log, and discuss weekly challenges and successes, providing guidance where necessary.
10. To complete and email an evaluation of the intern at the mid-point and end of the internship to Cynthia Burr: csb1@email.arizona.edu . (Student will provide the UArizona form.)



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Academic Deliverables

Required Academic Deliverables	Superior	Pass	Fail
Work Plan and Internship Agreement	Detailed and signed work plan submitted/accepted.	N/A – students are not enrolled in the academic units without a detailed and approved work plan and preceptor agreement on file.	
D2L Discussions	The student adheres to the instructions with complete, timely, and respectful engagement during online discussions, including responding to those reactions left by peers. Professional communication is maintained at all times.	The student mostly adheres to the instructions with timely engagement. Professional communication is maintained at all times.	Irregular, incomplete, untimely, or no contributions during online discussions; and/or professional communication is not maintained at all times.
Weekly Activity Logs	Submitted to the D2L Dropbox by the weekly due date	Submitted to the Dropbox but often late	Weekly activity logs not received
Weekly Reflection	Received on time each week with the activity log	Inconsistent submission of reflections, and/or little reflective thought	Numerous reflections not submitted
Goals Assignment	Initial SMART goals submitted, subsequent goal maintenance assignments received on time.	Initial goals submitted, but SMART format not adhered to, and/or goal maintenance assignments not kept up to date	Goals not set, and assignments not received
Self-care Plan	Self-care plan established and submitted at the end of the semester. Obvious commitment to self-care demonstrated	Self-care plan either missing, or put together without thought and reflection	Absent
Final Report	Draft report submitted, final report includes all the components as detailed in the instructions and the ideas presented have clear connections to Human Services.	Draft report submitted, but the final report has not incorporated instructor feedback, to ensure all requirements are met	Draft not submitted and/or final report is of insufficient quality
Presentation	Draft presentation submitted, final presentation includes all components as detailed in the instructions.	Draft presentation submitted, but the final report has not incorporated instructor feedback, to ensure all requirements are met	Draft not submitted and/or final presentation is of insufficient quality
Mid-term Evaluation	Received on time, with supervisor's signature	<i>Please note</i> students are not assigned a grade without having a mid-term evaluation completed.	
Final Evaluation	Received on time, with supervisor's signature	<i>Please note</i> students are not assigned a grade without having a final evaluation completed.	
Internship hours	135 hours completed onsite with the internship agency	<i>Please note:</i> students are not assigned a grade without the completion of 135 hours	



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HUSV 498: Senior Capstone

All Human Services majors will create a digital portfolio that documents their developing knowledge, skills and professional values. The portfolio also serves as an evaluation tool of students' attainment of the Human Services Degree expected learning outcomes (ELOs)

What is an ePortfolio?

An ePortfolio is an electronic collection of artifacts (course assignments, evidence of professional & career development trainings and certifications, reflections) that demonstrate your learning journey over time. Artifacts may incorporate writing samples, photos, videos, research projects, observations by mentors and peers, your internship report, self-care plan, and reflective, critical thinking. The key aspect of an ePortfolio is your reflection on the artifacts you select to showcase; and how/why they align with the program level expected learning outcomes. For further information on ePortfolios, refer to Philippa Butler's "[Review of the Literature on Portfolios and Electronic Portfolios](#)" (2006), page 2.)

Time Frame: Files, documents, representative assignments, images, and reflections are to be collected over the course of students' progression through their degree program.

As a guide, course Syllabi will identify potential assignment inclusions, for your portfolio. The assignments identified within each course syllabus will correspond to specific program level expected learning outcomes (ELOs). However you are free to include any assignment that you determine is in alignment with the ELOs.

Portfolios will be presented in the Senior Capstone course (HUSV 498), which can **only be completed in the final semester of your senior year**. The successful completion of your portfolio is a graduation requirement.

Primary goals for the Portfolio:

1. To demonstrate mastery of program level competencies (Expected Learning Outcomes; ELOs)
2. To facilitate the development of an integrated body of work from which to apply to human service practice;
3. To demonstrate growing levels of competency in relevant aspects of human service theory and practice; and
4. To assist the student in preparing a professional digital profile, appropriate for job searches and/or application for advanced study.

Portfolio Components:

1. Demonstration of Academic Learning

- Course-specific assignments (selected by you) will serve as evidence of mastery of program level competencies (Expected Learning Outcomes - ELOs).
- Assignments of your choice are selected and aligned with core competencies of the Human Services program (ELOs). The core classes in the Human Services program are: HUSV 301, HUSV 310, HUSV 326, AEDV 310, FSHV 384, FSHV 408, HUSV 493, and HUSV 498. Assignments from these core classes must be represented in your alignment with core competencies.
- Here you will demonstrate the wide variety of skills, knowledge, and confidence you have gained during



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your time in the Human Services program. This is where you will showcase your work and demonstrate learning by comparing and reflecting on first drafts and final submissions, and/or instructor and peer feedback where appropriate.

- Reflective critical thought on your learning experiences within the program. You may choose multiple formats for your reflective components: written; video; diagram, audio. You are encouraged to be creative to further demonstrate your skills.
- Civic engagement. Reflections should also demonstrate your commitment to the Human Services profession and the Human Services ethical standards
- Self-critique of your work and accomplishments through introspection and deep reflection

2. Professional Development

- Professional Resume*
- LinkedIn Page*
- Interview Practice
- Professional Training Certificates (if applicable)
- Professional Memberships (if applicable)

*These components of your e-portfolio will be addressed in the senior capstone coursework (HUSV 498)

3. Self-Care Plan

- Support for developing your self-care plan will be provided in the online component of your Internship Course: HUSV 493.

Portfolio Platform:

The platform for you to build your portfolio in is [Portfolium](#), you can begin to explore Portfolium at any time. Once you sign up you will have access to a number of tutorials to help you get started. However, please note you do not have to begin compiling your portfolio until your *final semester* when you will enroll in **HUSV 498**.

Preparing Components (Artifacts) For Your Portfolio

1. Save ALL assignments from your classes. Ideally you should also save the assignment instructions, instructor feedback, and score.
2. When you save your assignments, be sure to give the files descriptive titles including course code, number, and assignment title
3. As a UAArizona student you have access to free cloud storage, you can sign up for this here: [Free UA Cloud Storage](#)
4. Be sure to store all of your assignments using cloud storage - this will allow you to easily and safely store, organize, and then find your assignments when needed. Please do not rely on your personal computer or a flash drive for storage.
5. Create an index document that you will store with your assignments and update regularly. An index document created for each of your classes will help you be even more organized. An example is provided



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(below) of the information that will be useful to have in your index document.

Course	Assignment	Assignment Goal	Comments	File Name
HUSV 301	Discussion 2 Functions of Human Service Professionals	Determine the abilities of human service professionals in supporting the goals of care and/or treatment for one of the following functions: social care, social control, rehabilitation	Score: A Assignment included discussing a relevant current news item - lessons learned from this assignment - relevant instructor or peer feedback	HUSV301_Disc2_HUSVFunctions



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Program Resources

The Human Services program assists students in developing successful academic writing skills. Students are expected to demonstrate critical thinking through writing using academic writing skills. These skills encompass research methodology, proper APA citation, and avoidance of plagiarism. The University of Arizona offers many supports for strengthening students writing skills.

UArizona academic policies and procedures are available at: <http://catalog.arizona.edu/policies>

1. Successful Writing and Resource Citation (APA Format)

<http://new.library.arizona.edu/research/write-cite>

[Writing Skills Improvement Program](#)

[UA Library Writing Support](#)

2. UArizona Library Resources

The University of Arizona is dedicated to supporting education, research, and learning. Library databases, librarians, and writing and research resources offer students access to information to assist in academic success.

<http://www.arizona.edu/topics/libraries>

[Library Resources](#) <http://www.arizona.edu/topics/libraries>

[University of Arizona Main Library](#) <http://new.library.arizona.edu/>

[Research Tutorials](#) <http://new.library.arizona.edu/research/tutorials>

3. Academic Integrity:

All UArizona students are responsible for upholding the Code of Academic Integrity. The official policy found at: <https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>

4. Plagiarism: What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Completing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you or purchasing a paper through any of the on- or off-line sources.



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5. Tutoring

The University of Arizona provides free tutoring for writing and math, and various other related subjects, at multiple locations and fully online. Students can access free tutoring in-person at our Cochise and Yuma County locations, at the Pima East Campus Learning Center, at the University of Arizona Think Tank in Tucson, as well as fully online from the UA Think Tank.

To find tutoring hours and availability near you, please select your location below to find the tutoring available at your learning center.

Sierra Vista & Douglas: <https://www.cochise.edu/tutoring-labs/>

Tucson: <https://thinktank.arizona.edu/tutoring>

Yuma: <https://www.azwestern.edu/student-success-center>

All Locations (Online): <https://thinktank.arizona.edu/online-tutoring>

6. Classroom Behavior:

The Dean of Students provides expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at:

<https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

7. Communications:

You are responsible for reading emails sent to your ua account from the internship faculty member and the announcements that are placed on the course d2l site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at:

<https://www.registrar.arizona.edu/personal-information/guidelines-use-official-student-email-addresses>

8. Accessibility & Accommodation:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resource Center (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: <https://academicaffairs.arizona.edu/syllabus-policies>

9. UA Nondiscrimination and Anti-harassment Policy

<https://academicaffairs.arizona.edu/syllabus-policies>

10. student complaint process:

<https://catalog.arizona.edu/formal-student-complaint-process>



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Professional Organizations

Students interested in pursuing careers in counseling, social work or related professions may want to visit the following websites for more information. While this list is far from exhaustive, it can serve as a starting point in helping students decide on career options

[American Counseling Association:](#)

Dedicated to the growth and development of the counseling profession and those who are served.

[American Psychological Association:](#)

Based in Washington, D.C., the APA is a scientific and professional organization that represents psychology in the United States. With more than 50,000 members, APA is the largest association of psychologists worldwide.

[American School Counselor Association:](#)

The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. The association provides professional development, publications and other resources, research and advocacy to nearly 14,000 professional school counselors around the globe.

[American Society for Public Administration:](#)

Since 1939 ASPA has been the nation's most respected society representing all forums in the public service arena. The ASPA advocates for greater effectiveness in government - agents of goodwill and professionalism - publishers of democratic journalism at its very best - purveyors of progressive theory and practice and providers of global citizenship. ASPA believes that by embracing new ideas, addressing key public service issues, and promoting change at both the local and international levels, we can enhance the quality of lives worldwide.

[Association of Fundraising Professionals:](#)

The Association of Fundraising Professionals (AFP) represents 26,000 members in 170 chapters throughout the United States, Canada, Mexico, and China working to advance philanthropy through advocacy, research, education, and certification programs.

[Center for Credentialing & Education:](#)

The Center for Credentialing & Education (CCE) created the Human Services – Board Certified Practitioner (HS-BCP™) with the assistance of the National Organization for Human Services (NOHS) in consultation with the Council for Standards in Human Service Education (CSHSE). The credentialing process was designed for human services practitioners seeking to advance their careers by acquiring independent verification of their practical knowledge and educational background.



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[Council for Standards in Human Service Education:](#)

The CSHSE is organized into regions with regional directors who work with schools to achieve accreditation and an understanding of the standards for human service education in 2-year, 4-year, and graduate programs.

[Child Life Council:](#)

The Child Life Council (CLC), formed in 1982, is a professional organization representing personnel from hospitals, clinics, university settings and others involved in the child life field. The CLC membership is composed of child life specialists, educators, students, and others who use play, recreation, education, self-expression, and theories of child development to promote psychological well-being and optimum development of children, adolescents, and their families.

[National Board for Certified Counselors and Affiliates:](#)

NBCC, an independent, not for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

[National Clinical Social Work License:](#)

Check website for details regarding the procedures for applying to sit for the national clinical social work licensing examination.

[National Council on Family Relations:](#)

The National Council on Family Relations (NCFR) provides a forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establishes professional standards, and works to promote family well-being.

[National Organization for Human Services:](#)

The National Organization for Human Services (NOHS) is a national organization whose mission is to strengthen the community of human services by: Expanding professional development opportunities; promoting professional and organizational identity through certification; enhancing internal and external communications; advocating and implementing a social policy and agenda; nurturing the financial sustainability and growth of the organization.



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Examples of Human Service Occupations

Case Worker

Family Support Worker

Youth Worker

Social Service Liaison

Residential Counselor

Behavioral Management

Case Management

Eligibility Counselor

Alcohol Counselor

Adult Day Care Worker

Drug Abuse Counselor

Life Skills Instructor

Client Advocate

Neighborhood Worker

Social Service Aide

Group Activities Aide

Social Service Technician

Therapeutic Assistant

Probation Officer

Peer Support Specialist

Volunteer Coordinator

Case Monitor Parole Officer

Child Advocate

Gerontology Aide

Juvenile Court Liaison

Home Health Aide

Group Home Worker

Child Abuse Worker

Crisis Intervention Counselor

Mental Health Aide

Community Organizer

Intake Interviewer

Community Outreach Worker

Social Work Assistant

Community Action Worker

Psychological Aide

Halfway House Counselor

Assistant Case Manager

Rehabilitation Case Worker

Residential Manager

Patient Navigator

Parent Educator



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Appendix A: Ethical Standards for Human Services Professionals

National Organization of Human Services adopted 2015

Responsibility to Clients

STANDARD 1 Human service professionals recognize and build on client and community strengths.

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

STANDARD 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause serious harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Human service professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STANDARD 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STANDARD 5 Human service professionals recognize that multiple relationships may increase the risk of harm to or exploitation of clients and may impair their professional judgment. When it is not feasible to avoid dual or multiple relationships, human service professionals should consider whether the professional relationship should be avoided or curtailed.

STANDARD 6 Sexual or romantic relationships with current clients are prohibited. Before engaging in sexual or romantic relationships with former clients, friends, or family members of former clients, human service professionals carefully evaluate potential exploitation or harm and refrain from entering into such a relationship.

STANDARD 7 Human service professionals ensure that their values or biases are not imposed upon their clients.

STANDARD 8 Human service professionals protect the integrity, safety, and security of client records. Client information in written or electronic form that is shared with other professionals must have the client's prior written consent except in the course of professional supervision or when legally obliged or permitted to share such information.

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.



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Responsibility to the Public and Society

STANDARD 10 Human service professionals provide services without discrimination or preference in regard to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STANDARD 13 Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups and communities as part of their work.

STANDARD 14 Human service professionals are aware of social and political issues that differentially affect clients from diverse backgrounds.

STANDARD 15 Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.

STANDARD 17 Human service professionals accurately represent their qualifications to the public. This includes, but is not limited to, their abilities, training, education, credentials, academic endeavors, and areas of expertise. They avoid the appearance of misrepresentation or impropriety and take immediate steps to correct it if it occurs.

STANDARD 18 Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately, supported by data whenever possible.

Responsibility to Colleagues

STANDARD 19 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.



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STANDARD 20 When human service professionals have a conflict with a colleague, they first seek out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

STANDARD 21 Human service professionals respond appropriately to unethical and problematic behavior of colleagues. Usually this means initially talking directly with the colleague and if no satisfactory resolution is achieved, reporting the colleague's behavior to supervisory or administrative staff.

STANDARD 22 All consultations between human service professionals are kept private, unless to do so would result in harm to clients or communities.

Responsibility to Employers

STANDARD 23 To the extent possible, human service professionals adhere to commitments made to their employers.

STANDARD 24 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STANDARD 25 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals work with all involved to manage the conflict.

Responsibility to the Profession

STANDARD 26 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.

STANDARD 27 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge, skill base, and scope of practice.

STANDARD 28 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STANDARD 29 Human service professionals promote cooperation among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

STANDARD 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.



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STANDARD 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are conceptually or evidence based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks.

STANDARD 32 Human service professionals conduct research that adheres to all ethical principles, institutional standards, and scientific rigor. Such research takes into consideration cross-cultural bias and is reported in a manner that addressed any limitations.

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self

STANDARD 34 Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

STANDARD 35 Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

STANDARD 36 Human service professionals hold a commitment to lifelong learning and continually advance their knowledge and skills to serve clients more effectively.

Responsibility to Students

STANDARD 37 Human service educators develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.

STANDARD 38 Human service educators are committed to the principles of access and inclusion and take all available and applicable steps to make education available to differently-abled students.

STANDARD 39 Human service educators demonstrate high standards of scholarship in their scholarship, pedagogy, and professional service and stay current in the field by being members of their professional associations, attending workshops and conferences, and reviewing and/or conducting research.

STANDARD 40 Human service educators recognize and acknowledge the contributions of students to the work of the educator in such activities as case material, grants, workshops, research, publications, and other related activities.

STANDARD 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students experience potentially harmful events during field placements, educators provide reasonable investigation and response as necessary to safeguard the student.



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STANDARD 42 Human service educators establish and uphold appropriate guidelines concerning student disclosure of sensitive/personal information which includes letting students have fair warning of any self-disclosure activities, allowing students to opt-out of in-depth self-disclosure activities when feasible, and ensuring that a mechanism is available to discuss and process such activities as needed.

STANDARD 43 Human service educators are aware that in their relationships with students, power and status are unequal. Human service educators are responsible to clearly define and maintain ethical and professional relationships with student; avoid conduct that is demeaning, embarrassing or exploitative of students; and always strive to treat students fairly, equally and without discrimination.

STANDARD 44 Human service educators ensure students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.



Appendix B: Council for Standards in Human Services Education

NATIONAL STANDARDS BACCALAUREATE DEGREE IN HUMAN SERVICES

<http://www.cshse.org> July 2018 (reviewed and revised July 2019)

I. GENERAL PROGRAM CHARACTERISTICS

A. Institutional Requirements and Primary Program Objective

Context: There is strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities

Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.	
a	The program is part of a degree granting college or university that is regionally accredited.
b	Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials).
c	Articulate how students are informed of the curricular and program expectations and requirements prior to admission.
d	Provide a brief history of the program.
e	Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.
f	Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).

B. Philosophical Base of Programs

Context: A benchmark of human services education and services delivery is the interdisciplinary approach to learning and professionalism. Curriculum development integrates specific theories, knowledge and skills that are tied to a conceptual framework and underlying philosophy. This must be congruent with the CSHSE National Standards and reflect the major theoretical emphasis and uniqueness of the program and curriculum.

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.	
a	Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.
b	Include a mission statement for the program.
c	Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.)
d	Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).
e	Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.
f	Provide a matrix mapping the curriculum Standards (11-20) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the Self-Study narrative and the syllabi. NOTE: The Matrix must include required



	courses for all students that contribute to compliance with the Curriculum Standards and their Specifications. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.
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C. Community Assessment

Context: Human services programs continually interact with and affect human services delivery within the local community through field placements and alumnae/i. Programs should be designed to interface with the needs of major employers in terms of job needs and career ladders so there is an orderly and continuous supply of competent professionals.

Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community	
a	If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).
b	An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services. Provide the following:
	1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),
	2. Minutes of advisory committee meetings from the last two years
	3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.
c	Describe other mechanisms, if any, used to respond to changing needs in human services.

D. Program Evaluation

Context: To ensure the program is effective in producing competent professionals, the program must be evaluated on a regular basis. In addition, the program must assess how well the needs of students and graduates are being met. These evaluations/ assessments are the bases for modifying and improving the program.

Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field.	
a	The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following:
	1. Measurable student learning outcomes
	2. Assessment plan
	3. Examples of assessment tools, e.g. rubrics, exams, portfolios, surveys, capstone evaluations, etc.
	4. A description of how the evaluation may or may not have resulted in any change.



b	<p>The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys, active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:</p> <ol style="list-style-type: none"> 1. A history of program evaluations 2. A description of the methodology 3. A summative analysis of the most recent evaluation 4. A description of how and in what way the evaluation resulted in any change.
c	<p>The program must provide reliable information on its performance, including student achievement, to the public from the last two years. [NOTE: This Specification relates to accreditation standards or policies that require institutions or programs routinely to provide reliable information to the public on their performance including student achievement as determined by the institution or program (Paragraph 12 (B)(1), 2010 CHEA Recognition Policy and Procedures)] Provide the following:</p> <ol style="list-style-type: none"> 1. An active link to student achievement indicators on the Program’s website. 2. Aggregate data as evidence of student achievement must include at a minimum: enrollment trends retention graduation rates and grade point average student satisfaction agency feedback Optional student achievement indicators such as graduate transfer rates, graduate school or employment data, and alumni surveys may be included.

E. Policies and Procedures for Admitting, Retaining, and Dismissing Students

Context: Students have a right to know, prior to enrollment, the standards of the human services program and the procedures for admitting, retaining, and dismissing students. Both academic and behavioral issues need to be considered.

<p>Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.</p>	
a	<p>Provide documentation of policies regarding the selection and admission of students.</p>
b	<p>Provide documentation of policies and procedures for referring students for personal and academic assistance. These policies must be consistent with the institution’s policies.</p>
c	<p>Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.</p>
d	<p>Provide documentation of program policies and procedures for assessing and managing student attributes, characteristics, and behaviors (“fitness for the profession”) that are important for the success of human service professionals</p>



F. Credentials of Human Services Faculty

Context: Human services programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches.

Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.	
a	Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:
	1. Faculty have education in various disciplines and experience in human services or related fields
	2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master's degree.

G. Personnel Roles, Responsibilities, and Evaluation

Context: To balance the academic and experiential characteristics of human services programs, adequate faculty and staff should be available to fill essential program roles.

Standard 7: The program shall adequately manage and evaluate the essential program roles and provide professional development opportunities for faculty and staff.	
a	Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum
b	Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. Provide the following: 1. A brief description of how the essential roles are fulfilled in the program 2. A table matching faculty and staff positions and names with these roles
c	Describe the process for faculty and staff evaluation. Documentation may come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.
d	Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement
e	Describe how faculty and staff are provided opportunities for relevant professional development

H. Cultural Competence

Context: To ensure the program is effective in producing culturally competent professionals who possess a high level of self-awareness, knowledge, and skills in the complexities of multiculturalism. This encompasses the individual, family, and group levels as well as agency/organizational, community, and globally.

Standard 8: The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.	
a	Demonstrate how the program



	1. Includes cultural competence in program policies, procedures, and practices.
	2. Includes cultural competence training for faculty and staff
b	Demonstrate how the curriculum integrates cultural competence: 1. Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping.
	2. Includes the development of awareness, knowledge, and skills of diversity and culture.

I. Program Support

Context: To address student needs, human service programs require adequate faculty, staff, and program resources.

Standard 9: The program shall have adequate faculty, staff, and program resources.	
a	Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program
b	Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.
	Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.
	Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.
	Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

J. Evaluation of Transfer Credits and Prior Learning

Context: In order to promote and facilitate the transfer of credits, each program shall have policies and procedures for the evaluation of transfer credits and prior learning.

Standard 10: Each program shall articulate the policies and procedures for the transfer of credits and the evaluation of prior learning.	
a	Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning.
b	Describe how students receive this information.

II. CURRICULUM: BACCALAUREATE DEGREE

A. Knowledge, Theory, Skills, and Values

1. History

Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes.



Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

Standard 11: The curriculum shall include the historical development of human services.	
a	The historical roots of human services as a discipline and profession.
b	Historical and current legislation affecting human service delivery.
c	How public and private attitudes influence legislation and the interpretation of policies related to human services.
d	The broader sociopolitical issues that affect human service systems.

2. Human Systems

Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.	
a	Theories of human development.
b	Small groups: 1. Overview of how small groups are used in human services settings 2. Theories of group dynamics 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 socio-economic 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.

3. Human Service Delivery Systems

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.	
	The range and characteristics of human service delivery systems and organizations.
	The range of populations served, and needs addressed by human services professionals.



	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
	An understanding of systemic causes of poverty and its implications.
	An understanding of national and global social policies and their influence on human service delivery
	Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.

4. Information Literacy

Context: The delivery of human services depends on the appropriate integration of various forms of information.

Standard 14: The curriculum shall provide knowledge and skills in information management.	
a	Obtain, synthesize, and clearly report information from various sources.
b	Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.
c	Upholding confidentiality and using appropriate means to share information.
d	Using technology to locate, evaluate, and disseminate information.

5. Program Planning and Evaluation

Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated, and necessary adjustments made to the plan both at an individual client and program level.

Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service need planning appropriate strategies, services, and implementation; and evaluation of outcomes.	
a	Knowledge and skills to analyze and assess the needs of clients or client groups.
b	Skills to develop goals, and design and implement a plan of action.
c	Skills to evaluate the outcomes of the plan and the impact on the client or client group.

6. Client Interventions and Strategies

Context: Human service professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service deli	
	Theory and knowledge bases of prevention, intervention, and maintenance strategies.
	Assess and analyze the needs of clients or client groups through observation, interviewing, active list consultation, and research
	Knowledge and skill development in: <ol style="list-style-type: none"> 1. Case management <ol style="list-style-type: none"> a. Intake interviewing b. Helping skills: c. Identification and use of appropriate resources and referrals.



	2. Group facilitation
	3. Use of consultation

7. Interpersonal Communication

Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.	
a	Clarifying expectations.
b	Dealing effectively with conflict.
c	Establishing rapport with clients.
d	Developing and sustaining behaviors that are congruent with the values and ethics of the profession

8. Administrative

Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the human service delivery system.	
a	Principles of leadership and management.
b	Human resources and volunteer management.
c	Grant writing, fundraising, and other funding sources.
d	Legal, ethical, and regulatory issues, and risk management.
e	Budget and financial management.

9. Client-Related Values and Attitudes

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 19: The curriculum shall incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice.	
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 Standards in Human Service Education (available at https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals).
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10. Self-Development

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.	
a	Conscious use of self.
b	Clarification of personal and professional values.
c	Awareness of diversity.
d	Strategies for self-care.
e	Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).

B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

Standard 21: The program shall provide field experience that is integrated with the curriculum.	
a	Provide a brief description of the overall process and structure of the fieldwork learning experience.
b	Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
c	Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
d	Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
e	Provide documentation of written learning agreements with field agencies that specify the student's activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
f	Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.
g	Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.
h	Demonstrate how the field experience provides the student an opportunity to progress from: 1. Observation to



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	<ol style="list-style-type: none">2. Directly supervised client contact to3. Indirectly supervised client contact to4. An independent caseload OR assignment of administrative responsibility.
i	Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.
j	Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.