

FOUNDATIONS IN

HUMAN SERVICES PRACTICE

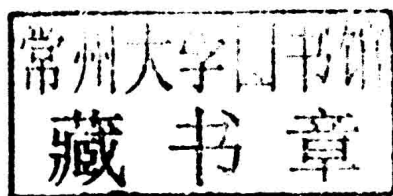
A Generalist Perspective on Individual,
Agency, and Community

JUDITH T. HERZBERG

Foundations in Human Services Practice

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Agency, and Community

Judith T. Herzberg



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Council for Standards in Human Service Education (CSHSE) Standards Covered in This Text

Council for Standards in Human Service Education (CSHSE) developed 10 national standards that guide human services parntments and help students understand the knowledge, values, and skills as developing human services practitioners. These delines reflect the interdisciplinary nature of human services.

STANDARD	CHAPTER
professional History	
<i>Understanding and Mastery ...</i>	
Historical roots of human services	Intro, I
Creation of human services profession	Intro
Historical and current legislation affecting services delivery	Intro, 1, 4, 7, 9
How public and private attitudes influence legislation and the interpretation of policies related to human services	Intro, 4, 9
Differences between systems of governance and economics	4
Exposure to a spectrum of political ideologies	Intro, 4, 8, 9
Skills to analyze and interpret historical data application in advocacy and social changes	7, 8, 9
Human Systems	
<i>Understanding and Mastery ...</i>	
Theories of human development	
How small groups are utilized, theories of group dynamics, and group facilitation skills	2, 8, 9
Changing family structures and roles	
Organizational structures of communities	4, 8
An understanding of capacities, limitations, and resiliency of human systems	1, 7, 8, 9
Emphasis on context and the role of diversity in determining and meeting human needs	1, 2
Processes to effect social change through advocacy (e.g., community development, community and grassroots organizing, local and global activism)	7, 8, 9
Processes to analyze, interpret, and effect policies and laws at local, state, and national levels	2, 7, 8, 9
Human Services Delivery Systems	
<i>Understanding and Mastery ...</i>	
Range and characteristics of human services delivery systems and organizations	1, 4, 9
Range of populations served and needs addressed by human services	1, 2, 3, 4
Major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning	1, 2, 3, 5
Economic and social class systems including systemic causes of poverty	
Political and ideological aspects of human services	Intro, 1, 8, 9
International and global influences on services delivery	4, 8
Skills to effect and influence social policy	2, 7, 8, 9

Council for Standards in Human Service Education (CSHSE) Standards Covered in This Text

STANDARD	CHAPTER
Information Management	
<i>Understanding and Mastery ...</i>	
Obtain information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems	3, 6
Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others	3
Compiling, synthesizing, and categorizing information	3, 6, 9
Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is provided in written or oral form and in a timely manner	2, 3
Maintaining client confidentiality and appropriate use of client data	3
Using technology for word processing, sending email, and locating and evaluating information	3, 6, 9
Performing elementary community-needs assessment	8, 9
Conducting basic program evaluation	8
Utilizing research findings and other information for community education and public relations and using technology to create and manage spreadsheets and databases	7, 8, 9
Planning & Evaluating	
<i>Understanding and Mastery ...</i>	
Analysis and assessment of the needs of clients or client groups	3, 5, 6, 7, 8, 9
Skills to develop goals, and design and implement a plan of action	3, 6, 7, 8, 9
Skills to evaluate the outcomes of the plan and the impact on the client or client group	3
Program design, implementation, and evaluation	8, 9
Interventions & Direct Services	
<i>Understanding and Mastery ...</i>	
Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning	1, 3
Skills to facilitate appropriate direct services and interventions related to specific client or client group goals	1, 2, 3
Knowledge and skill development in: case management, intake interviewing, individual counseling, group facilitation and counseling, location and use of appropriate resources and referrals, use of consultation	1, 2, 3
Interpersonal Communication	
<i>Understanding and Mastery ...</i>	
Clarifying expectations	1, 2, 5, 7
Dealing effectively with conflict	7, 9
Establishing rapport with clients	2, 3, 8
Developing and sustaining behaviors that are congruent with the values and ethics of the profession	2, 3, 5, 7, 8, 9

STANDARD	CHAPTER
Administration	
<i>Understanding and Mastery ...</i>	
Managing organizations through leadership and strategic planning	5, 8, 9
Supervision and human resource management	5, 8, 9
Planning and evaluating programs, services, and operational functions	5, 7, 8, 9
Developing budgets and monitoring expenditures	6
Grant and contract negotiation	6
Legal/regulatory issues and risk management	5, 6
Managing professional development of staff	5, 7, 9
Recruiting and managing volunteers	5, 6, 8, 9
Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing	7, 8, 9
Client-Related Values & Attitudes	
<i>Understanding and Mastery ...</i>	
The least intrusive intervention in the least restrictive environment	1, 2
Client self-determination	1, 2, 3, 8
Confidentiality of information	3
The worth and uniqueness of individuals including ethnicity, culture, gender, sexual orientation, and other expressions of diversity	2, 3
Belief that individuals, services systems, and society change	1, 7, 8, 9
Interdisciplinary team approaches to problem solving	1, 8, 9
Appropriate professional boundaries	2, 3, 8
Integration of the ethical standards outlined by the National Organization for Human Services and Council for Standards in human service education	1-9
Self-Development	
<i>Understanding and Mastery ...</i>	
Conscious use of self	3, 7, 8
Clarification of personal and professional values	3, 7, 8
Awareness of diversity	1, 2, 3, 5
Strategies for self-care	3
Reflection on professional self (e.g., journaling, development of a portfolio, project demonstrating competency)	3, 7, 8, 9

STANDARDS FOR EXCELLENCE SERIES

Designed to help students advance their knowledge, values, and skills, the Standards for Excellence Series assists students in associating the Council for Standards in Human Services Education (CSHSE) National Standards to all levels of human services practice.

FEATURES INCLUDE

- **Standards for Excellence grid**—highlighting chapters where various standards are addressed.
- **Standards for Excellence critical thinking questions**—challenges students to think critically about the standards in relation to chapter content.
- **Multimedia links**—correlates content to multimedia assets throughout the text, including video, additional readings, and more.
- **Self-study quizzes**—found throughout the text, self-study quizzes test student knowledge and comprehension of key chapter topics.
- **Chapter review**—links to a scenario-based chapter review, including short-answer discussion questions.

Preface

Foundations in Human Services Practice explores theories, models, and practices by human services practitioners. This text will provide you with a base of information that can be built upon to assist you with practice essentials for working with clients, agencies, and communities.

As a distinct academic field of study, human services focuses on social technologies (such as models and methods of practice) as well as service technologies (such as programs and delivery systems) that are designed to provide human benefits. As an introduction, a history about human services is included. The history of human services will set the stage by providing a concrete explanation of how the human services profession differs from other helping fields, providing students with a better sense of professional identity and appreciation of the progressive history behind human services.

When developing this text, I endeavored to write it in such a way that captures the human services ideology of helping the whole person by providing content that focuses on theories and practices with clients, agencies, and communities that are important to human services practice. I designed this text to help students realize that helping the whole person entails work in many different spheres:

- **Direct Service**—case management theory, case management process, and interviewing
- **Organizational Structure**—management, supervision, and fundraising
- **Community**—organizing, advocating, and lobbying

Features

Many features have been included in this text to enhance your experience; however, they are only as useful as you make them. By engaging with this text and its resources, you'll gain an understanding and mastery of:

- **Human Service History**—covers the history of social welfare from the colonial period to the modern day so that students understand the sources of current practices and institutions.
- **A Multidisciplinary View of Human Services Practice**—examines practices in the context of social, economic, and political factors at all levels of society focused on alleviating human problems.
- **Micro, Mezzo, and Macro Approaches to Practice**—covers the theories and models of case management, interviewing, nonprofit structure and operations, fundraising, grassroots organizing, and more.

Learning Outcomes

Students will be able to achieve a variety of learning outcomes by using this text and its resources, including:

- **Critical Thinking Skills**—students can develop their critical thinking skills by reviewing the standards boxes (indicated by the National Standards series band) and engaging with the multimedia resources highlighted in boxes throughout the chapter.
- **Oral Communication Skills**—students can develop their oral communication skills by engaging with others in and out of class to discuss their comprehension of the chapter based on the chapter's learning objectives.
- **Assessment and Writing Skills**—students can develop their assessment and writing skills in preparation for future certification exams by completing topic-based and chapter review assessments for each chapter.
- **CSHSE National Standards**—students can develop their understanding and mastery of CSHSE's national standards by discussing the standards box critical thinking questions.

Acknowledgments

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Finally, I dedicate this book to all the human services students I have taught and met over the past two decades because they were my inspiration for creating this textbook.

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Introduction

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The human services academic discipline is relatively new when compared with other disciplines. To help clarify what the human services discipline is, a short history is offered in this introduction. Writing a history about the human services discipline is challenging because the historical material comes from several related disciplines. In this introduction, you will be offered some insight as to when and why human services began as a distinct discipline. What is the importance of knowing the history of human services? This history will help clarify how graduates from human services academic programs are different from graduates of other academic programs. Understanding the history of your profession will help to solidify your professional identity.

The History of the Human Services Profession

Perhaps, surprisingly, the academic discipline of human services appears to have been started as an educational movement. This movement was initiated by higher education professionals during the countercultural period of progressive social action that occurred in the 1960s. Individuals, groups, and communities were engaged in activism against social, economic, and political inequalities in the United States. Many professors and students on college campuses throughout the country were actively involved in the counterculture. Events like “teach-ins” and open public debates were used to educate people about public affairs. Many people also engaged in mass demonstrations to show their disapproval of the establishment (Roszak, 1995). So it might not be a surprise that several new human services movements sprang to life in this period.

THE NEW HUMAN SERVICES MOVEMENT In the late 1960s, the **new human services movement** began as the brainchild of independent social work and psychology educators who wanted to reform the “elitist

practices of the helping professions" (Chenault & Burnford, 1978). These educational reformers believed that the academic disciplines of education, nursing, medicine, social work, public administration, criminal justice, and psychology were focused on specialized knowledge and skill sets, which were designed to distinguish them from those of other professions and raise their own academic and professional stature. This culture of competition among professional disciplines led them to protect their professional turf from encroachment, which stifled cooperation. Worse, within this culture of careerism, the state of clients and human services systems seemed to have become a secondary concern.

Educators in the human services movement wanted professional students to learn about sharing power and resources with clients, creating humane and responsive delivery services, and serving as change agents to promote greater social equity and justice (Chenault & Burnford, 1978). It was proposed that professional programs be refocused and incorporate the following five central concepts into their curriculum:

1. Systemic integration of human services systems.
2. Comprehensiveness and accessibility of services.
3. Client troubles defined as problems in living.
4. Generic characteristics of helping activities.
5. Accountability of service providers to clients.

One could imagine that in the context of the counterculture and new progressive educational movements the five central educational concepts from the human services movement might have appealed to educators. Chenault and Burnford (Chenault and Burnford 1978) reported that educators in professional programs such as education, social work, nursing, medicine, and psychology initially had some interest in the new concepts. In fact, some educators attempted to change their students' attitudes about careerism. Others attempted to incorporate the human services educational concepts into their professional curriculum. However, in most cases, "human services" was simply a title tagged onto traditional professional courses or programs (e.g., Education and Human Services). In the long run, no significant changes were made to the curricula of professional programs.

Once it became clear that educators in professional programs were not changing their curricula, a group of educators took matters into their own hands. They went on to create a new and distinct profession that reflected the educational concept of the human services movement (Chenault & Burnford, 1978). By the mid-1960s, human services began to emerge as a new academic discipline, though without the benefit of national standards. In consequence, new human services programs had different missions and goals that reflected the influences of social, political, and economic factors in which they developed.

HOW ASSOCIATE HUMAN SERVICES PROGRAMS STARTED Under President Lyndon Baines Johnson's Great Society, there were numerous efforts to educate and train people so that they could become productive citizens. Johnson believed there was nothing to be gained by maintaining a nonproductive class in society. Under the Great Society initiative, federal funds were made available through legislation like the Economic Opportunity Act of 1966. Thirty-three million dollars was allocated to Scheuer's New Careers Program (Nixon, 1969). This program was also supported under antipoverty legislations, such as the Manpower Development and Training Act of

1962, the Community Mental Health Centers Act of 1963 (Woodside & McClam, 2006), the Health Manpower Act of 1968, Title I Health Professions Training, and the Allied Health Professions Health Training (Kadish, 1969). The New Careers Program was based on the belief that the poor were not responsible for their condition in society. Therefore, the poor should be given an opportunity to be educated and trained for employment that offered a living wage. According to Pearl and Riessman (1965), the New Careers Program goals were to

1. provide a sufficient number of jobs to the unemployed,
2. have jobs defined and distributed to unskilled and uneducated workers,
3. create permanent jobs and provide opportunity for life-long careers to the poor,
4. create opportunities for the poor to have equal chances for upward mobility, and
5. have jobs that contribute to the good of society.

Promoters of the New Careers Program maintained that poverty could be eradicated. However, several specific conditions were needed for poor recipients: (a) gainful employment, (b) secure employment, and (c) on-the-job training, so they had an opportunity for career advancement. Under these conditions, the poor would have more resources, skills, and flexibility to escape poverty. Officials from the New Careers Program anticipated that job creation would occur in education, health, and social services. For example, human services technical and associate degree programs were created, and community colleges would play a large role in the education of human services workers.

In 1965, the National Institute of Mental Health (NIMH) also played a major role in the creation of new human services programs when they funded the Southern Regional Education Board (SREB). NIMH awarded a five-year grant to SREB for the development of an experimental pilot Mental Health Worker Program that would be used by community colleges in 14 southern states (McPheeters & King, 1971).

Dr. Harold L. McPheeters, a psychiatrist, headed the SREB project (Box 1: Harold McPheeters, the “Father of Human Services”). McPheeters led a taskforce comprising 55 higher education and mental health professionals from across the United States. The taskforce worked to determine the need for human service workers and how to educate them.

In an analysis of the manpower studies, done by SREB, it was determined that there was a need to train paraprofessionals who could be generalist workers. The generalist would fill the growing personnel shortage in the mental health systems. In addition, the generalist was to take over tasks performed by mental health professionals, like social workers and psychologists. It was believed that some professionals’ tasks could

Box 1

Harold McPheeters, the “Father of Human Services” (1923–)

In 1963, the Kennedy administration successfully signed into law the Community Mental Health Center Act that mandated the deinstitutionalization of individuals with chronic mental illness. This legislation created an immediate need for outpatient care and a host of direct service workers to assist the thousands of mentally ill released from state hospitals. Dr. Harold Lawrence McPheeters, a practicing psychiatrist, was instrumental in leading a taskforce that developed guidelines for mental health and human services programs at the associate and bachelor’s degree levels. Currently, Dr. McPheeters is considered the “father of human services” education. During his career, he authored nine books and dozens of journal articles about mental health education, service integration, medical education, and funding health professions.