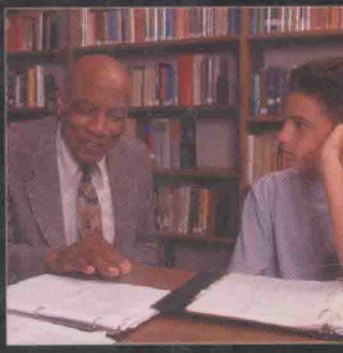
AN INTRODUCTION TO

Human Services

FOURTH EDITION



Marianne Woodside
Tricia McClam

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An Introduction to Human Services

Marianne Woodside
Tricia McClam

University of Tennessee

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An Introduction to Human Services

Preface

In writing the first three editions of this book, our goal was to offer instructors a textbook choice devoted entirely to human services—not psychology, sociology, or social work. We addressed the definition of the term *human services* in its broadest sense and described a variety of clients, the generalist human service professional, and the interaction between helper and client. We approached human services as a profession that, although newly established, continues to grow and develop. Our goals remain the same for this fourth edition of *An Introduction to Human Services,* but we have revised the book in ways that we believe improve it.

Our revisions are based upon the feedback we received from faculty and students during the review process. Many other revisions resulted from our own research and teaching; they document the changing face of the environment in which human services are delivered. Part One defines the concept of human services. The focus of Chapter 1 continues to be on the principles that define human services. The case of Almeada and baby Anne has been revised to better represent the human service delivery system and climate that exist today. Chapter 2 combines a history of helping with a history of the human service movement; this combination allows thoughtful integration of human services into a long-standing historical context and updates developments to the present time. We added time lines throughout the chapter to help students understand the chronology of events. Chapter 3 offers a look at the current influences on human services: technology, managed care, the international dimension, and resolution-focused helping. This chapter was revised to reflect the impact that these influences continue to have on human services. Chapter 4 concludes Part One by introducing three models that contribute to our understanding of human services. We have updated the models to mark the changes that have occurred during the last decade. Updated case studies illustrate each model.

Part Two continues to focus on the participants in the delivery of human services—the helper and the client—and includes new information about client populations. Chapter 5 adds a new discussion on "clients" as individuals, small groups, and populations. A new case study has been added to illustrate these concepts. Chapter 6 explores the helper as the human service professional. To enhance this discussion, the human service roles have been added to this chapter. Part Three begins with Chapter 7 which introduces the helping

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process. This chapter was revised to focus on working with both individuals and groups. There are new inserts and updated case vignettes to facilitate student understanding of the helping process. Chapter 8 has been revised to include an ecological approach to understanding the context of the client's world and worker's environment. There are numerous figures, tables, and vignettes to help students learn about the influence of the environment upon client issues and helping responses. Chapter 9 continues to focus on ethical issues. A section has been added to introduce students to the day-to-day challenges they face as they work in the human service context.

There are two new additions to each chapter. Students are encouraged to use the internet to explore human service issues introduced in the text. Included in each chapter is a list and summary of relevant websites. We hope that these will serve as the beginning or enhancement of the search for additional information about human services. We have also added summary points throughout each chapter. Students can use these summary points to check their understanding of main ideas and to support their preparation for class discussions and other assignments.

Features

Two unique features of the book remain. The first is that the book continues to be introductory rather than encyclopedic. It presents basic information that students need to know about the human service field and encourages the use of other books, electronic materials, media resources, and other sources to enrich students' knowledge of the introductory course content. This knowledge will be more attractive to students when it is applied to case studies, books, current events, and audiovisual materials. In this book, you will find brief case studies, primary sources, and suggested additional readings for each chapter. The instructor's manual that accompanies the text also identifies videotapes, movies, websites, and nonfictional accounts of clients. All these resources can enhance student understanding of human services. We encourage you to use these resources and to let us know of others that you discover on your own. Please note that by the very dynamic nature of the Web, URLs are subject to change. Therefore, while weblinks in this text were selected with care, some links that were active at the time of publication may no longer be functional.

A second unique feature of the book is the International Focus sections. As the cultural composition of the United States continues to shift, human service professionals must be prepared to work effectively with culturally diverse clients. At the introductory level, our goal is to expand student awareness in order to incorporate a global dimension into the human service field. Each International Focus section is related in some way to the content of the chapter and provides an opportunity for thought and discussion about the international dimension of human services and how it influences practice in the United States.

Acknowledgments

Many friends and colleagues have contributed both to our growth as human service educators and to the writing of the fourth edition of this book. We are particularly grateful to our colleagues in the National Organization for Human Service Education and the Council for Standards in Human Service Education for their support, feedback, and contributions throughout the years.

We would especially like to thank our students, and the students, in other programs throughout the country, who use our book, for we have learned much from them about human services. Introductory students continue to be a favorite group for us to teach because of their enthusiasm and interest in the helping professions.

Many people provided assistance in this endeavor. Among them are John Ray, Charlotte Duncan, Linda Harrell, Karen Welch, Debi Whiteaker, Susan Sutton, and Rhonda Green. Our families have also encouraged us during this endeavor, and we are grateful for their patience and support.

The reviewers whose constructive comments helped us improve the manuscript include: Dr. Mary Kay Kreider, St. Louis Community College-Meramec; Dr. Marianne H. Mitchell, Indiana University; Dr. Pamela M. Kiser, Elon College; Professor Maria Markovics, Hudson Valley Community College; Professor Barbara G. Mitchell, M.A., C.S.P., Cambria County Area Community College, East; Dr. Stephanie Barnes, Northern Kentucky University; Daniel W. Anger, Ph.D., B.C.S.

We would also like to thank the staff at Brooks/Cole for all their work with this manuscript. This includes our editor, Julie Martinez, as well as Kim Svetich-Will, project editor; Cat Broz, editorial assistant; and Sue Ewing, permissions editor.

—*Marianne Woodside*
Tricia McClam

About the Authors

Marianne Woodside

Tricia McClam

As practitioners and instructors, we have been involved in human services for the past 30 years. As a result, we have experience both in delivering services and in preparing those who are learning to do so. From our years as practitioners in public schools and in rehabilitation settings, we have gained an understanding of helpers' commitment to their clients, their work, and their professions. In recent years, we have conducted in-depth interviews with practitioners and clients in an effort to better understand the methods of delivering services, the interaction between clients and human service professionals, and the changing context of service delivery. In recognizing the complexity of clients' lives and the complicated problems they sometimes face, we have developed more effective communication skills, a realistic understanding of helping using the human service model, and an appreciation of the problem-solving process that is based on the strengths of clients and their environments. These were valuable skills and understandings for us as practitioners. As instructors, we have discovered the importance of developing them in our students if these new practitioners are to become effective human service professionals.

Our work as educators has also contributed to our understanding of the evolving field of human services. As we develop curriculum with our colleagues, conduct research in human service education, participate in national and regional human service organizations, and travel and study internationally, we continue to be students ourselves. Concepts such as serving the whole person, using an interdisciplinary approach, training the generalists, and empowering clients have become basic to our work with beginning students.

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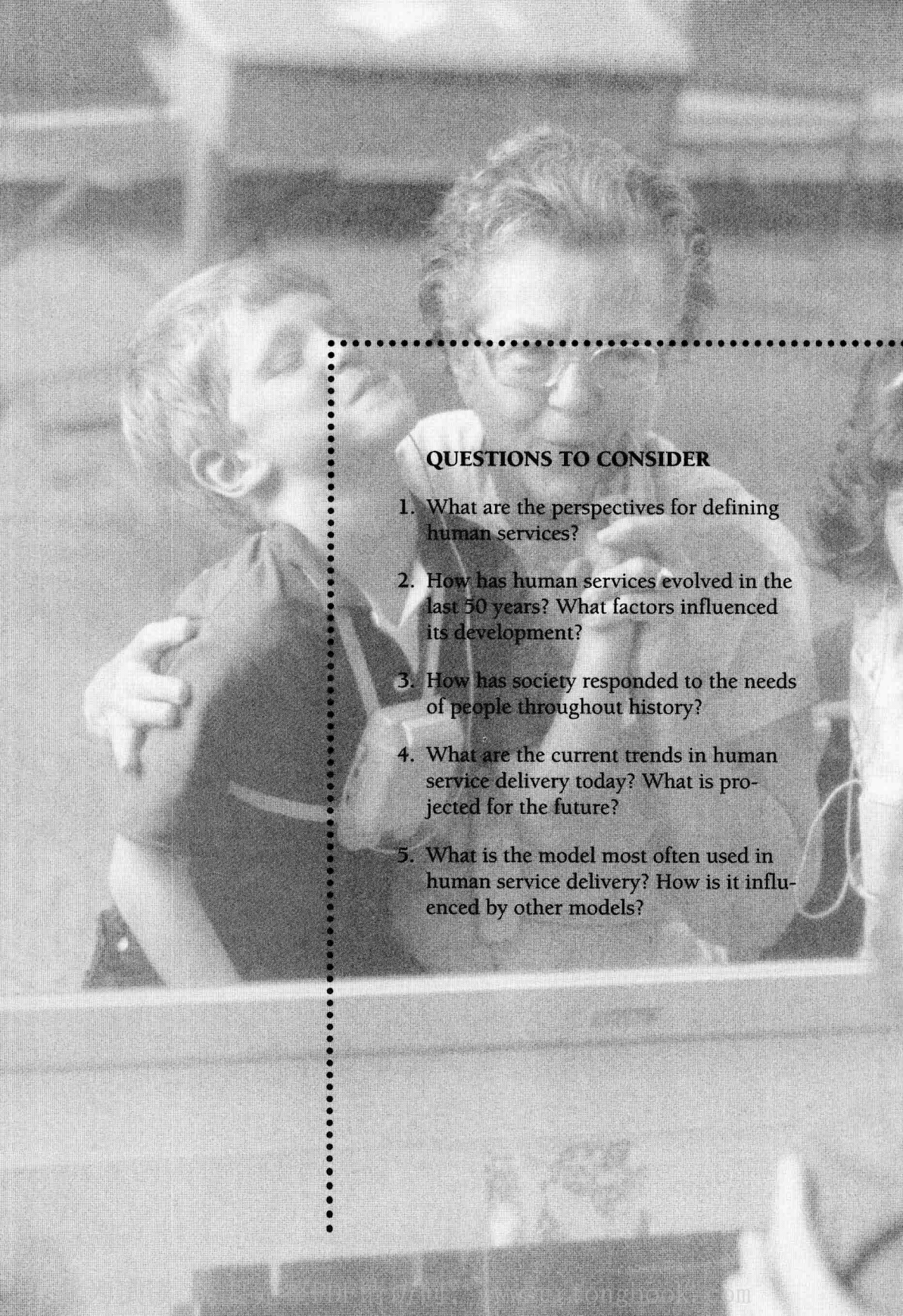

QUESTIONS TO CONSIDER

1. What are the perspectives for defining human services?
2. How has human services evolved in the last 50 years? What factors influenced its development?
3. How has society responded to the needs of people throughout history?
4. What are the current trends in human service delivery today? What is projected for the future?
5. What is the model most often used in human service delivery? How is it influenced by other models?