

**Matrix Illustrating Relationship of Required Courses to Curriculum Standards
Master's Degree Level Revised July 2020**

Instructions:

- a. Use as many versions of the Matrix as needed to deal with all of your required courses.
- b. Place course numbers in the header columns at the top of each page; course numbers will appear vertically
- c. The courses listed on this Matrix must include all courses required for all students in the program, which contribute compliance with the Curriculum Standards.
- d. Each course identified in the Matrix as contributing to compliance with a Standard and its Specifications must be referenced in the self-study narrative.
- e. For each specification, mark the following in the courses where covered: [You may mark more than one letter in any box].

Type of Course Content

I=Introduction of topic

T=Theory covered

K=Knowledge base

S=Skills practice or field experience

Depth or Emphasis of Coverage

L=Low

M=Moderate

H=Heavy

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| Course Prefixes and Numbers | | | | | | | | | | | | | | |
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| Standards and Specifications |
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| Knowledge, Theory, Skills and Values |
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| <p>1. History</p> <p>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</p> <p>Standard 11: The curriculum shall include the historical perspectives and emerging trends in human service delivery.</p> <p>Specifications for Standard 11</p> <p>a. Historical and current legislation affecting services delivery.</p> <p>b. How public and private attitudes influence legislation and the interpretation of policies related to human services.</p> <p>c. Exposure to a spectrum of socio-political ideologies and how they influence human service delivery.</p> <p>d. Skills to analyze and interpret historical data for application in advocacy and social change</p> | |
| <p>2. Human Systems</p> <p>Context: The human services professional must demonstrate an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs</p> <p>Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.</p> | |

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| Specifications for Standard 12 | | | | | | | | | | | | | | |
| a. Overview of how administrators may work with groups such as boards of directors, community groups, public officials, or client/consumer advisory groups. | | | | | | | | | | | | | | |
| b. Changing family structures and roles. | | | | | | | | | | | | | | |
| c. An introduction to the organizational structures of communities. | | | | | | | | | | | | | | |
| d. An understanding of the capacities, limitations, and resiliency of human systems. | | | | | | | | | | | | | | |
| e. Emphasis on context and the role of diversity (including, but not limited to, ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status) in determining and meeting human needs. | | | | | | | | | | | | | | |
| f. 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. | | | | | | | | | | | | | | |
| 3. Human Services Delivery Systems Context: The demands for services, funding of educational programs, social justice, and advocacy have been closely related but not limited to: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and intellectual and developmental disabilities. The needs that arise provide the focus for the human services profession. Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning. | | | | | | | | | | | | | | |
| Specifications for Standard 13 | | | | | | | | | | | | | | |
| a. The range and characteristics of human services delivery systems and organizations. | | | | | | | | | | | | | | |
| b. The range of populations served and needs addressed by human services. | | | | | | | | | | | | | | |
| c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning. | | | | | | | | | | | | | | |

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| d. Economic and social class systems including systemic causes of poverty. | | | | | | | | | | | | | | |
| e. Political and ideological aspects of human services. | | | | | | | | | | | | | | |
| f. Skills to effect and influence social policy. | | | | | | | | | | | | | | |
| g. Dealing effectively with conflict on varying levels of human service delivery systems | | | | | | | | | | | | | | |
| 4. Disciplined Inquiry and Information Literacy Context: The delivery of effective human services depends on the appropriate integration of various forms of information. Standard 14: The curriculum shall provide knowledge and skills in disciplined inquiry and information literacy | | | | | | | | | | | | | | |
| Specifications for Standard 14 | | | | | | | | | | | | | | |
| a. Knowledge and skills to obtain information through observation and research. | | | | | | | | | | | | | | |
| b. Respect for confidentiality and the appropriate and ethical use of professionally relevant data. | | | | | | | | | | | | | | |
| c. Knowledge and skills to assess the significance, relevance, timeliness, adequacy, accuracy, and validity of information provided by others. | | | | | | | | | | | | | | |
| d. Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations. | | | | | | | | | | | | | | |
| e. Information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, world wide web, and other electronic resources. | | | | | | | | | | | | | | |
| f. Familiarity with methods, statistics, quantitative and qualitative research and the application of technology. | | | | | | | | | | | | | | |
| g. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes. | | | | | | | | | | | | | | |

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| h. Inclusion of a culminating capstone experience, e.g. research project, scholarly paper, or action research project. | | | | | | | | | | | | | | |
| 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, theory and skills in systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes. | | | | | | | | | | | | | | |
| Specifications for Standard 15 | | | | | | | | | | | | | | |
| a. Program planning and design. | | | | | | | | | | | | | | |
| b. Program implementation. | | | | | | | | | | | | | | |
| c. Program evaluation. | | | | | | | | | | | | | | |
| d. Knowledge, theory, and skills to perform a community-needs assessment. | | | | | | | | | | | | | | |
| 6. Administrative Leadership 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 16: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system. | | | | | | | | | | | | | | |
| Specifications for Standard 16 | | | | | | | | | | | | | | |
| a. Organization management. | | | | | | | | | | | | | | |
| b. Employment and supervision of staff. | | | | | | | | | | | | | | |
| c. Operational and strategic planning including assessment practices. | | | | | | | | | | | | | | |

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| d. Developing budgets and monitoring expenditures. | | | | | | | | | | | | | | |
| e. Fund development and fundraising (grants, special events, major gifts, etc.) and contract negotiation | | | | | | | | | | | | | | |
| f. Legal/regulatory issues and risk management. | | | | | | | | | | | | | | |
| g. Supporting the professional development of staff. | | | | | | | | | | | | | | |
| h. Recruiting and managing volunteers. | | | | | | | | | | | | | | |
| i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing. | | | | | | | | | | | | | | |
| j. Understanding the mission, vision, and ethical responsibilities of organizations and society as outlined by the Ethical Standards of the National Organization for Human Services (available on NOHS website). | | | | | | | | | | | | | | |
| 7. Legal and Ethical Practices Context: An understanding of laws, legal issues, and professional ethics as they relate to human services is necessary for informed practices and the protection of the rights of others. Standard 17: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. | | | | | | | | | | | | | | |
| Specifications for Standard 17 | | | | | | | | | | | | | | |
| a. Respect for confidentiality of information. | | | | | | | | | | | | | | |
| b. Recognition that individuals, services systems, and society change. | | | | | | | | | | | | | | |
| c. Interdisciplinary approaches to problem solving. | | | | | | | | | | | | | | |
| d. Respect for appropriate professional boundaries. | | | | | | | | | | | | | | |
| e. Maintaining behavior that is congruent with the values and ethics of the profession as outlined by the Ethical Standards of the National Organization for Human Services (available on NOHS website). | | | | | | | | | | | | | | |
| f. Clarification of values. | | | | | | | | | | | | | | |

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| <p>8. Culminating Experiences</p> <p>Context: Culminating experiences are learning experiences in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently taught in the classroom. CSHSE requires master degree students to complete a learning experience that demonstrates competency in translating theory into practice: fieldwork experiences, a thesis, or action research project. All options require a self-reflection process.</p> <p>Standard 18: The program shall provide either field experiences or capstone projects that are integrated within the curriculum and demonstrate conceptual mastery of professional practices in the field of human services.</p> | | | | | | | | | | | | | |
| Specifications for Standard 18 | | | | | | | | | | | | | |
| a. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) | | | | | | | | | | | | | |
| b. Demonstrate criteria, policies, and procedures for determining when a student is required to complete fieldwork experiences. Field work may be waived if student has extensive experience provided specific criteria, policies, and procedures are followed and documented. For those who qualify to have field work waived, they must complete a capstone project, thesis, or an action research project. | | | | | | | | | | | | | |
| c. If a fieldwork experience is required, provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements. | | | | | | | | | | | | | |
| d. If a fieldwork experience is required, provide documentation of written agreements with field agencies that specify the student's role, activities, outcomes, supervision, and field instruction. | | | | | | | | | | | | | |
| e. If a fieldwork experience is required, provide syllabi for required seminars. Seminar hours are not included in field experience hours. | | | | | | | | | | | | | |

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| f. If a fieldwork experience is required, provide evidence that a minimum of one academic credit is awarded for each three hours of weekly field experience. | | | | | | | | | | | | | | |
| g. If a fieldwork experience is required, demonstrate that the field experience is structured with clear learning outcomes and methods of evaluation. | | | | | | | | | | | | | | |
| h. If a field work experience is required, demonstrate the field supervisors have a minimum of a master's degree or comparable years of professional experience. It is strongly recommended that field supervisors have no less than 10 years of professional experience if they do not hold a master's degree. | | | | | | | | | | | | | | |
| i. If a field work experience is required, 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. | | | | | | | | | | | | | | |
| j. If a field work experience is required, demonstrate that there is a written plan of learning objectives, activities, and outcomes for each student that was conjointly developed and agreed to by the student, the program, and the agency supervisor. | | | | | | | | | | | | | | |
| k. If a field work experience is required, the program shall provide a minimum of 100 clock hours of field experience in a human service setting. | | | | | | | | | | | | | | |
| l. If fieldwork experience is waived, the program shall provide a capstone experience, either thesis or action research, that demonstrates conceptual mastery of the professional practice. Demonstrate the rationale for the selected capstone experience option. | | | | | | | | | | | | | | |
| m. If fieldwork experience is waived, the program shall provide a capstone experience, either thesis or action research, that demonstrates conceptual mastery of the professional practice. Provide the specific criteria and expectations for completing the selected capstone experience. | | | | | | | | | | | | | | |

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| n. If fieldwork experience is waived, the program shall provide a capstone experience, either thesis or action research, that demonstrates conceptual mastery of the professional practice. Provide the specific criteria for the assessment of the completed capstone project. | | | | | | | | | | | | | |
| o. Demonstrate that a reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) is included for the selected capstone experience: fieldwork, thesis, or action research | | | | | | | | | | | | | |