Preface

To my husband, Kevin, and my sons, Matthew and Patrick, who are the source of my inspiration.

Human Services: A Student Centered Approach is based on ideas students have given me over the last 30 years. I have taught both social work and Human Services classes for many years and the challenge has been to get students to actually read the book! As I was developing this textbook, my main goal was to make sure students would want to read this text and engage in its features.

Features

There are many features 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 a sense of professional development and opportunities including:

- **History of Professional Helping**—engages students to review each area, on their own, of the country’s historical account of significant people and the popular programs and services they created in their region of the United States.
- **Exercises and Practice-related case studies**—engages students to read, review, and practice knowledge, values, and skills in case management; prepares for interviewing, assessing, and developing treatment plans; and assess their own skill level and competencies.
- **Research and Data**—current details about what’s happening with children, adolescents, adults, and the elderly worldwide.
- **Career Opportunities**—including the job outlook for Human Services, where to find jobs, and how to prepare yourself for such a rewarding career.
- **Multimedia Resources**—including links to national organizations, conferences, and videos for skill development.

As you learn about the Human Services profession, you will develop insight into your own personal style of working with people and develop knowledge, values, and skills that will enhance you both personally and professionally.

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's National Standards**—students can develop their comprehension and application of CSHSE's national standards by discussing the standards box critical thinking questions.

You are sure to read, watch, or learn something interesting as you practice the exercises and develop your professional skills in each chapter. I have also added plenty of information on career opportunities, the job outlook for Human Services, where to find jobs, and how to prepare yourself for such a rewarding career. You are about to enter on a journey like no other. As you learn about the Human Services profession, you will also develop insight into your own personal style of working with people and develop knowledge, values, and skills that will enhance you both personally and professionally.

I would love to hear from you as you read this book. Send me an e-mail and let me know what you think. I'm at susan.kinsella@saintleo.edu

**Acknowledgments**

I would like to thank my colleagues from the National Organization of Human Services, the Southern Organization of Human Services, the Council on Standards in Human Services Education, and the faculty, staff and administration of Saint Leo University. So much of who I have become has evolved over the years with my professional and personal associations with peers who have inspired me to think out of the box, develop new ideas, be persistent, and forge ahead in this profession of Human Services. I have been fortunate to have wonderful mentors along the way and a family that supports my work and the love of helping others.

Many thanks to the reviewers of this book, Maureen Donohue-Smith, Elmira College; Alice Lun, Borough of Manhattan Community College; Lori Gardinier, Northeastern University; Kelly Felice, Metropolitan State University of Denver; Brenda Forster, Elmhurst College; Brian Flynn, Binghamton University; David Cousert, University of Southern Indiana; Maria Ortega, Washtenaw Community College; and Justine Pawlukiewicz, New York City College of Technology, who have taken the time to read the text and offered me ideas and kept me motivated to finish the book. Pearson and PreMediaGlobal have been wonderful, specifically Carly Czech, Angela Mallowes, and Doug Bell, who have provided valuable assistance to this first-time author and novice at publishing. Nazveena Begum found the beautiful photos you see in this book and Mark Schaefer checked on the technical permissions. Sudip Sinha oversaw the copyediting as the project manager, a tedious but necessary job. Many other people were involved in the publishing of this book, but these are the people I worked with the most. What a learning experience this has been for me! I could not have written
this book without the team. Saint Leo University has provided a photo for one Chapter 11, which was helpful in painting a visual picture of a Christmas crèche. My sons, Matthew and Patrick, spent their Christmas holiday creating drawings for several chapters, and my husband, Kevin, read each chapter and offered critical advice. He also spent many evenings over the last year preparing dinner while I worked on the book. Thank you everyone.

Susan Kinsella
Introduction to Human Services

What Are Human Services and Service Delivery Systems? Why Are They Needed?

Learning Objectives

The chapter-opening photo shows professional workers and volunteers assisting people after Hurricane Sandy struck the Northeastern seaboard from New Jersey through New York and parts of New England in October of 2012. Thousands of people were stranded in shelters for days without enough food or drinking water or proper sanitary restroom facilities, and then became hostages in buildings that were flooded and dangerous. People, mostly those who were poor, sick, mentally ill, and disabled, were at the mercy of volunteers, police officers, Red Cross workers, or others who toiled for days to move people out of the decaying conditions. Millions of people were without power to light or heat their homes, or to charge their cell phones, so they were completely cut off from the help they needed. Hospitals had to move patients after generators shut down. The main transportation system in New York, the underground subway, was flooded and closed, preventing people from moving in or out of the city. Staten Island was one borough that workers could not reach for days and were not aware that help was so desperately needed until residents were finally able to notify people that they needed immediate assistance. Workers had to bring food, water, and supplies to stranded residents across several states, get transportation to move people both in and out of the city, and provide medical help for many who suffered with illnesses, diabetes, heart problems, and other life-threatening medical problems. The coast of New Jersey was obliterated with many communities disappearing under a deluge of sand. The destruction was massive, the worst in American history for a storm of that magnitude, with billions of dollars in estimated damages across several states.
This brings back memories for me. In 1972, another hurricane of historic proportions, Hurricane Agnes, hit the northeastern part of the country. In Pennsylvania where I lived, people were forced to evacuate and move to higher ground. The international airport was the site chosen as the emergency shelter. Along with a group of friends, I made my way to the airport to help those families whose lives had been turned upside down. I remember working with the Red Cross and many local churches to serve food, hand out blankets, and often just to sit and reassure people that things would turn out all right. I was 16 at the time, and although the situation was dire, I was enjoying myself. It felt so natural to be helping others, and I found that no job was too menial. I prepared food, cleaned sleeping areas, helped with child care, made telephone calls for people, sat with elderly residents, and handed out clothes, blankets, and so on. Whatever was needed, I did it. It was easy to be helpful and a bit exciting to be up all night as busloads of people arrived from the flooded areas. Afterward, many people wanted to know why I stayed so long to help. I was there over 48 hours, and after going home to rest and change clothes, I wanted to go back. I knew then I had found my calling. I didn't know there was a name for helping others and I didn't know that professional helping skills could be learned to become more effective. I only knew that it was challenging, fast paced, and very rewarding to help people with services they needed. The strange thing is that after I wrote this first chapter, another flood, named Irene, struck northeastern Pennsylvania in September of 2011 in the exact same spot where it had flooded over 39 years ago. Then in October of 2012, Hurricane Sandy hit the Northeastern seaboard and did even more destruction than anyone could have ever imagined to the coastal areas of several states.
After my experience with the Red Cross, I volunteered at summer fund-raising festivals and auctions to help the mentally challenged, worked with autistic children at a residential facility, received paid employment as a child care worker at a day care center, and then became a counselor at a Girl Scout camp. I loved it all. When I enrolled in college, however, I was not sure what I wanted to study. It never occurred to me that my love of helping others could actually be a field of study.

It’s all about helping others and enjoying what you do, knowing that your work could make a tremendous difference to someone. It’s not a job; it’s a choice. If you have never volunteered in an agency or if you feel that you need to spend some time helping others, go to your local United Way agency. It usually will have a list of local agencies that need volunteers. Take time to volunteer now and see if you enjoy helping others before you make a commitment to the Human Services major.

What’s It All About?

So you think you want to be a Human Services worker, and you are wondering what exactly that means? This may be the career for you if you like helping children, adolescents, adults, or the elderly meet their needs, or make a necessary life change. Have you ever had a difficult situation at some time in your life and a family member, friend, or some concerned individual came to your aid? You may feel the need to help someone else now. This compassion is what draws thousands of students across the country to the field of Human Services each year. They are determined to make a difference in someone’s life.

Perhaps someone told you that you are a people person. Can you remember listening to a friend and helping that person work through a problem? Maybe you are the “go to” person when anyone in your family has an issue. Do you take time to help others and actually enjoy doing it? Maybe you are a good listener or are resourceful in finding the services people need. If so, you are what we call a natural helper. These are good qualities that lay the foundation for developing a more professional set of knowledge, values, and skills known as Human Services. Now you need to think about what specific area of Human Services interests you the most. You may like working with adults with disabilities, the elderly with mental health issues, the developing child, or adolescents with substance abuse issues.

In Human Services, you will learn to become competent in certain skill areas that will help you to assess client needs and then select interventions that will help people work toward achieving their goals (Council for Standards in Human Services Education, 2010). You may find it challenging but productive to learn interviewing skills to work with individuals, facilitation techniques to work with groups and families, and public speaking skills to work with communities. Human Services workers learn about stages of human development so they become knowledgeable about early childhood, adolescence, adulthood, and aging (Neukrug, 2002). People at all stages of life may suffer from physical illnesses, disabilities, drug and alcohol issues, crime, violence, juvenile delinquency, and poverty. These are the kinds of issues that we study in our classes so that Human Services students become comfortable handling these types of problems.

Client-Related Values and Attitudes

Understanding and Mastery: The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity

Critical Thinking Question: In providing Human Services to people, there is a professional belief that everyone is entitled to equal treatment. Why are values so important in Human Services? What are some examples of values that we use in our everyday work with clients!
According to the National Organization for Human Services (NOHS), the profession of Human Services is very broad and involves services to meet human needs through a variety of programs ranging from prevention to remediation of problems to improving the quality of life for many populations. The training is interdisciplinary and includes learning a knowledge base infused with ethical values and focusing on interpersonal skills. Human Services professionals advocate for improving the quality of care provided in direct service delivery systems as well as increasing the accessibility, accountability, and coordination of services among professionals in a community (NOHS, 2009). In other words, Human Services workers try to prevent problems from happening as well as working to help clients solve problems if they do occur.

You may choose to work directly with people in agencies that provide counseling, assist with resources like SNAP, which is the new acronym for the food stamp program, or health care, teach parenting classes, help people find jobs, supervise youth in group homes, or assist women in domestic violence situations. The types of agencies that provide services for life needs are endless. So are the descriptions of jobs that are available for Human Services workers.

You may also choose to work indirectly with people by becoming an agency administrator. There are many jobs where you will be more involved in operating an agency than in working with the clients.

There are multiple areas of practice to consider in Human Services. If you like working with children, you may choose a group home for adolescents, a school, or even a day care center for your employment. For those who like working with adults better, agencies like a homeless shelter, women’s counseling agency, or mental health center may be a better fit. Some programs have a spiritual emphasis and they may appeal to workers who see themselves helping in a hospice agency or cancer clinic. If you have a religious interest, many churches hire youth counselors to establish programs for adolescents. Most offer some type of counseling to their adult members, a food pantry for families, or even an emergency shelter. Large faith-based organizations also offer international opportunities for mission trips to serve impoverished areas of the world where they bring food and resources as well as religious information. For people with professional degrees in Human Services, there are international opportunities with many religious and professional organizations (Martin, 2014).

Watch the video from the Human Services Council of New York to get a better idea of Human Services work in an urban area.

**Understanding Human Services Delivery Systems**

*Private, Proprietary, Non-Profit, and Government Services*

An integrated system of Human Services through government, private for-profit, and private non-profit agencies is necessary to provide for the needs of our citizens (Kinsella, 2010). Human Services graduates may choose to work in a variety of different agencies that may be funded through the local, state, or federal government. They may also work for a private agency that may be organized as either a profit-making or a not-for-profit agency. An example of a government agency could be each state’s Department of Family and Children’s Services. These state agencies are responsible under the law to protect children from neglect and abuse. They hire professionals as caseworkers to investigate cases of suspected abuse, often place children in foster care, and also teach...
parents better interpersonal and disciplinary skills that can be used to raise their children. Workers may also recruit and train foster parents or seek adoptive parents for children who are no longer able to live with their biological parents. You may be trained to protect children by removing them from dangerous homes where drugs, alcohol, or violence may threaten their lives. Additional training is often provided by these agencies to assist workers in the decisions they have to make regarding foster home placement (Martin, 2014).

Human Services graduates may also work with government agencies in their state or with the federal government like the Department of Health and Human Services, the Department of Agriculture, the Department of Labor, the Department of Housing and Urban Development (HUD), the Department of Justice, the Social Security Administration, or the Economic Opportunity Authority. You may become an **intake worker** and learn how to determine a person’s eligibility for food stamps, rental assistance, or unemployment benefits. You may be working to help someone provide a better life for themselves and their families by getting disability benefits or finding training or employment. You may be working with a senior who is retiring and applying for social security benefits and Medicare.

All branches of the U.S. military also offer many social services to the enlisted members. Programs in **Military Community Services** provide care for military members as well as their families. Some jobs require a master’s degree or professional licensing, but bachelor level jobs are also available. Workers provide education and training to families as well as offer resources and counseling (Kinsella, 2009).

**Private non-profit agencies** are another type of agency where Human Services workers may be employed. These agencies are considered charitable and can collect donations from individuals and businesses in order to meet their annual budgets. They are exempt from federal or state taxes and can also benefit from grants that are available. Private non-profit agencies provide a vast amount of the Human Services that are available in the United States. Not only do Human Services workers in these agencies provide services directly to clients, but they often learn how to do annual fund-raising, write grants, and participate in administrative activities of the program. **Direct service workers** do case management, intake, do counseling, make home visits, and may also assist consumers with life issues like disaster assistance or homelessness. Sometimes the workers organize and supervise local educational and recreational programs for children and adolescents. Agencies in this category include programs like the Red Cross, Salvation Army, the YMCA, Goodwill, Boy Scouts, Girl Scouts, United Cerebral Palsy, and religious organizations. Most churches offer social services such as a food bank, counseling, cash assistance, shelter, senior companion, or youth programming. If you belong to a church, what does it offer? Do you ever assist with the activities for children, adults, or the elderly? You can read more about the interesting history and current services of some of the above-mentioned non-profit organizations in Chapter 3.

**Administrative jobs** often appeal to Human Services workers who want to work indirectly with people. They may be more interested in working in agencies developing programs, writing grants, recruiting volunteers, or advocating for a change in social policy. They do not see themselves working directly with the clients. These jobs are important in Human Services since we need people who are interested in operating programs. Skills in management, budgeting, grant writing, public speaking, and program planning are necessary if you think you would enjoy this type of work. Interpersonal skills are still necessary in this job since workers need to build relationships with staff, other community members, and also work with a board of directors.
Many **proprietary or private for-profit agencies** also offer Human Services. They are the newest addition to our helping profession. Unlike non-profit agencies, they cannot solicit donations and usually are not eligible for government grants. They are not dependent upon annual fund-raising and are not tax exempt. However, many services are now offered that are private for-profit and operate as franchisees or chains. Programs like Le Petite Day Care or Kinder Care are good examples. There are also many proprietary counseling agencies nationwide, recreational programs for children like Chuck-E-Cheese, and even some private prisons. Jobs in these agencies can be attained with your Human Services degree. The same skills are required as for jobs in other sectors. You may also consider operating your own agency if you see a need that is not being met for some service in your local community.

Regardless of where Human Services practitioners are employed, they may offer a variety of services to families that are unable to provide all of the basic necessities of daily living like food, shelter, and clothing. The recent downturn in the American economy has affected many people who did not require services in the past. Often these families have dropped in their social status from middle to lower income, and so they are not accustomed to asking for assistance. Many do not even know where to acquire social services, and barriers like pride, shame, fear, and embarrassment prevent many people from asking for help. Often they are not even aware that they are eligible for assistance. Sometimes people can’t connect with the services they need because they don’t have the transportation to get there. So they may find it difficult to obtain the free lunch or get to the homeless shelter, or apply for food stamps, unemployment benefits, Medicaid, or disability benefits. It is hard to imagine what people have to endure when they are unemployed, have no money, lose their

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**Human Services Delivery Systems**

*Understanding and Mastery: The range and characteristics of Human Services delivery systems and organizations*

*Critical Thinking Question:* Do you think that higher taxes would increase our ability to provide more and better services for our children, seniors, disabled, mentally ill, and those in poverty? Do you think that private proprietary services (those that are privately owned and make a profit) are ethical when it comes to offering a service like day care, counseling, or prisons? Why or why not?
home, or suffer with substance abuse, or have other physical or mental disabilities. When we try to put ourselves in their position, we call this empathy. Workers who are empathic can understand the hardships of living and try to provide the quality of service they would like others to give to them if they were in the same situation.

Assess your comprehension of Understanding Human Services Delivery by completing this quiz.

Around the Globe
The American Red Cross Offers National and International Aid.

In January of 2010, a 7.0 magnitude earthquake hit the country of Haiti, the poorest nation in the Western Hemisphere. The city of Port-au-Prince sustained the greatest damage with reconstruction of major buildings and homes yet to begin. Over 200,000 people were killed and over 300,000 were injured. One million people still live in homes in tent cities, and chronic illnesses like cholera have been spreading with over 5,000 reported deaths so far. It is hard to imagine something so devastating as these details. Human Services workers from organizations like the Red Cross and Habitat for Humanity have worked non-stop for three years to help people rebuild their lives.

The American Red Cross is a U.S. national emergency organization. It provides a variety of services from disaster relief at home and abroad to health and safety training, which includes first aid and Cardio Pulmonary Resuscitation classes. The Red Cross is also America’s go-to agency for blood, and it both collects and distributes this lifesaving fluid. It also supports military families by providing an
information and referral service, linking families to necessary services both in the United States and in foreign countries. When an emergency strikes, the Red Cross uses its communication network to notify military members and their families of the problem. The American Red Cross also works on an international level with the Global Red Cross and the Red Crescent to offer services to vulnerable countries around the world.

The American Red Cross also helped to vaccinate over 1 billion children for measles from 2001 to 2008. It is still educating people worldwide about how to prevent HIV/AIDS, and between 2004 and 2011 it has taught 1.7 million people these prevention measures.

Putting Theories to Work

The Human Services Model

Human Services practitioners must consider what problems their clients bring to the agency. The concern is for the individual and that person's interaction with the environment. Is the interaction functional or dysfunctional? The environment may be the family, neighborhood, work community, or other institutions like a school, church, or criminal justice system. The Human Services Model allows the practitioner to assess both the client and the environment and consider the balance between the two. The focus of treatment is to provide services that will allow the clients to help themselves. Unlike other theoretical models, the Human Services Model understands that problems in living are normal and expected (Woodside and McClam, 2011). How people choose to handle those problems is the concern. Adolescents who reject the rules of their parents and who consider them to be out of date and too controlling are actually normal in their teenage perspectives. Most teens think their parents are out of touch. As long as teens continue to attend school, pass their classes, and come home by a certain time,
their interaction with their parents is functional, although it may be strained. However, when the teen refuses to follow the house rules, skips school, begins to fail classes, and starts to ignore weekend curfews, then the interaction becomes dysfunctional and problems in the balance of the relationship develop. This is when teens run away, get arrested for drugs and alcohol issues, or get pregnant. At this point, parents and students look for assistance with family problems and may enter a counseling agency, guidance office, or mental health center. The Human Services Model offers the practitioner the opportunity to assess both the client situation and the environment and to use a problem solving approach. This includes identifying the problem area, looking at the strengths of the client and the environmental system, and then choosing an intervention that will bring the client and the environment back into balance. It is important to remember that the work must be mutual, indicating that the client must be invested in the intervention as much as the worker is invested, if change is to occur. In this manner clients are taught the problem solving approach so they can begin to solve their own issues. It is important for Human Services practitioners to build on the client’s strengths, who must be actively involved in this process. Clients learn from the Human Services worker how to choose interventions and make appropriate decisions, which will guide the change process. In this way they are taught how to apply the Human Services Model in future situations when hopefully they will be able to solve their own issues.

Think Human Services

What Philosophy Best Describes How Americans Feel aboutProviding Social Services to U.S. Citizens?

Have you ever had to apply for food stamps or some other social service in your lifetime? How did it make you feel? Were others aware that you were receiving this type of benefit? Did you tell them or were you embarrassed to admit that you needed assistance? Sometimes people feel inadequate if they admit to others that they need social services. Why do you think this is the case?

In some countries people receive a family allowance, a set amount of money paid for each child in the family. This is provided for all citizens of that country when they have children. It protects children from falling into poverty, even if the parents lose their employment. Every industrialized nation on earth provides this benefit except for the United States. All other industrialized countries also provide national health insurance except for the United States (Mandell and Schram, 2009). These countries have an institutional philosophy or understanding that all people should have equal access to these universal services. In other words, people in those countries agree to pay higher taxes in exchange for public benefits like family allowances, health care, public education, free or subsidized day care, and pension or retirement plans.

The United States is often called the Reluctant Welfare State, because of its reluctance to offer universal social services. The philosophy here is clearly not that every one should receive the same services. In fact, admitting that you collect food stamps or some other benefit is more stigmatized here. People are unwilling to pay higher taxes for more benefits. President Obama’s health care plan, the Patient Protection and Affordable Care Act (2010), also known as “Obama Care,” requires everyone to have some type of insurance. This new law was met with intense resistance. People don’t want to be told they
have to purchase insurance, and yet without it, the costs of health care cannot be controlled. Those who use the emergency room or other services of a hospital and then have no insurance to cover the cost, and no money to pay the bills, drive up the cost of health care for everyone. Who will pay their bills? Other citizens will, because those with health care plans will have higher premiums to cover the costs of those with no insurance. Is this a fair system? Under this new law, everyone must purchase some form of insurance. The U.S. government has offered affordable plans for low- and moderate-income families. States must make insurance available for children of low-income parents. Medicare has been strengthened under this new law, young adults are allowed to stay on their parent’s health care family plan until they are 26 years of age, and no insurance company can deny coverage to a child with a disability or anyone with a pre-existing condition. Seniors will receive more money for their prescriptions (APHA, 2012). What exactly do people not like about those benefits? President Obama’s reelection seems to have solidified those health care reforms in the United States despite those who disagree with the law.

Obviously the philosophy toward social welfare benefits in the United States is not an institutional philosophy with universal benefits given equally to everyone as in other industrialized countries. Instead, the United States is fiercely independent and believes strongly in the work ethic. It maintains a residual philosophy, meaning that Americans believe that only those who are most deserving should receive benefits. As a result, there is an established system of eligibility requirements for most social services here. In order to receive food stamps, Temporary Assistance to Needy Families (TANF), housing rental assistance, energy assistance, or other benefits, you must prove that you fall below income guidelines. We refer to these as means-tested services. You do this by presenting your intake worker with pay stubs from your employment and declaring all income that you receive in a month’s time. In this way, only those people who truly need services receive them. We call this maintaining a safety net for those who must have services in this country. Do you think Americans are providing enough care for all the people who need assistance in their country? What philosophy do you think is more equitable for a country, the institutional philosophy or the residual philosophy?

Assess your comprehension of Think Human Services by completing this quiz.

Linking Theory to Practice
Are Health Care Services Offered Equitably to All People?

Now that you realize what Human Services are all about, how programs are delivered, and what philosophies one encounters in the United States, you will understand the importance of volunteering. People may not be eligible for the services they need, so it is necessary to find programs that offer benefits to people without eligibility requirements. As Human Services workers, we are the people who know what is
Case Study  The Good Samaritan Health Care Clinic

On Wednesday evenings, the local Catholic hospital, called the Good Samaritan Health Care Clinic, sponsors a free health care clinic for anyone who does not have insurance. Most of the patients who come to the clinic are low-income minority people in the community. Mexicans who work in the agriculture industry in the state are among those who wait in long lines for services on Wednesday evenings. They pick onions, fruits, and tobacco for little pay and no benefits. Most are legal immigrants now because employers are fined heavily when Immigration and Customs Enforcement officers from the state monitoring agencies randomly visit the farms and discover illegal workers. In fact, illegal workers are not eligible for any health services or emergency room visits at hospitals in some states due to new legislation. They are denied any benefits regardless of their situation. In some states, illegal, immigrant women who are pregnant or illegal children who need immunizations can receive emergency room services. Despite their legal status, Mexican workers and their families with working visas may receive no help from American social welfare programs. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 created a block grant known as Temporary Assistance to Needy Families (TANF) for cash assistance for those who are eligible. This legislation changed the way services are offered to the poor in the United States, especially women and children (DiNitto, 2011). Under this new law, families are eligible for cash assistance if they earn less than minimum wage and are American citizens. A three- to five-year lifetime limit is also imposed on the benefits, depending on the state where you live. This means that any American family that earns less than minimum wage would be eligible for a small cash benefit each month, but only for most likely three years or five years maximum in their lifetime. However, in order to receive the benefit, the parents must begin to work at least part time or volunteer at a local community service where they live. As soon as they earn full-time, minimum wages, they are often denied benefits because they may be above the eligibility guidelines for cash assistance. As a result, many of the people previously on the program became ineligible due to the time limit of three years, or as a result of earning minimum wage with their jobs. Many more people were denied benefits because they were not citizens (Mehr & Kanwischer 2011). Depending on when they arrived to the United States, legal Mexican immigrants who previously received benefits to supplement their meager wages were perhaps no longer eligible for services. So, legal workers with visas who arrive with their families and work in dangerous jobs that no one wants, cannot afford health care in emergency situations. As a result, religious organizations, churches, and other non-profit groups offer the services that many of these families need. Physicians, dentists, nurses, and Human Services workers donate their time on Wednesday evenings to care for the crowds of uninsured people who arrive hours early to stand in line, waiting for a chance to receive health care, a benefit that is provided free to people of other industrialized nations in the world.
available in our community. We may even advocate for free services for people who need care but who are not eligible for benefits because they are a few dollars over the guidelines.

**Did You Know?**

*Churches and Religious Organizations Are One of the Largest Providers of Human Services in the United States.*

Most people don’t realize that churches and religious organizations are one of the largest providers of Human Services in the United States. **Catholic Charities USA** is the second largest provider of services to vulnerable populations across the United States, including children, the elderly, sick and disabled, substance abusers, those who need rehabilitation services, those who require job training, or those who live in group homes. Second only to the federal government in terms of the services they offer, they also provide disaster response and recovery services. With more than 1,700 agencies across the country, they served more than 8 million people in 2008 with a network of charities that crisscrosses every state. Catholic Charities is headquartered in Alexandria, Virginia, and operates with an annual budget of over $4.6 billion in revenues. Approximately 2 billion of those dollars come from the federal government in Faith-Based Initiatives dollars, with 90 cents of every dollar going directly to services for people.

Many people would be surprised to know that the U.S. government and the country’s religious organizations are working together to provide services to those most in need. In fact, other religious organizations, like the Salvation Army, Lutheran Welfare Services, and Jewish Family Services, are also government contractors. This collaboration between the federal government and religious organizations allows the United States to offer a variety of services directly to people in its communities rather than through federal or state services. Funding for religious organizations to offer services was not always available and it was becoming increasingly difficult for churches and religious organizations to continue offering services to clients in their communities without some aid. The White House Office of Faith-Based and Community Initiatives was started in 2001 under President Bush and continues today under President Obama as the White House Office of Faith-Based and Neighborhood Partnerships. The purpose of the program is to strengthen faith-based programs as well as meet the needs of low-income, sick, elderly, and disabled members of American communities through direct grants to religious organizations. In order to protect the separation of church and state, funds cannot be used for religious purposes, prayer, worship, or religious instruction.

Many churches provide help to their members without any direct funding from the federal government. If we consider all the services offered through the churches and

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**History**

Understanding and Mastery: Historical and current legislation affecting service delivery; how public and private attitudes influence legislation and the interpretation of policies related to Human Services

Critical Thinking Question: Do you think health care should be considered a benefit or a right of every individual? Is this something that a country should provide for its citizens? Does the U.S. system of insurance for some and volunteer services for others work? How does your community provide health care services for all of its members? Is this a universal or a means-tested service?

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Explore the Catholic Charities – USA and the White House websites to learn more about faith-based programs.
religious organizations in the United States, it is understandable that we provide more services through this private, non-profit sector in the country than through any other type of delivery system. The United States could not provide services to all the people of its country who need help without these faith-based services.

**What Would You Do?**

*Have You Ever Considered Creating a Human Services Program?*

Now that you know something about Human Services, where do you see yourself working? Are you interested in a job with children, adolescents, adults, or the elderly? Consider the different types of agencies where you can work in your community. Make a list of all of the agencies that interest you. You may want to find out if they have volunteer opportunities so that you can offer your services and find out if you like the work.

Do you see yourself providing a program that currently does not exist? What type of program could be developed? Would it be a private for-profit or private non-profit agency? Write down your thoughts about the kind of services that should be provided, where it could be offered, and how much you would charge for services. You will read more about these different types of agencies and the skills that are required in other chapters.

Now put yourself into groups of two and work with another partner. Share your answers. What do they see themselves doing in Human Services? Have either of you ever had any experience in Human Services or working with people?

**References**
Chapter 2

Human Services Becomes a Profession

It Is Expected That more Human Services Professionals Will Be Needed As World Populations Age Upward

**Learning Objectives**

If you enjoy watching situational comedies, you may have already seen *Hot in Cleveland*, the television comedy that debuted in 2010, starring Betty White. Although she plays alongside three younger actresses, it is Betty who steals the show with her perfect timing, wit, and wisecracks about her roomies. I often wonder how she can remember all of her lines. She doesn't miss a beat. The show was an instant hit and has been renewed for several seasons already. It makes us think about how we stereotype our seniors. Betty looks great and obviously is doing well at 90! As she says on the show, "90 is the new 70." White is still a comedic powerhouse and successful actress with a long career in television and film. She has upset possible traditional beliefs that seniors need to wind down and their skills are no longer viable. She is a great example of how many seniors are not slowing down and instead continue to work and do the things they enjoy and are still good at doing.

The reality is that demographics in the United States are changing. According to Gillon (2004), post World War II, population rates began changing as 7.6 million babies were born between 1946 and 1964. Known as baby boomers, they make up 40% of America's population. At no time in the history of the United States have birthrates spiked as high as during these decades. After 1964, birthrates leveled off in the United States. These demographic changes have a significant impact on the population today. As the baby boomers age, America will continue to see increases in the senior population and less growth in younger age groups. As this trend continues, Americans will face numerous challenges. Human Services workers will be needed to provide services for this growing age
group. Recreational and retirement programs, independent living centers, group homes, nursing home care, day care centers for seniors, Meals on Wheels programs, senior companion programs, health care programs, and mental health services are just a few of the services that will continue to expand as the aging population increases. In addition, Americans will need trained professionals to deal not only with their seniors but also with their children, adolescents, and adults as well. It is anticipated that the Human Services profession will grow by 28% by the year 2020.

What's It All About?

There Are Many Helping Professions but Human Services Is among the Newest, Having Come on the Scene in the 1960s

A century ago, there were few organized programs or government-provided services for people. It is amazing what has occurred in the United States in such a short period of time regarding new legislation and reforms such as the following:

- Labor laws
- Cash benefits for low-income families
- An organized system of food distribution through the food stamp program
- Social security benefits
- Medicare for aging seniors
- Cash assistance for those with disabilities
- Educational services for those with physical and mental disabilities
- Counseling services and medications for those with mental illness
- Unemployment benefits for those who lose their jobs
- Prevention and crisis programs for child abuse and neglect
- State-mandated foster care and adoption programs for all children under the age of 18

It is hard to imagine not living with the many services that exist today. In Chapter 3, you will learn about the numerous people who stepped forward to develop some of the most useful and creative social service programs that we still have in the United States today. You will be surprised how many of the organizations that we know of were started by just one person with an idea. Many people were involved in developing programs and policies to shape the services that were needed for immigrants to the United States, working women, those with physical disabilities, and mental illness, homeless children, juvenile delinquents, and aging adults who had no pensions or retirement benefits.

Social work, psychology, and sociology are all fields of study that began over 100 years ago. While psychology and sociology were more academic degrees based upon research of the individual (psychology) or of groups and communities (sociology), social work was the degree that was more focused on applied skills. The idea of a helping professional came about during this time as well. Social work taught a systematic set of skills to enhance the theories of psychology and sociology, which could be used directly with the individual.

The Mental Health Movement in America

As the country moved from the idea that poverty was the result of an individual's failures to understanding that social and economic conditions contributed to a person's

Watch Betty White in Hot in Cleveland clips on the TV Land website.
success, the concept of how it should be treated changed as well (Kinsella, 2010). People became socially active, women gained the right to vote, and legislation became more progressive in allowing people certain rights in employment, housing, and education, and finally in obtaining social services. More and more people required mental health services, and by the 1950s, it was a national concern. However, with the development of antipsychotic medications, even severely mentally ill people could return home to live in their communities as long as they took their daily dose of medicine. By 1955, the policy of deinstitutionalization began, which meant that patients could begin leaving the mental hospitals and return home. It also meant that once patients were released, those departments of the mental hospital could be shut down and closed forever. Some 400,000 people were returned to their communities with the development of the Community Mental Health Act, which called for treatment centers to be built in each community and staffed with professional mental health workers (Woodside & McClam, 2011). At the time, mental health workers referred to psychiatrists, psychologists, social workers, and nurses.

The Human Services Movement in America

Historical roots of the Human Services profession are found in the mental health movement, which gained momentum during the 1960s. Since more community services were needed for those returning home to live, there was a need for more advanced workers to assist in these mental health centers. Grants were made available to assist in educating, training, and staffing these programs. The Scheuer Subprofessional Career Act of 1966 supported the idea that low-income people and minority group members, if trained properly, could become effective mental health aides. Programs were quickly developed in two-year schools to train these people to also become child care workers, correctional officers, and teachers’ aides. It was felt that these programs could also help end poverty by assisting underprivileged people to receive job training that would lead to employment.

Since the 1960s, Human Services as a profession and movement has grown exponentially. As a result of their training, Human Services workers increased the number of clients who were served in the mental health system during the 1970s. These workers are known to have provided more direct service care to a large number of clients, allowing those with more difficult issues to be seen by the more advanced practitioners (Kinsella, 2010).

During the late 1970s, the Department of Health and Human Services was created, separating education from health and welfare. This gave Human Services an opportunity to grow beyond mental health and for four-year schools and universities to expand their programs. It was during this time that the National Organization for Human Services and the Council for Standards in Human Services Education were created to help develop the professionalism in the degree.

Many people are credited for moving the profession of Human Services forward. Harold McPheeters, Audrey Cohen, Joann Chenault, and Fran Burnford are four of those people. In Human Services Professional Education: Future Directions (1978), Chenault and Burnford describe this process. They believed that education along with field placement experience would help professionalize workers. Human Services organizations would assist students in developing a professional identity and the Council on Standards would assist programs in creating relevant curriculum. McPheeters was a practicing psychiatrist and member of the Southern Regional Education Board (SREB), who realized

Read “Deinstitutionalization: A Psychiatric Titanic” on the PBS website to learn more about the deinstitutionalization movement in the United States.

Read “So You Want to Be a Human Services Worker: What Exactly Does That Mean?” for a better understanding of the Human Services profession.
that additional professionals were needed in the mental health community centers. He received a grant from the National Institute of Mental Health (NIMH) to establish educational programs for mental health workers. This grant allowed community colleges in the southern region of the country to develop associate degree programs in mental health. This training led to direct service jobs as paraprofessionals in the community mental health centers. Later this was changed to an associate's degree in Human Services so that training could be expanded beyond mental health to include all areas of the helping professions. This was the beginning of the associate's degree in Human Services in the United States (Neukrug, 1994). Perhaps you will get to watch a video sponsored by the Council for Standards in Human Services Education entitled, “A Conversation with Dr. Harold L. McPheeters: Founder of Human Services Education in the United States.” Ask your instructor about obtaining this video from the Council for Standards in Human Services Education. This is an interesting video, which gives a greater insight into the life and ideas of Dr. McPheeters. As a result of his efforts, today Human Services degree programs have expanded across the country and include bachelor’s, master’s, and doctoral level degrees.

Other professionals helped to advance the profession of Human Services in their area of the country. Audrey Cohen is considered a champion of women’s rights and worked especially hard with economically disadvantaged women in New York. In her work as a women’s rights leader, she saw that many women were economically challenged and that social improvements were needed to advance their careers. She worked with women who were on public assistance and developed the Women’s Talent Corps, where new paraprofessional positions could be created. Starting with a group of ten students, she went on to create employment for hundreds of thousands of people and inspired the development of Metropolitan College of New York. The Women’s Talent Corps went on to become the College for Human Services, indicating its inclusion of all people. Cohen believed in students becoming involved in their education and studying what was meaningful to them. She was indeed an educational reformer who developed the idea of a transdisciplinary curriculum that would include knowledge, values, and skills from many different disciplines. These ideas have become the hallmark of the Human Services degree.

Read about Audrey Cohen, Metropolitan College of New York’s founder, to learn more about her contribution to the Human Services profession.

The idea of a multidisciplinary curriculum is what sets Human Services apart from other helping professions like social work, psychology, or sociology. The Human Services curriculum allows students to focus on meeting competencies in certain areas, which can include other disciplines. Coursework may include sociology, social work, psychology, criminal justice, anthropology, political science, economics, or other disciplines. This collaboration allows Human Services students to understand perspectives from various professions and to acquire the knowledge, values, and skills they need to promote economic justice, advocate for community change, and understand and appreciate the need for community partnerships.
Becoming a Generalist

The Roles of the Human Services Practitioner

Human Services is a broad field where you focus on developing competencies in the specific areas of interpersonal relationship building, theoretical content knowledge, ethical value enhancement, and professional skill development (Mandell & Schram, 2012). You learn strategies and techniques that can be used with a range of different problems in order to work with a vast array of populations like children, adolescents, adults, and the elderly. This generalist training allows you to develop a proficiency in working in many different settings. Other helping professions like psychology, counseling, or social work are more specialized and require different training. Human Services practitioners are more generalized and their training more inclusive of many different social science perspectives so they understand psychology, sociology, social work, and Human Services viewpoints. This flexibility makes a Human Services degree conducive to social service agencies that hire a mix of social science undergraduate and graduate majors who are flexible in their thinking and maintain a variety of theoretical perspectives in their work. Human Services workers seek to make changes in society by identifying problems and barriers to services and then working to promote social change (Martin, 2013). They are solution-focused and work as change agents to organize and change systems. Since their training is interdisciplinary, the courses they take in a variety of disciplines broaden a student’s perspective on issues. This rigorous academic program is an example of how Human Services education is unique in incorporating a range of disciplines into its curriculum, allowing students to link knowledge from many academic areas into practice. Interdisciplinary education is what sets Human Services apart from other helping professions that focus on only one academic area. Human Services education by
contrast includes several areas in the social sciences in addition to its own Human Services curriculum. Coursework may include sociology, psychology, criminal justice, social work, anthropology, political science, or other specialized areas. This collaboration among disciplines allows Human Services students to learn the knowledge, skills, and values they need to promote social and economic justice, understand the importance of community partnerships, and appreciate the need for including and evaluating multiple perspectives when they deal with social issues (Kinsella, 2010).

Cultural competence is necessary in Human Services because we work with such a diverse group of people in so many different types of agencies. It is important to understand something about the cultural background of the populations we work with such as children with Attention Deficit Disorder, delinquent adolescents, immigrant adults, elderly patients with mental illness, or the single-parent victim of domestic violence. Cultural competence involves having the ability to use your knowledge, values, and skills to assess client issues in relation to characteristics such as race and ethnicity as well as religion, age, sexual orientation, physical disability, mental ability, and gender. Human Services workers use their skills to develop interpersonal relationships with people of all backgrounds in an effort to assist them with their life issues. We will learn more about cultural competence in Chapter 4.

A “Human Services professional” is a general term for people with professional and paraprofessional jobs according to the National Organization for Human Services (NOHS) website (2013). Human Services workers may be employed in settings such as child and adult residential group homes and treatment facilities, child and family service agencies like the department of family and children's services or the department of juvenile justice, or juvenile probation and parole, correctional and halfway houses for juveniles and adults, mental health centers, drug and alcohol programs, domestic violence shelters, homeless shelters, and senior centers for aging adults. Human Services practitioners work with a variety of clients, ages, and problems in a number of different settings. Your roles and responsibilities will vary depending on the agency.

Read the article “Helping those in need: Human service workers” by Colleen Teixeira Moffat from Occupational Outlook Quarterly. Learn about the growing demand for Human Services practitioners. Are there any jobs that interest you?

There are many occupational titles for those with degrees in Human Services according to the NOHS (2013). See Table 2.1 for a partial listing.

The U.S. Bureau of Labor Statistics ranked Human Services as an occupation that is growing rapidly in the country today. Job opportunities are expected to increase by 28% between 2010 and 2020 due to expanding aging population and people with health care needs. The broad base of education along with an internship helps graduates move into a multitude of jobs as direct or indirect service workers. The job title and description may differ depending on where you are employed. You can get a better idea of a job in Human Services by checking out the following website.

Watch the Behavioral Health – Human Services Worker video from the AHEC Health Occupations & Technology Guide.
Case Manager

A local department of child welfare has just hired you as a case manager. You are excited about your new job, working with families with children under the age of 18 but wonder exactly what you will be doing. Case managers, or anyone working directly with people for that matter, must first use good interpersonal skills to develop a relationship with their clients, based upon mutual trust. When you have a good rapport, or a working relationship, then you can proceed with an assessment of the problem and develop a plan of action with necessary goals and objectives. Case managers coordinate client services and make sure that all the client’s needs are met. Sometimes our clients are not aware of what services are available to them in their community, and sometimes they are afraid to ask for services. As a case manager, you will be doing the following:

- Interview the client
- Gather necessary information to assess the situation
- Think about what your clients need to be successful in meeting their goals and objectives
- Develop a plan of action or contract to proceed with the necessary changes

In order to develop your mastery in these direct interventions, let’s consider some case examples. We will begin with the case that you will read on the next page of Claudia. First of all imagine yourself in this situation. What would it be like to be single and try to make ends meet. If you did not have enough money to pay your bills you would become homeless, have your utilities cut off, and not have enough to eat or feed your children. Once you put yourself in Claudia’s shoes then you can begin to think about what you would need as a parent in this situation. As a case manager, what services can you help her find? As the case manager, you will be not only working within your agency, the department of family and children’s services, but also coordinating services with other agencies that

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>Examples of Occupational Titles of Human Services Workers</th>
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<tbody>
<tr>
<td>case worker</td>
<td>family support worker</td>
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<tr>
<td>client advocate</td>
<td>social service liaison</td>
</tr>
<tr>
<td>eligibility counselor</td>
<td>behavioral management aide</td>
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<tr>
<td>case management aide</td>
<td>alcohol counselor</td>
</tr>
<tr>
<td>adult day care worker</td>
<td>drug abuse counselor</td>
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<tr>
<td>life skills instructor</td>
<td>neighborhood worker</td>
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<tr>
<td>social service aide</td>
<td>group activities aide</td>
</tr>
<tr>
<td>social service technician</td>
<td>therapeutic assistant</td>
</tr>
<tr>
<td>gerontology aide</td>
<td>juvenile court liaison</td>
</tr>
<tr>
<td>child abuse worker</td>
<td>home health aide</td>
</tr>
<tr>
<td>crisis intervention counselor</td>
<td>community organizer</td>
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<tr>
<td>social work assistant</td>
<td>community action worker</td>
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<tr>
<td>halfway house counselor</td>
<td>assistant case manager</td>
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<tr>
<td>rehab case worker</td>
<td>residential manager</td>
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<tr>
<td></td>
<td>youth worker</td>
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<td></td>
<td>counselor</td>
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<tr>
<td></td>
<td>child advocate</td>
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<tr>
<td></td>
<td>day care worker</td>
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<td></td>
<td>probation officer</td>
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<td></td>
<td>intake worker</td>
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<td></td>
<td>group worker</td>
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<tr>
<td></td>
<td>case monitor</td>
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<tr>
<td></td>
<td>parole officer</td>
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<td></td>
<td>mental health aide</td>
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<td>outreach worker</td>
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<td></td>
<td>psychological aide</td>
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<td>case manager</td>
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<td>Human Services</td>
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In your first case, a single-parent mother, Claudia, has been reported to the child welfare agency by a neighbor, for leaving her two young children alone in her home while she works in the evening. Upon investigating the situation, the mother does not deny the allegations. Instead she reports that she must work two jobs in order to support her family. She receives no child support, and while her children attend day care, she works. She picks them up from day care at 5 p.m., gives them supper, plays with them for a short time, and then gives them a bath and gets them ready for bed. When they are asleep, she locks the door and heads out to her second job in the evening around 9 p.m. She works as a waitress at an all-night restaurant and returns home around 3:30 a.m. You can see that she is exhausted from this routine. Although she knows this is unsafe for her children, she believes that there is no other way to pay her bills. Your job is to develop an intervention plan with her and monitor her progress to make sure she’s following it. Claudia will need to appear in court to defend her right to keep her children, so it is important that the intervention plan be prepared in anticipation of her court date. She must demonstrate her ability to follow the plan; otherwise her children will be placed in foster care.

Since the children are minors, under the age of 18 in most states, it is necessary to get informed consent documents signed from the mother. This permission allows you to seek services for the children and to offer her the opportunity to enroll her children in any programs or services that you feel are beneficial. You would also want to include the mother in any decision-making regarding other services for the children or parenting sessions for her. Then when her court date approaches, you will be prepared with a plan of action, services that are in place, and a report to the judge indicating your efforts to coordinate services for the family and the results of those efforts.

could be helpful to your client. You may refer her to a housing program to see if she is eligible for rental assistance. This could help her with monthly bills. You will be talking with Claudia to make sure she has an adequate plan of supervision for her children when she is not at home. Are there parents, neighbors, or friends who can help? Is she a member of a local church? How can they be helpful? What about child support payments? You will need to work on getting the biological father to provide support for his children. If goals for your client include educational achievements like a GED (General Educational Development), then you will be working with the school to make sure she can attend a program to attain her diploma. This may help her get a better job and can also help her in the long run. You may also connect your client with a local YMCA or Boys’ and Girls’ Club to offer appropriate adolescent and adult role models for the children in this family. These agencies may offer recreational opportunities for the children, which currently don’t exist. You will need to work with them to determine if your client is eligible for services. They may also provide some child supervision at times when her day care is closed.

**Interventions and Direct Services**

**Understanding and Mastery:** Knowledge and skill development in the following areas: case management, intake interviewing, individual counseling, group facilitation and counseling, location and use of appropriate resources and referrals, and use of consultation.

**Critical Thinking Question:** What community groups or programs would offer services to assist Claudia with housing, food, utilities, training or better employment, supportive parenting classes, or child care?
**Do you think you would like a job as a case manager?** It is a very important job that graduates of Human Services programs can attain. This position can be found in a variety of agencies. Good coordination skills and knowledge of local resources are important in case management. Some agencies will hire a graduate with an associate's degree in Human Services, if the person has some experience. Those with a bachelor's degree in Human Services are eligible for the position. You may want to consider a Human Services internship in case management to strengthen your application. These jobs may also be listed as case coordinators or caseworkers.

**Intake Worker**

When clients come to agencies for assistance, the **intake worker** is usually the first person they meet. It is important that the intake worker be friendly, empathic, objective, and professional. Intake workers must have good interviewing and interpersonal helping skills so they are able to collect all the client data in an effective and efficient manner. If the clients feel that the worker is not interested in helping them or too bureaucratic to understand their problem, they may decide not to accept the service. Even though the intake worker is usually a beginning level position, it is a very important job within the agency. Human Services workers with an associate's level degree and some experience or a bachelor's level degree are eligible for these positions. These jobs are offered in schools, hospitals, mental health centers, counseling agencies, and many state offices that provide social services.

**Child Care Worker**

A **child care worker** provides professional care for children in a variety of settings from birth through age 12. You may be asked to supervise the play of children in a day care center or Head Start Program, or you may be working with developmentally or physically challenged children in a school or therapeutic setting. Some children are in the protective custody of the state and live in residential group homes or treatment facilities (Crosson-Tower, 2013). Your role in these facilities may be to supervise their daily activities, teach them skills to live in a group setting, or manage their behavior using some management techniques. You may be asked to live at a facility for a few days a week as a house parent or member of a team that works in shifts. You will need to be knowledgeable about child growth and development, psychological theories of behavior management, and interpersonal skills in relationship building. Knowing how to develop a curriculum of activities that includes art, music, dramatic play, outdoor athletic games, reading, science, cooking, circle time, field trips, or other activities for children of different ages would be necessary. If you are asked to facilitate a group for children, it will be important for you to know how to develop a group and how to lead or colead it. So, a course in group dynamics would be essential. Those with associate's or bachelor's degrees are eligible for these positions. An internship working with children could increase your competence and experience, which would better prepare you for a job with this population. Working with children requires a lot of energy, patience, creativity, and a positive attitude.

**Explore the Case Management Society of America.**

**Read Community and Social Services Occupation profiles and research available job opportunities.**

**Watch Child Care Best Practices at ChildCare Aware.**

**Watch the video from The Home of Little Wanderers Agency to learn about therapeutic child care.**
Education or Prevention Specialist

Some workers are called education or prevention specialists. These jobs allow practitioners to work with voluntary or high-risk groups of children, adolescents, adults, and the elderly to teach them about a particular issue. Sometimes the consumers have been chosen to attend the program due to the nature of their problem. For instance, teen parents may be asked to attend a program on childbirth, early childhood development, or disciplining a young child. Prevention programs offer an opportunity to identify those who are at high risk for social problems such as child abuse, alcoholism, high school dropouts, or teen pregnancy, to name just a few. By offering educational programs and establishing relationships with the members, Human Services workers can prevent high-risk behaviors from turning into crisis events. Education and prevention specialists work in schools, mental health centers, counseling agencies, and other nonprofit and state agencies where they can provide information either to the general public or to a targeted audience. Practitioners who offer these programs have received the specialized training themselves, are often certified in a specific topic, and are now ready to share their knowledge with others. Programs like training for foster parents, information on HIV/AIDS, drug awareness in schools, good touch/bad touch that teaches about sexual abuse to children, and the First Steps Program for parents of newborns are all examples of this type of programming. Those with a two- or four-year degree in Human Services and specialized training and certification in the subject area are eligible for these jobs.

Counselor

A counselor is a trained professional who works with people who want to change the way they think, feel, or behave. Sometimes people suffer with conscious issues like marital or relationship issues that can be resolved with several sessions of interpersonal interventions that include psychotherapeutic techniques. Other times people with chronic mental illness suffer with cognitive and emotional issues that require medication as well as psychotherapeutic interventions. Counselors are skilled in identifying and diagnosing mental health issues and can use the counseling techniques and personality theories they have learned to help their clients. Work includes developing a trusting, interpersonal relationship with the consumer and then collecting enough information to make a thorough assessment of the client’s issues, which includes accurate background and historical information. The client’s issues are then prioritized and work begins with the development of a treatment plan that includes measurable goals and objectives (Mehr & Kanwischer, 2011). Oftentimes, referrals to psychiatrists or medical doctors may be necessary if patients need medication that counselors cannot prescribe. The patient may be asked to attend individual, group, couples, or family counseling as part of the treatment plan (Toseland & Rivas, 2011).

Counseling requires very specific training and a license to practice in the state where you work. It is necessary to understand all types of treatment modalities and techniques so these positions usually require a master’s or doctoral degree (Kinsella, 2010). Those with master’s degrees in Human Services and a special concentration in mental health counseling with extensive internship hours can sit for licensing examinations in some states, called a licensed mental health counselor (Springfield College, 2010).
Certified Addictions Professional

Some schools offer a bachelor’s or master’s degree in Human Services with a special concentration in addictions studies. After completing the Human Services degree and required number of classes in addictions studies and an extensive internship, students can become certified addictions professional in some states. This training allows you to work in substance abuse treatment facilities, doing individual or group work with patients under the supervision of a licensed professional, like a doctor, psychiatrist, psychologist, or social worker.

The role of a Human Services mental health counselor or an addictions counselor varies from state to state with regard to licensing requirements, certifications, education, and internship hours.

Administrator

An agency administrator is responsible for managing Human Services programs. Agency administrators spend their days developing budgets, writing grants, working with their boards of directors, creating fund-raising events for their agencies, supervising staff, hiring personnel, expanding services to clients, and conducting research and program evaluations to ensure quality services in their agencies. Unless it is a private for-profit agency, agency administrators are employed by the organization and are supervised by their boards of trustees or a local, state, or federal entity. Courses in Human Services administration, business administration, or public administration would benefit people in these positions. Human Services practitioners with education and experience are eligible for these jobs. In most areas, a master’s or doctoral level degree is required.

Assess your comprehension of Becoming a Generalist: by completing this quiz.
Professional Knowledge, Values, and Skills

The Heart of the Curriculum in Human Services

According to the National Organization for Human Services (NOHS), there are knowledge, values, and skills that students need to master if they are to be successful practitioners. The NOHS describes these duties and functions based on six points that it calls Generic Human Services Professional Competencies (Table 2.2).

Around the Globe

Why Is Sweden One of the Best Places in the World to Be a Child?

Human Services in the Scandinavian countries, especially Sweden, are considered to be the best in the world. Attention is given to services for all people, regardless of age.
Although personal tax rates are high, people are in agreement that Human Services need to be excellent, and they are willing to pay for such quality.

When we study Human Services, we learn from our psychology courses that the early years of a human’s life are critical to that person’s future growth and development. Both Erikson and Piaget, who studied the early years, have emphasized the importance of a stable environment, nurturing caregivers, and the freedom for a child to learn from in his or her environment by experiencing the world around them. Maslow’s theory indicated that an individual’s basic needs like food, shelter, safety, and love had to be met in order for an individual to reach higher levels of human potential (Baird, 2012). Sweden then is one place where all of these needs can be met. According to UNICEF, Sweden is one of the best places in the world to be a child (UNICEF Report, 2009). Swedish laws provide for the protection of all children, and in 1979, Sweden became the first country in the world to make beating or spanking a child a criminal offense (Freden, 2009). The government, as well as many organizations, oversees the well-being of children. In a country with 9.4 million people, about 2 million are children under the age of 18. Unlike the United States, where many children live in single-parent families, 70% of Swedish children under the age of 18 live with their biological parents, and almost a third of children live with a biological parent and stepparent (Fact Sheet, 2012). Although the divorce rate is high in Sweden, it rises with the age of the child. By the time a child reaches age 17, he or she is more likely to be living with the mother. The stress of raising young children is reduced by universal governmental supports that ensure a child care place for every Swedish child (Korpi, 2007). All families receive monthly allowances based upon their number of children. Health care is provided for all residents with free or very affordable preventive services, prenatal and postnatal education programs, and regular medical care. Sweden’s parental insurance system is known worldwide for its generous benefits, which supports the equal rights of both men and women while they combine employment with parenthood. This insurance provides for either the mother
or the father to stay at home for up to 360 days after the birth of a child with 80% of their compensation (Fact Sheet, 2012). Parents can share in the benefit by each choosing to stay at home for some time with their child. This bonding in the early years is important for the child as well as the parent. It is unusual for a child under the age of one year to be placed in a child care facility because of this benefit. Children who are ill do not attend child care either. Parents receive a benefit of 60 days total per year for each child under the age of 12. Either parent can use the benefit, which pays 80% of their compensation for days missed at work due to child sickness or school conferences. Swedish labor laws protect the rights of parents who use their benefits due to child sickness, pregnancy, or school needs. Although more women than men use the parental benefits, men do share in child care responsibilities. All parents receive 480 paid days of leave per child, which must be used before the child turns eight. This encourages both men and women to care for their own children, take paid leave when their children are babies, or take time for school conferences, which are covered by the policy. It is not unusual for Swedish women to work full time through their child's preschool years, with 80% of the women in the labor force. This is possible because they have affordable, quality child care with paid parental time off for child sickness. Swedish men use about 20% of the annual child care leave to care for their children (Freden, 2009).

Since the early 1970s, Sweden has had a national social policy that combined parenthood and employment with generous parental leave policies and quality early childhood educational programs (Lagerberg, 2012). The goal is to blend early education and kindergarten with child care. This new publicly funded program is known as forskola and

**Case Study**

**Attending a Forskola**

Imagine your child attending a forskola where she will become familiar with a small group of 12 children and two professionally trained adult preschool teachers. Her group will have its own rooms in a pleasant and relaxing atmosphere. Her learning or personal development will not be assessed, and so there is no challenge or requirement to meet certain educational milestones each year. She will learn about the world through play and activities that center around themes like the seasons, holidays, or the environment. Programs are under the National Ministry of Education and Research that publishes the *Curriculum for Preschool*, which is the beginning level for education in Sweden. Compulsory education starts at age seven with preschool at age six. School is free and required for nine years. The government subsidizes the early care and higher education. Students can decide to go on to senior high if they choose. All children between the ages of six and nine are offered before and after school care at leisure centers. Approximately 76% of Sweden's children attend these programs. When children attend school and parent meetings are scheduled with the teaching staff, both mothers and fathers have paid leave from their employment, which can be used to attend these conferences since these meetings are seen as important.

Children are Sweden’s top priority and this country has the lowest rate of child mortality in the world. It is the safest place for children to be born and has the distinction of being a country where fewer children die under the age of five than in any other country on earth.
works to provide families with the services they need. Every child is guaranteed a child care place and it is the responsibility of the municipality to ensure that spot. Services for all families integrate early childhood education, kindergarten, and child day care no matter where the families live and what language they speak, with little or no expense to them.

Since 2002, limits have been established on maximum child care fees. Families can pay 3% of their monthly income up to a cap of 1,260 kronor or approximately $193.00 for the first child, 2% for the second child with a cap of $129.00, and 1% for the third child with a cap of approximately $64. There is no charge for a fourth child. Statistics show that 85% of two- to three-year-olds were enrolled in care, 97% of all four- and five-year-olds were enrolled in programs, and 76% of six- to nine-year-olds were enrolled. Only 30 babies under the age of one year were in care. In addition, in 2003, a policy was passed entitling children ages four and five to 525 free hours of care a year (Fredan, 2009).

Putting Theories to Work

Using an Interdisciplinary Approach to Develop Knowledge, Values, and Skills

Since Human Services is a program with an interdisciplinary curriculum, students will most likely take coursework in psychology, sociology, social work, criminal justice, political science, and Human Services. The purpose of interdisciplinary work is to engage students in courses that will challenge their thinking. Human Services students learn to look at issues from many different perspectives and learn theories and schools of thought from other disciplines. This is important to the Human Services worker who upon graduation may be working in a setting with a team composed of psychologists, social workers, nurses, psychiatrists, or law enforcement officers. There is no standardized curriculum for Human Services in the United States, but programs must meet standard competencies. It is considered to be a social and behavioral science.

A career in Human Services ensures that you have acquired a broad liberal arts education that includes interdisciplinary coursework in psychology, sociology, social work, political science, and criminal justice, as well as specific courses in Human Services. It can lead to an associate of arts degree found in community colleges or a bachelor of arts degree found in a four-year college or university. It is considered a fairly new profession with its inception sometime around the mid 1960s. In that short period of time, Human Services programs have become popular in schools across the United States. Some schools are now offering graduate as well as doctoral degrees in Human Services.

The accrediting body for Human Services is known as the Council for Standards in Human Services Education (CSHSE), which was established in 1979. Since then it has worked to support and guide schools and encouraged them to move toward accreditation of their Human Services programs. It has developed national standards for the Human Services curriculum and competencies for each subject area and now provides accreditation for all Human Services degrees at colleges and universities (Martin, 2013).
Both an associate’s and a bachelor’s degree in Human Services will require students to take a number of foundation or core curricula established by the educational accrediting body of the region. Classes such as English, math, communication, business, sciences, arts and humanities, foreign language, economics, political science, history, anthropology, physical education, and general electives fall in this category. Most two-year programs require 60 credits for graduation and four-year programs require 120 credits. The CSHSE requires that Human Services programs cover standard content areas. Although the curriculum is not standardized, schools must document how students are mastering competencies through the coursework, which must cover theory, skills, and values of the profession. Each school may develop an individual curriculum but must include courses in the history of the profession, the depth and breadth of the Human Services profession, human systems, clinical interventions that cover individual, group, family, and community techniques, planning and evaluation methods, and self-development exercises. Students are expected to complete required hours in a field experience with appropriate, guided supervision (Martin, 2013). Schools must meet these standards with an interdisciplinary approach using a variety of disciplines to meet the competencies.

Courses in the curriculum include *Introduction to Human Services*, a beginning level course that focuses on the history of the profession, qualities of workers, employment settings, and issues that affect Human Services workers (Mandell & Schram, 2012). Sometimes this course is offered with an opportunity for service learning or a volunteer component so that students can begin to test out their special interests. Other introductory courses include psychology and sociology, where students begin to learn about theories in human growth and development, and human behavior and society (Wade & Tavris, 2011).

*Advanced classes* in Human Services are offered after students complete the introductory classes for Human Services, psychology, and sociology. Students learn how to integrate theory and practice by incorporating the knowledge and research content from their classes into real practice cases. They study ethical values and apply the code of conduct for Human Services to real agency issues. Finally they practice the skills they have learned in their interpersonal helping skills and group classes. These skills can be applied to agency cases, class role-plays, and actual field placement situations. Specific classes in Human Services may include the following:

- **Interpersonal Skills**—This class gives students practice in role-playing scenarios where they learn how to develop relationships with clients, conduct interviews, do assessments and treatment plans, and evaluate those plans. They also learn how to work as a treatment team (Mehr & Kanwischer, 2011). Along with their classes, students often visit local agencies to observe how professionals conduct interviews with various groups of people.
- **Group Dynamics**—Students learn how to facilitate groups for children, adults, or the elderly in local settings (Toseland & Rivas, 2011). They learn how to initiate activities with different groups in settings like hospitals, schools, mental health centers, or day care centers.
- **Social Policy**—Students learn how legislation is passed and implemented for social service programs. They might get to observe how local elected representatives work to pass new bills. Some students become politically active and learn how to advocate for effective social policy (DiNitto & Cummins, 2011).
• **Ethical Issues**—Human Services students can begin to understand professional values by studying the *Human Services Code of Professional Ethics*. Some cases involving issues of life and death, moral codes of conduct, or ethical violations require students to think about the decisions they make when working with clients. This class presents a model for students to follow regarding decision-making with clients (NOHS, 2013).

• **Internship or Field Experience**—This is probably the last course that Human Services students will take before they graduate. They complete a required number of hours in an agency setting where they can practice the skills they have learned working with children, adolescents, adults, or the elderly.

Other courses may be added as electives to the curriculum and include interdisciplinary classes such as the following:

- Abnormal psychology
- Social issues
- Marriage and family
- Juvenile delinquency
- Human sexuality
- Cultural competence
- Race and ethnic relations
- Fields of child welfare
- Aging issues
- Criminology
- Drugs and society
- Grantsmanship
- Human Services administration
- Program planning
- Child and/or adolescent psychology

The interdisciplinary nature of Human Services means that our students are learning to look at theories and models from the viewpoints of many different disciplines. This is an advantage to our field as we work to collaborate with others. As we master the competencies in knowledge, values, and skills, we learn that professionalism can be accomplished through research, testing, observation, and field instruction.

**Think Human Services**

*Psychological and Sociological Theories*

Psychological theories like **Maslow’s Hierarchy of Needs** (Figure 2.1) are basic to our understanding of what humans need in order to survive. Abraham Maslow (1971) believed that all humans struggled to develop their potential to the fullest, which he called **self-actualization**. In order for this to occur, a series of needs had to be met first. He believed those who had physiological needs satisfied, along with safety, love, and self-esteem needs, could more easily work toward self-actualization than those who were stuck on the bottom level trying to meet their basic needs. Once this series of needs could be attained, then people could more easily move ahead to the next level. He believed that self-actualization was a lifelong struggle and that certain needs...
were more important at different stages of life. He felt that self-actualization led to happy, healthy individuals who benefit society. Characteristics of a self-actualized person included acceptance of self and others, is self-directed, seeks truth and justice, has problem solving abilities, is creative, and has satisfying relationships with others (Henslin, 2012).

In Human Services, we often work with clients who are at the bottom of Maslow’s hierarchy, and our job is to secure items like food (from food banks or SNAP, the food stamp program), clothing (from Salvation Army, Goodwill, or local churches), or shelter (housing assistance programs or local homeless shelters). We work with single mothers who need some assistance to provide basic care for their children, who need some encouragement and support to continue being a strong parent, and who often go on to develop their potential through education or job training programs.

Erikson’s Eight Stages of Psychosocial Development (Table 2.3) provide us with the milestones we need to assess individuals’ development so we can determine what life stages they have mastered and where they still struggle. According to Erikson (1963), in Stage 1, or the early part of life, infants learn to trust others and know who they can depend on. The caregiver who provides consistent food at mealtimes, changes wet diapers, and holds them when they cry helps babies to develop the trust they need in others. In Stage 2, toddlers learn to become independent and they must try to dress, feed
themselves, and use the toilet. A sense of accomplishment is earned when the child is able to do these things for himself. Students who want to work with young children and their parents have to understand this concept so they are better equipped to deal with the difficult toddler who refuses to let anyone dress him or who uses “no” or “mine” continuously. If children are punished often, restricted, or not encouraged to become independent, then shame or self-doubt occurs.

### Table 2.3 Erikson’s Eight Stages of Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Developmental Crisis</th>
<th>Successful Dealing with Crisis</th>
<th>Unsuccessful Dealing with Crisis</th>
</tr>
</thead>
</table>
| 1. Infant  
Birth to 1 year old | Trust Versus Mistrust  
Babies learn to trust or mistrust others based on whether or not their needs—such as food and comfort—are met. | If babies’ needs are met, they learn to trust people and expect life to be pleasant. | If babies’ needs are not met, they learn not to trust. |
| 2. Toddler  
1 to 3 years old | Autonomy Versus Shame and Doubt  
Toddlers realize that they can direct their own behavior. | If toddlers are successful in directing their own behavior, they learn to be independent. | If toddlers’ attempts at being independent are blocked, they learn self-doubt and shame for being unsuccessful. |
| 3. Preschool Age  
3 to 5 years old | Initiative Versus Guilt  
Preschoolers are challenged to control their own behavior, such as controlling their exuberance when they are in a restaurant. | If preschoolers succeed in taking responsibility, they feel capable and develop initiative. | If preschoolers fail in taking responsibility, they feel irresponsible, anxious, and guilty. |
| 4. Elementary School Age  
5 to 12 years old | Industry Versus Inferiority  
When children succeed in learning new skills and obtaining new knowledge, they develop a sense of industry, a feeling of competence arising from their work and effort. | When children succeed at learning new skills, they develop a sense of industry, a feeling of competence and self-esteem arising from their work and effort. | If children fail to develop new abilities, they feel incompetent, inadequate, and inferior. |
| 5. Adolescence  
13 to early twenties | Identity Versus Role Confusion  
Adolescents are faced with deciding who or what they want to be in terms of occupation, beliefs, attitudes, and behavior patterns. | Adolescents who succeed in defining who they are and finding a role for themselves develop a strong sense of identity. | Adolescents who fail to define their identity become confused and withdraw or want to inconspicuously blend in with the crowd. |
| 6. Early Adulthood  
Twenties and thirties | Intimacy Versus Isolation  
The task facing those in early adulthood is to be able to share who they are with another person in a close, committed relationship. | People who succeed in this task will have satisfying intimate relationships. | Adults who fail at this task will be isolated from other people and may suffer from loneliness. |
| 7. Middle Adulthood  
Forties and fifties | Generativity Versus Stagnation  
The challenge is to be creative, productive, and nurturant of the next generation. | Adults who succeed in this challenge will be creative, productive, and nurturant, thereby benefiting themselves, their family, community, country, and future generations. | Adults who fail will be passive, and self-centered, feel that they have done nothing for the next generation, and feel that the world is no better off for their being alive. |
| 8. Late Adulthood  
Sixties and beyond | Ego Integrity Versus Despair  
The issue is whether a person will reach wisdom, spiritual tranquility, a sense of wholeness, and acceptance of his or her life. | Elderly people who succeed in addressing this issue will enjoy life and not fear death. | Elderly people who fail will feel that their life is empty and will fear death. |
In Stage 3, preschoolers must step out and begin to explore the world. Those who are punished or not allowed to experience new relationships or experiences will have more guilt and are more likely in future years to become passive observers.

By age six, in Stage 4, children need to begin to feel productive. They need to succeed in play, school activities, and relationships with others. Often they compare themselves with others, and feeling less productive or having fewer skills to master activities may make them develop a sense of inferiority. Human Services workers who are employed in school use this theory to better understand the importance placed on student accomplishment. All students need to feel that they do something well. Children who are passive, introverted, have difficulty with others, or have behavior issues are often children who need to have their self-esteem raised.

Everyone is good at something. Finding out what makes a child smile is an important lesson for a worker. In Stage 5, adolescents begin to learn more about themselves and the roles they play as a student, athlete, son or daughter, friend, artist, or musician. It is important at this stage that appropriate adult role models guide the child toward successful career or adult activities. Human Services workers who choose to work with adolescents in this stage are often challenged by juveniles who commit crimes or run away or students who drop out of school or become pregnant. Workers are often the appropriate role models these youth need to help guide them through a difficult stage of life. Counseling families and teaching parenting classes are important skills for workers.

In Stage 6, young adults are often faced with relationship difficulties that may go unresolved, leaving a person to follow one bad relationship after another. Human Services workers who are employed with young adults often teach communication skills or conflict resolution to couples.

As people age, they reach the next stage of maturity, Stage 7, where adults guide the younger generation. They aim to be productive and think of others in a non-selfish way. Those who are unable to think of others become self-absorbed and fixated on their own issues. They lose their productivity and become stagnated.

During the last stage of life, Stage 8, people tend to reflect over their life experiences. Those who feel good about what they have done and given to others develop ego integrity. Others who have failed to cope with past events successfully, eventually feel despair (Kunz, 2011). As Human Services workers, we deal with people in all eight stages of life. Understanding the issues and tasks associated with each stage is helpful to our work.

Explore the Sweden website. Review why Sweden is One of the Best Places in the World to Be a Child. Why do you think Sweden doesn’t use testing to determine if its preschoolers are developing adequate educational goals like reading and writing?
Parten’s Model of Social Play

Have you ever observed children in a day care center or school? Some children are very social and play easily with others. Not all children are comfortable with group interaction. According to Parten’s Model of Social Play (Figure 2.2), as children age they begin to develop the social skills they need to interact with others. Young babies may demonstrate no activity with any children at all. They are at the stage of unoccupied play. Gradually they become interested in what others are doing and begin to observe others in what Parten calls onlooker play. As young children learn how to play, they develop a set of skills through solitary play that allows them to become independent. In parallel play, a child moves alongside another and plays independently but with others nearby. As children’s skills and developmental stages advance, they move into associative play, where they begin to share toys and games with others but still there is no organized goal. In the most developed stage of play, children begin cooperative play as they interact and become part of a group or team. As you observe, a child’s play will tell you a lot about where he or she is developmentally.

Put yourselves into groups of three or four and discuss the sociological importance of Parten’s Model of Play. Why do Human Services workers need to understand this model?

Assess your comprehension of Think Human Services by completing this quiz.

Linking Theory to Practice

Why Is Service Learning Important?

Have you ever heard the term service learning? It refers to using the knowledge and skills you learn in a classroom setting and applying them to a real practice setting in your community. Service learning can involve any discipline and makes learning more active and meaningful for students. For instance in a biology class, you might learn how to use a microscope and test water samples for organisms that pollute the water. Then your class may actually work with a local environmental group to help test water samples from a local river or waterway where fishing is allowed. This would certainly make the class more interesting, and you may study harder and earn better grades because you are really interested in learning about how water
becomes polluted, especially if you fish in nearby waters. Well, now think about all the
tings that we learn in Human Services from our classes. Where would you like to try out
the theories and models you are learning? All Human Services students will complete a
professional internship at some point in the academic program. Until then perhaps your
class could do volunteer work at a shelter, or use the assessment skills you will be learning
to help out at a Red Cross center. Maybe you could use your group work skills to run a
group for adolescents at a youth center or group home. Service learning is done as a class
and applies the knowledge, values, or skills you have learned to a real community setting.

Did You Know?

How To Earn Your Associate or Bachelor’s Degree in Human Services

How to Earn Your Associate’s Degree in Human Services?
Many community colleges and technical schools offer a two-year degree in Human
Services. The curriculum may include some general education courses in English, math,
and the sciences. However, a large part of the coursework will be in your major and
include classes specific to Human Services. You may even participate in an internship
that allows you to apply the theory you have learned to practice situations in an agency
setting. Most associate or two-year programs are about 60 credits in length. You can
usually obtain financial aid for these programs. Even if you are working you can attend
school since most programs are now offered at night and weekends in addition to the
day classes. Contact your local community colleges to see if they offer Human Services,
or go online and search for associate degree programs in Human Services.

What Can You Do With It?

Read the list of employment opportunities in this chapter for a complete idea of how to
use your degree in Human Services. Since the curriculum teaches a set of competen-
cies, you will be trained to be a generalist. This means that you will learn how to use
a body of knowledge, values, and skills to work with individuals, groups, and families
in your community. You will work in a variety of settings like schools, hospitals, aging
programs, Head Start centers, recreational programs, mental health centers, residential
facilities, or agencies like juvenile probation or child welfare to name just a few. You will
work with different age groups doing a variety of tasks. As an associate degree graduate
you may be hired to assist a professional Human Services worker who has an advanced
degree. You may be considered a paraprofessional depending on the agency you work
for, and your pay scale may be less than that of a worker who has more experience or
advanced training.

How to Earn Your Bachelor’s Degree in Human Services?
A bachelor’s degree is a four-year degree with about 120 credit hours, depending on
your school. You usually have a general education curriculum of about 60 credit hours
in English, math, science, some social sciences, humanities, or even computer science.
Some religiously oriented schools will require coursework in religious education in the
general curriculum as well. The last two years will require rigorous work in the Hu-
man Services major with upper level coursework that may teach you interpersonal
helping skills, group work, administration, research, and some psychology or sociology
coursework. Financial aid is usually available for students who want to pursue a bachelor's degree from an institution of higher learning. As with the associate's degree, check with your local schools or online for programs that are offered to meet your needs such as day, night, or online programs.

**What Can You Do With It?**

You can work with a variety of people in distinctly different settings. If you like helping children, adolescents, adults, or the elderly doing various tasks like working in a Head Start center, doing case management with an elderly adult so she can remain in her home instead of going to live in a nursing home, or counseling a runaway teen, then you have found the right profession in Human Services. See the list of employment opportunities in this chapter. An Associate's or Bachelor's degree in Human Services will allow you to sit for the accrediting exam known as the Human Services Board Certified Practitioner Examination, which leads to the HS-BCP designation.

**What Would You Do?**

*Recommend a Human Services Worker or Career Path in Human Services*

After reading through this chapter, you should have an understanding of the different roles Human Services workers play. Using this knowledge, consider the following cases and decide what type of Human Services worker you would suggest these clients see.

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**Case Study**

**Recommend a Human Services Worker**

**ERIC**

Eric is a 16-year-old high school student who has become increasingly dependent on alcohol. It started out as Friday night partying, but Eric soon found that he not only liked the taste of beer and whiskey but felt more relaxed and carefree when he was drinking with his friends. He talked more, everyone thought he was more social, and it was easier to talk to girls. Lately though, Eric finds that he wants a drink in the morning before school, just to take the edge off the day. He hides beer in his backpack for his lunch break, and he has alcohol stashed in the trunk of his car.

What kind of worker does Eric need to see and why?

**JOHN**

John lives alone with his 83-year-old mother. His new job as a sales representative is taking him away from home for longer periods each day. He is concerned that his mother is spending too much time by herself in their home, and he is worried she may slip or fall while he is at work.

What type of worker can help John with his mother's daily needs?

**DANIELLE**

Danielle and her boyfriend James have just separated. As a single mom, she now has responsibility for her 2-year-old daughter. She is not sure if James is returning to the
area or if he has any interest in supporting his daughter. Several of her friends are encouraging her to get assistance. She has never received any public benefits before.

What type of worker should she see to assist her with her financial issues?

**GEORGE**

George has just been arrested for a DUI. Since this was his first offense he was released on bail and has a court hearing in one week. He lost his license, and he will have fines to pay as well.

He is very sure he will be expected to see this type of worker monthly.

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**Case Study**

**Recommend a Career Path in Human Services**

The following people are interested in pursuing a career in Human Services. Based on their interests and strengths, which career path would you suggest for each of them?

**FELICIA**

Felicia loves psychology. She can’t get enough of learning about personality theories and effective psychotherapies, using the *Diagnostic and Statistical Manual of Mental Disorders*, published by the American Psychiatric Association.

When she graduates with her Human Services degree this year, where should she start to look for a job?

**TALITHA**

Talitha loves to work with her hands. She has made beautiful arts and crafts projects from scraps of material, wood, and old jewelry. She also loves to cook and sew. People enjoy being around her because she is pleasant and always has some idea for a new project that she is willing to share with others. Talitha will graduate in May with her degree in Human Services.

What type of job should she consider with her professional training and her personal interests?

**MARTHA**

Martha is the president of the Human Services club at her school. She always has ideas for fund-raising and thinks that the students could earn enough this year to pay for their travel to the NOHS conference. She is a natural leader and always gets her club involved in community service during the holidays.

What type of Human Services job should she consider when she graduates?

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**Recall what you learned in this chapter by completing the**

**Chapter Review.**

**References**