

California State University, Fullerton

Department of Human Services

Matrix Illustrating Relationship of Required Courses to Curriculum Standards

For the Baccalaureate Degree Level

(Based on Standards as revised, July 2020)

Type of Course Content

I=Introduction of topic

T=Theory covered

K=Knowledge base

S=Skills practice or field experience

Depth or Emphasis of Coverage

L=Low

M=Moderate

H=Heavy

Course Prefixes and Numbers	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2 P S Y C 3 6 1	P S Y C 3 4 1 S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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Standards and Specifications												
Knowledge, Theory, Skills and Values												
1. History <i>Context:</i> The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development. Standard 11: The curriculum shall include the historical development of human services.												
Specifications for Standard 11												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The historical roots of human services.	I, H					I, T, L		T, K, M		I,T ,K, M		
b. Historical and current legislation affecting services delivery.,	I,L	K, M				T, K, L		T, K, M		T, K,		

Course Prefixes and Numbers	H	H	H	C	P							
	U	U	U	A	S	H	H	H	H	H	H	H
	S	S	S	S	Y	S	S	S	S	S	S	S
	R	R	R	3	3	R	R	R	R	R	R	R
	2	3	3	1	4	3	3	4	4	3	4	4
	0	1	1	2	1	8	8	1	7	9	9	9
	1	0	5	P	S	0	5	1	0	6	5	6
				S	O							
				3	3							
				6	5							
				1	1							

										S, M		
c. How public and private attitudes influence legislation and the interpretation of policies related to human services.						I, T, M		T, K, M		I,T ,M		
d. The broader sociopolitical issues that affect human service systems.	I, L	K, L			I, M	T, K, S, M		T, K, S, H		T, K, S, M		
2. Human Systems												
Context: The human services professional must demonstrate an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.												
Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.												
Specifications for Standard 12												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Theories of human development.	I, L	K, M		T, K, H		T, K,		T, K,		T, K,		

Course Prefixes and Numbers	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2 P S Y C 3 6 1	P S Y C 3 4 1 S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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						S, M		S, M		S, M		
b. Small groups: 1. Overview of how small groups are used in human services settings, 2. Theories of group dynamics, and 3. Group facilitation skills.	I, L					T, K, S, M		I, T, K, M		I, T, S, M		
c. Changing family structures and roles.		K, L			T, K, H	T, K, H		T, M		T, K, S, H		
d. An introduction to the organizational structures of communities.	I, L	K, L			T, K, M	I, T, L		T, K, M		T, K, S, H		
e. An understanding of the capacities, limitations, and resiliency of human systems.		K, L			T, K, M	T, K, H		T, K, S, H		T, M		
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.	I, L	K, M			K, L	T, K, S, M	S, M	T, K, S, H	K, L	T, K, S, M		
g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.		K, H				T, K, L		T, K,		T, K,		

Course Prefixes and Numbers	H	H	H	C	P							
	U	U	U	A	S	H	H	H	H	H	H	H
	S	S	S	S	Y	S	S	S	S	S	S	S
	R	R	R	3	4	R	R	R	R	R	R	R
	2	3	3	1	1	3	3	4	4	3	4	4
	0	1	1	2	1	8	8	1	7	9	9	9
	1	0	5	P	S	0	5	1	0	6	5	6
				S	O							
				3	3							
				6	5							
				1	1							

								S, H		S, H		
h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.						T, K, L		T, K, S, M		T, K, S, H		
3. Human Service Delivery Systems <i>Context:</i> The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession. Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.												
Specifications for Standard 13												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The range and characteristics of human services delivery systems and organizations.	I, L	K, M				I, T, M		T, K, S, M		T, K, S, H		

Course Prefixes and Numbers	H	H	H	C	P							
	U	U	U	A	S	H	H	H	H	H	H	H
	S	S	S	S	Y	S	S	S	S	S	S	S
	R	R	R	1	C	R	R	R	R	R	R	R
	2	3	3	2	4	3	3	4	4	3	4	4
	0	1	1	P	1	8	8	1	7	9	9	9
	1	0	5	S	S	0	5	1	0	6	5	6
				Y	O							
				C	C							
				3	3							
				6	5							
				1	1							

b. The range of populations served and needs addressed by human services.	I, M	K, L			K, M	T, K, M		T, K, S, H		T, K, S, H		
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.	I, L	K, M			K, M	T, K, S, H		T, K, S, H	K, L	T, K, S, H		
d. An understanding of systemic causes of poverty and its implications.	I ,L					K, L		T, K, S, H		T, K, M		
e. An understanding of national and global social policies and their influence on human service delivery						K, L		T, K, S, H		T, K, L		
f. Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.	I, L	K, L				K, L		T, K, S, M		T, K, S, H		

Course Prefixes and Numbers	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2 P S Y C 3 6 1	P S Y C 3 4 1 S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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<p>4. Information Literacy</p> <p>Context: The delivery of human services depends on the appropriate integration of various forms of information.</p> <p>Standard 14: The curriculum shall provide knowledge and skills in information management.</p>												
Specifications for Standard 14												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Obtain, synthesize, and clearly report information from various sources.	I, L	K, L	K, M, S, M			T, K, M	S, H	T, K, M	S, M	T, K, S, H		
b. Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.	I, L		I, L			T, K, S, H		T, K, S, H		T, K, S, H		
c. Upholding confidentiality and using appropriate means to share information.	I, L	K, M	I, L			T, K, S, H		I, T, M		T, K, S, H		

Course Prefixes and Numbers	H	H	H	C	P							
	U	U	U	A	S	H	H	H	H	H	H	H
	S	S	S	S	Y	S	S	S	S	S	S	S
	R	R	R	3	C	R	R	R	R	R	R	R
	2	3	3	1	2	3	3	4	4	3	4	4
	0	1	1	P	4	8	8	1	7	9	9	9
	1	0	5	S	1	0	5	1	0	6	5	6
				Y	S							
				C	O							
				3	C							
				6	3							
				1	5							

d. Using technology to locate, evaluate, and disseminate information.	I, L		K, M, S, M			I, T, M	S, H	I, T, M	S, H	I, T, M		
5. Planning and Evaluation												
Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.												
Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.												
Specifications for Standard 15												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Knowledge and skills to analyze and assess the needs of clients or client groups.	I, L	K, S, H	I, L			T, K, S, H		T, K, S, H		K, S, H		

Course Prefixes and Numbers	H	H	H	C	P	H	H	H	H	H	H	H
	U	U	U	A	S	U	U	U	U	U	U	U
	S	S	S	S	S	S	S	S	S	S	S	S
	R	R	R	3	3	R	R	R	R	R	R	R
	2	3	3	1	4	3	3	4	4	3	4	4
	0	1	1	2	1	8	8	1	7	9	9	9
	1	0	5	P	S	0	5	1	0	6	5	6
				S	O							
				3	3							
				6	5							
				1	1							

b. Skills to develop goals, and design and implement a plan of action.	I, L	K, S, H	I, L			T, K, S, H		T, K, S, H		T, K, S, H		
c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.		K, M	I, L			T, K, M	K, L	T, K, S, H	S, H	T, K, S, H		
6. Client Interventions and Strategies												
Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.												
Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.												
Specifications for Standard 16												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Theory and knowledge bases of prevention, intervention, and maintenance strategies.	I, L	K, S, H				T, K, M	K, L	T, K, M		T, K, S, H		

Course Prefixes and Numbers	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2 P S Y C 3 6 1	P S Y C 3 4 1 S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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b. Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.	I, L	K, S, M				T, K, S, H	K, M	K, S, M	K, M	K, S, H		
c. Knowledge and skill development in the following areas: 1. Case management a. Intake interviewing b. Helping skills c. Identification and use of appropriate resources and referrals 2. Group facilitation 3. Use of consultation.		K, S, H				T, K, S, H		I, T, K, S, M		T, K, S, H		
7. Interpersonal Communication Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level. Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.												
Specifications for Standard 17												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												

Course Prefixes and Numbers	H	H	H	C	P	H	H	H	H	H	H	H
	U	U	U	A	S	U	U	U	U	U	U	U
	S	S	S	S	S	S	S	S	S	S	S	S
	R	R	R	1	4	R	R	R	R	R	R	R
	2	3	3	2	1	3	3	4	4	3	4	4
	0	1	1	P	S	8	8	1	7	9	9	9
	1	0	5	S	O	0	5	1	0	6	5	6
				3	C							
				6	3							
				1	5							

a. Clarifying expectations.						I, T, L		I, T		T, K, S, H		
b. Dealing effectively with conflict.						T, K, L		T, K, L		T, K, S, H		
c. Establishing rapport with clients.	I, L					T, K, S, H		T, K, S, M		T, K, S, H		
d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.	I, L	K, L				T, K, S, H	I, M	T, K, S, H	T, M	T, K, S, H		
8. Administrative												
Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.												
Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.												
Specifications for Standard 18												

Course Prefixes and Numbers	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2 P S Y C 3 6 1	P S Y C 3 4 1 S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Principles of leadership and management.		I, L					K, L		K, L			
b. Human resources and volunteer management.							K, L			I, T		
c. Grant writing, fundraising, and other funding sources							K, S, H			I, T, S, M		
d. Legal, ethical, and regulatory issues, and risk management.	I, L					I, T, M				I, T, M		
e. Budget and financial management.							I, M, K, H		K, L			
9. Client-Related Values and Attitudes Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice. Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.												

Course Prefixes and Numbers	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2 P S Y C 3 6 1	P S Y C 3 4 1 S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6

Specifications for Standard 19												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The least intrusive intervention in the least restrictive environment.		I, L				T, K, S, H						
b. Client self-determination.		I, L				T, K, S, H		T, K, S, H		T, K, S, H		
c. Confidentiality of information.	I, L	K, M				T, K, S, H		T, K, S, H		I, T, M		
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.	I, L	K, L			T, M	T, K, S, H	K, M	T, K, S, H	K, M	T, K, S, H		
e. Belief that individuals, services systems, and society can change.	I, L	K, M			T, M	T, K, S, H	I, L	T, K, S, H	K, M	T, K, S, H		

Course Prefixes and Numbers	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2 P S Y C 3 6 1	P S Y C 3 4 1 S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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f. Interdisciplinary team approaches to problem solving.		I, L				T, K, M		T, K, S, H		T, K, S, H		
g. Appropriate professional boundaries.	I, L	K, L				T, K, S, H		T, K, M		T, K, S, H		
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).	I, L	K, L				T, K, S, H		I, T, M		T, K, S, H		
10. Self-Development Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients. Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.												
Specifications for Standard 20												

Course Prefixes and Numbers	H	H	H	C	P	H	H	H	H	H	H	H
	U	U	U	A	S	U	U	U	U	U	U	U
	S	S	S	S	Y	S	S	S	S	S	S	S
	R	R	R	3	3	R	R	R	R	R	R	R
	2	3	3	1	4	3	3	4	4	3	4	4
	0	1	1	2	1	8	8	1	7	9	9	9
	1	0	5	P	S	0	5	1	0	6	5	6
				S	O							
				3	3							
				6	5							
				1	1							

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Conscious use of self.						T, K, S, H				T, K, S, H	T, K, S, H	
b. Clarification of personal and professional values.	I, L					T, K, S, H				T, K, S, H	T, K, S, H	
c. Awareness of diversity.	I, L	K, M				T, K, S, M	K, L		K, S, M	T, K, S, M	T, K, S, H	
d. Strategies for self-care.	I, L					T, K, S, M				T, K, S, M	T, K, M	
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).						T, K, S, H				T, K, S, H	T, K, S, H	

Course Prefixes and Numbers	H U S R 2 0 1	H U S R 3 1 0	H U S R 3 1 5	C A S 3 1 2 P S Y C 3 6 1	P S Y C 3 4 1 S O C 3 5 1	H U S R 3 8 0	H U S R 3 8 5	H U S R 4 1 1	H U S R 4 7 0	H U S R 3 9 6	H U S R 4 9 5	H U S R 4 9 6
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Field Experience												
<p>1. Field Experience</p> <p>Context: Field experience such as a practicum or internship occurs in a human service setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.</p> <p>Standard Number 21: The program shall provide field experience that is integrated with the curriculum.</p>												
Specifications for Standard 21												
As evidence of meeting this standard, programs must provide a description in the self-study narrative and supporting evidence for all courses offering fieldwork experiences:												
a. Provide a brief description of the overall process and structure of the fieldwork learning experience.						I, T, L				T, K, S, H	T, K, S, H	T, K, S, H
b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.										S, H	S, H	S, H
c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.										T, K,	T, K,	T, K,

Course Prefixes and Numbers	H	H	H	C	P								
	U	U	U	A	S	H	H	H	H	H	H	H	H
	S	S	S	S	Y	S	S	S	S	S	S	S	S
	R	R	R	1	C	R	R	R	R	R	R	R	R
	2	3	3	2	1	3	3	4	4	3	4	4	4
	0	1	1	P	S	8	8	1	7	9	9	9	9
	1	0	5	S	Y	0	5	1	0	6	5	5	6
				C	C								
				3	3								
				6	5								
				1	1								

less than one level of degree above the level of degree awarded by the program.													
j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.										S, H	S, H	S, H	