**HUSR 400 Ethical and Professional Issues in Human Services - Narrative**

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| CSHSE Standard | How the CSHSE Standard is Met in HUSR 400 |
| **CSHSE Standard 11 - History**  CSHSE 11.b. The creation of the human services profession.  CSHSE 11.c. Historical and current legislation affecting services delivery.  CSHSE 11.f. Exposure to a spectrum of political ideologies.  . | The course readings and online lessons provide the theoretical concepts and framework for the history standard, including the development of laws and ethics standards over time, different philosophical approaches to ethics, and an examination of the distinction between law and ethics. The student keeps a log in relation to their personal values and how personal values may be in conflict with professional standards. The summative paper has students integrate an ethical decision making process, summarize an analysis of their personal values, address boundary issues in the helping professions, and demonstrate knowledge of laws and professional codes of ethics in human services. |
| **CSHSE Standard** 1**2. Human Systems**  CSHSE 12.a. Theories of human development.  CSHSE 12.d. An introduction to the organizational structures of communities.  CSHSE 12.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.  CSHSE 12.h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems. | The course readings and online lessons provide the theoretical concepts and framework for the human systems standard, including professional ethics as it affects systems, the helper affecting community change, values and the helping relationship, cultural and national differences regarding law and ethics standards, and the development of laws and ethics standards over time. |
| **CSHSE Standard 13. Human Services Delivery Systems**  CSHSE 13.a. The range and characteristics of human services delivery systems and organizations.  CSHSE 13.b. The range of populations served and needs addressed by human services professionals.  CSHSE 13.c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning. | The course readings and online lessons provide the theoretical concepts and framework for human services delivery systems. This course pays particular attention to diversity issues as they relate to service delivery. The importance of having a diverse helping staff within the organization is essential to serving the needs of a diverse community is emphasized. From an ethics perspective, multicultural perspectives and diversity are values, recognizing and respecting diverse ethics standards |
| **CSHSE Standard 14. Information Management**  CSHSE 14.a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.  CSHSE 14.c. Compiling, synthesizing, and categorizing information.  CSHSE 14.d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system.  CSHSE 14.g. Performing an elementary community-needs assessment.  CSHSE 14.h. Conducting a basic program evaluation. | The course readings and online lessons provide the theoretical concepts and framework for information management. Confidentiality, informed consent, autonomy, needs assessment, keeping of records, dissemination of client information, the challenge of electronic records in relation to confidentiality, and research and confidentiality are some of the major issues addressed in the course as they relate to the client, the helping professional and the service agency. |
| **CSHSE Standard 15. Planning and Evaluation**  CSHSE 15.a. Analysis and assessment of the needs of clients or client groups.  CSHSE 15.c. Evaluation of the outcomes of the plan and the impact on the client or client group. | The course readings and online lessons provide the theoretical concepts and framework for planning and evaluation. Client confidentiality is emphasized as part of planning and evaluation. |
| **CSHSE Standard 16. Interventions and Direct Services**  CSHSE 16.a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.  CSHSE 16.b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.  . | The course readings, online lessons, and discussion forums provide the theoretical concepts and framework for interventions and direct services. Personal autonomy for clients, a core ethical value in the Western tradition, is central to the course. Client autonomy, except when legally mandated otherwise, remains central to all interventions and direct services. |
| **CSHSE Standard** **17. Interpersonal Communication**  CSHSE 17.c. Establishing rapport with clients.  CSHSE 17. a. Clarifying expectations.  CSHSE 17.d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession. | The course readings, online lessons and discussion forums provide the theoretical concepts and framework for the interpersonal communication, standard. Informed consent and confidentiality are central to this standard. Consent as an ongoing process is emphasized, clarifying expectations in the helping relationship. Professional standards by the helping professional and the services agency are to be maintained in a conscious and congruent. Professional competence and training are to be maintained by the professional helper and the service agency.  . |
| **CSHSE Standard 18. Administrative**  CSHSE 18.a. Managing organizations through leadership and strategic planning.  CSHSE 18.b. Supervision and human resource management  CSHSE 18.f. Legal and regulatory issues and risk management.  CSHSE 18.i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing. | The course readings and online lessons provide the theoretical concepts and framework the administrative standard. objectives. Ethical and legal issues as they relate to management, strategic planning, and supervision are addressed. Issues related to the helper in the community and community organizing are addressed, also. |
| **CSHSE Standard 19. Client-Related Values and Attitudes**  CSHSE 19.f. Interdisciplinary team approaches to problem solving.  CSHSE 19.d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender,  religion, ability, sexual orientation, and other expressions of diversity.  CSHSE 19.e. Belief that individuals, services systems, and society can change  CSHSE 19.h. Integration of the ethical standards outlined by the National Organization for Human Services/Council of Standards in Human Service Education. | The course readings and online lessons provide the theoretical concepts and framework for client-related values and attitudes – interdisciplinary team approached, the uniqueness of the individual, individual beliefs, society and change, and the integration of ethical values. NOHS ethical standards are emphasized. |
| **CSHSE Standard 20. Self-Development**  CSHSE 20.a. Conscious use of self.  CSHSE 20.b. Clarification of personal and professional values.  CSHSE 20.c. Awareness of diversity.  CSHSE 20.e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency). | The course readings and online lessons provide the theoretical concepts and framework for the history standard, including the development of laws and ethics standards over time, different philosophical approaches to ethics, and an examination of the distinction between law and ethics. The student keeps a log in relation to their personal values and how personal values may be in conflict with professional standards. The summative paper has students integrate an ethical decision making process, summarize an analysis of their personal values, address boundary issues in the helping professions, and demonstrate knowledge of laws and professional codes of ethics in human services. |