

Matrix Illustrating Relationship of Required Courses to Curriculum Standards

Associate Degree Level 2018

In meeting our accreditor's requirements to teach specific competencies to our students, we have constructed the following matrix, which shows what courses provide different levels of mastery of each of our key competencies. The academic / skills required are in the first column, and in the other columns we identify the courses that provide various degrees of depth of exposure the student receives in each core course.

Instructions:

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

Type of Course Content

I=Introduction of topic

T=Theory covered

K=Knowledge base

S=Skills practice or field experience

Depth or Emphasis of Coverage

L=Low

M=Moderate

H=Heavy

Course Prefixes and Numbers	HUMS 101	HUMS 102	HUMS 103	HUMS 109	HUMS 155	HUMS 205	HUMS 201	HUMS 202	HUMS 279	HUMS 206	PSCY 101	PSYC 201
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Standards and Specifications												
A. 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 following are included as a major emphasis of the curriculum:												
a. The historical roots of human services.	I/ H; K/ H	K/ M							K/ H			
b. Historical and current legislation affecting services delivery.	I/ H	K/ M		I/ M	I/ L		K/ H; S/ H	K/ H; S/ H	K/ H			
c. How public and private attitudes influence legislation and the interpretation of policies related to human services.	I/ H	K/ H		I/ M	I/ L		K/ H; S/ H	K/ H; S/ H	K/ H			

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d. The broader sociopolitical issues that affect human service systems	I/ H; K/ H	I/ H; K/ H		I/ M	I/ M K/ M		K/ H; S/ H	K/ H; S/ H	K/ H			
2. Human Systems <i>Context:</i> The human services professional must have 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 following are integrated into the curriculum:												
a. Theories of human development.	I/ H; T/ H	T/ H; K/ H	K/ L		I/ H; T/ H; K/ H	I/ H; T/ H; K/ H	T/ L; S/ L	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		I/ H; T/ H; K/ H	I/ H; T/ H; K/ H
b. Small groups: - Overview of how small groups are used in human services settings, - Theories of group dynamics, and - Group facilitation skills.	I/ L	T/ L; K/ L			I/ L		I/ H; K/ M S/ M	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H; T/ H;		

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										S/ H		
c. Changing family structures and roles.	I/L	T/ M; K/ M	K/ L	I/ H; K/ H	I/ H; T/ H; K/ H		I/ H; K/ M S/ M	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H			I/ H; T/ H; K/ H
d. An introduction to the organizational structures of communities.	I/ M	K/ M		I/ H; K/ H	I/ H; T/ H; K/ H		I/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H			I/ H; T/ H; K/ H
e. An understanding of the capacities, limitations, and resiliency of human systems.	I/ M	K/ M	K/ L; S/ L		I/ H; T/ H; K/ H		K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		I/ H; T/ H; K/ H
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/ H	K/ H	K/ H; S/ H	I/ H; K/ H	I/ H; T/ H; K/ H		I/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ H; T/ H; K/ H	I/ H; T/ H; K/ H

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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 following are integrated into the curriculum												
a. The range and characteristics of human services delivery systems and organizations.	I/ H; K/ H	K/ H	K/ H		I/ H; T/ H; K/ H		I/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
b. The range of populations served and needs addressed by human services.	I/ H; K/ H	K/ H	K/ H	I/ H; K/ H	I/ H; T/ H; K/ H		I/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ M; K/ M	
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.		K/ M	K/ H		I/ H; T/ H;	I/ H; T/ H;	I/ H; K/ H; S/	K/ H; T/ H;	K/ H; T/ H;	K/ H; T/ H;	I/ H; T/ H; K	

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					K/ H	K/ H	H	S/ H	S/ H	S/ H		
4. Information Literacy <i>Context:</i> The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information. Standard 14: The delivery of human services depends on the appropriate integration of various forms of information.												
Specifications for Standard 14												
Demonstrate how the following are integrated into the curriculum.												
a. Obtain, synthesize, and clearly report information from various sources.	I/ H; K/ H; S/ H	S/ H	K/ H; T/ H; S/ H	I/ H; T/ H; K/ H; S/ H	I/ H; K/ H; S/ H	I/ H; T/ H; K/ H; S/ H	K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ H; T/ H; K/ H; S/ H	I/ H; T/ H; K/ H; 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/ H; K/ H; S/ H	S/ H	K/ H; T/ H; S/ H	I/ H; T/ H; K/ H;	I/ H; K/ H; S/ H	I/ H; T/ H; K/ H;	K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ H; T/ H; K/ H;	I/ H; T/ H; K/ H;

Course Prefixes and Numbers	HUMS 101	HUMS 102	HUMS 103	HUMS 109	HUMS 155	HUMS 205	HUMS 201	HUMS 202	HUMS 279	HUMS 206	PSCY 101	PSYC 201
				S/ H		S/ H					S/ H	S/ H
c. Upholding confidentiality and using appropriate means to share information..	I/ L	K/ H; S/ H	K/ H; T/ H; S/ H			I/ H; T/ H; K/ H; S/ H	K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
d. Using technology to locate, evaluate, and disseminate information.	I/ H; S/ H	K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; T/ H; K/ H; S/ H	I/ H; K/ H; S/ H	I/ H; T/ H; K/ H; S/ H	K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		I/ H; T/ H; K/ H; S/ H	I/ H; T/ H; K/ H; S/ H
5. Program Planning and Evaluation <i>Context:</i> 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.												

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Specifications for Standard 15												
Demonstrate how the following are integrated into the curriculum:												
a. Knowledge and skills to analyze and assess the needs of clients or client groups.	I/ L	S/ H; K/ H	K/ H; T/ H; S/ H	I/ H; K/ H	I/ H; K/ H	I/ H; T/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ H; T/ H	
b. Skills to develop goals, and design and implement a plan of action.	I/ L	K/ H	K/ H; T/ H; S/ H			I/ H; T/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.		K/ L	K/ H; T/ H; S/ H	I/ H; K/ H	I/ H; K/ H	I/ H; T/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
6. Client Interventions and Strategies												

Course Prefixes and Numbers	HUMS 101	HUMS 102	HUMS 103	HUMS 109	HUMS 155	HUMS 205	HUMS 201	HUMS 202	HUMS 279	HUMS 206	PSCY 101	PSYC 201
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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 following are integrated into the curriculum:												
a. Theory and knowledge bases of prevention, intervention, and maintenance strategies.	I/ H	K/ H; S/ H	K/ H; T/ H; S/ H		I/ H; K/ H	I/ H; T/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ M; T/ M	I/ H; T/ H; K/ H
b. Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.		I/ H; K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H	I/ H; K/ H	I/ H; T/ H; K/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		I/ H; T/ H; K/ H

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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 and counseling, 3. Use of consultation.	I/ L	I/ H; K/ H; S/ H	K/ H; T/ H; S/ H		I/ H; K/ H		K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
7. Interpersonal Communication <i>Context:</i> 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 following are integrated into the curriculum.												
a. Clarifying expectations.		I/ H; K/ H	K/ H; T/ H; S/ H	I/ H; K/ H			K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
b. Dealing effectively with conflict		I/ M; K/ M	K/ H; T/ H;				K/ H; T/ H;	K/ H; T/ H;	K/ H; T/ H;	K/ H; T/ H;		

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			S/ H				S/ H	S/ H	S/ H	S/ H		
c. Establishing rapport with clients.		I/ H; K/ H	K/ H; T/ H; S/ H				K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.		I/ H; K/ H	K/ H; T/ H; S/ H	I/ H; K/ H			K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
8. Client-Related Values and Attitudes <i>Context:</i> There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice. Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.												
Specifications for Standard 18												
Demonstrate how the following are integrated into the curriculum.												
a. The least intrusive intervention in the least restrictive environment.	I/ L	K/ H; S/ H	K/ H; T/ H;				K/ H; T/ H;	K/ H; T/ H;	K/ H; T/ H;	K/ H; T/ H;		

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			S/ H				S/ H	S/ H	S/ H	S/ H		
b. Client self-determination.	I/ M	K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H	I/ H; K/ H		K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
c. Confidentiality of information.	I/ L	K/ H; S/ H	K/ H; T/ H; S/ H				K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.	I/ H	K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H; S/ H	I/ H; K/ H		K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ M	I/ H; T/ H; K/ H
e. Belief that individuals, services systems, and society can change.	I/ H	K/ H; S/ H	K/ H; T/ H; S/ H		I/ H; K/ H		K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	I/ H; T/ H; K/ H	I/ H; T/ H; K/ H
f. Interdisciplinary team approaches to problem solving.	I/ L	K/ H;	K/ H; T/		I/ H;		K/ H; T/	K/ H; T/	K/ H; T/	K/ H; T/		

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		S/ H	H; S/ H		K/ H		H; S/ H	H; S/ H	H; S/ H	H; S/ H		
g. Appropriate professional boundaries.	I/ M	K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H			K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; 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/ H; K/ H	K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H			K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
9. Self-Development <i>Context:</i> 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 19: 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 19												
Demonstrate how the following are included as a major emphasis of the curriculum:												

Course Prefixes and Numbers	HUMS 101	HUMS 102	HUMS 103	HUMS 109	HUMS 155	HUMS 205	HUMS 201	HUMS 202	HUMS 279	HUMS 206	PSCY 101	PSYC 201
a. Conscious use of self.	I/ H	K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H			K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
b. Clarification of personal and professional values.	I/ H	K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H; S/ H			K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
c. Awareness of diversity.	I/ H	K/ H; S/ H	K/ H; T/ H; S/ H	I/ H; K/ H; S/ H	I/ H; K/ H		K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		I/ H; T/ H; K/ H
d. Strategies for self-care.	I/ M	K/ H; S/ H	K/ H; T/ H; S/ H				K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H	K/ H; T/ H; S/ H		
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).	I/ L	K/ H; S/ H	K/ H; T/ H;	I/ H; K/ H;			K/ H; T/ H;	K/ H; T/ H;	K/ H; T/ H;	K/ H; T/ H;		

Course Prefixes and Numbers											HUMS 101	HUMS 102	HUMS 103	HUMS 109	HUMS 155	HUMS 205	HUMS 201	HUMS 202	HUMS 279	HUMS 206	PSCY 101	PSCY 201
													S/ H	S/ H			S/ H	S/ H	S/ H	S/ H		

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B. Field Experience												
1. Field Experience <i>Context:</i> Field experience such as a practicum or internship occurs in a human services 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. Standard Number 20: The program shall provide field experience that is integrated with the curriculum.												
Specifications for Standard 20												
As evidence of meeting this standard, programs must:												
a. Provide a brief description of the overall process and structure of the fieldwork learning experience.	I/ L; K/ L		I/ H; K/ H				K/ H; T/ H; S/ H	K/ H; T/ H; S/ H				
b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.	I/ L; K/ L		I/ H; K/ H				K/ H; S/ H	K/ 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.	I/ L; K/ L		I/ H; K/ H				K/ H; S/ H	K/ H; S/ H				

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d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.	I/ L; K/ L		I/ H; K/ H				K/ H; S/ H	K/ H; S/ H				
e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.	I/ L; K/ L		I/ H; K/ H				K/ H; S/ H	K/ H; S/ H				
f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.							K/ H; S/ H	K/ H; S/ H				
g. Provide evidence that required field experience is no less than 250 clock hours.	I/ L; K/ L		I/ H; K/ H				K/ H; S/ H	K/ H; S/ H				
h. Demonstrate how the field experience provides the student an opportunity to progress from: 1. Observation to 2. Directly supervised client contact to 3. Indirectly supervised client contact.	I/ L; K/ L		I/ H; K/ H				K/ H; S/ H	K/ H; S/ H				
i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.	I/ L; K/ L		I/ H; K/ H				K/ H; S/ H	K/ H				
j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each	I/ L;		I/ H;				K/ H;	K/ H;				

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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.	K/ L		K/ H				S/ H	S/ H				