

Whispers



Goehler

Part III THE PRACTICE OF HUMAN SERVICES, CH. 7 THE HELPING PROCESS

"Matching clients with helpers is often random, BUT(?) there is considerable evidence that compatibility between the two is important for an effective helping relationship."

Well, I suppose that explains the bureaucratic inefficiency then, doesn't it? Never the less, it remains the helpers responsibility to establish and maintain the helper-client relationship. And to that, this chapter queries:

- Can I be perceived as trustworthy, dependable, and consistent?
A- Absolutely! As I actually understand the definition of PROBLEMS (situations events, or conditions that are troublesome for the client), and PROBLEM SOLVING (five-step approach focusing on the here and now, begins with problem identification vis-a-vis identifying client strengths. Process then moves to decision-making stage and terminates in implementation).
- Can I express myself well enough that the client understands what I am saying?
A- That depends on the client, doesn't it? (How do you verify?)
- Can I experience attitudes of warmth, caring, liking, interest, and respect for the client?
A- Best case scenario - Yes. Worst case scenario - No!
- Can I separate my needs from those of the client?
A- To a reasonable degree.
- Am I secure enough myself to allow the client to be separate and independent from me?
A- To a reasonable degree.
- Am I able to see the world as the client does?
A- Yes, given honest communication.
- Can I identify the cultural uniqueness of the client?
A- Certainly!
- Can I accept the client as he or she is?
A- To a reasonable degree.
- Can I help the client see his or her strengths?
A- Yes, given honest communication.

Whispers -
the sarcasm runs
very deep! HA HA

- What distinguishes the helping relationship from other relationships?
A- Several characteristics make it unique. First, helping relationships are formed for a recognized and agreed upon purpose. Second, a helping relationship is time bound; the relationship ends when the purpose has been accomplished. Third, the helping relationship carries authority of both the client co-operating with helper's skills and knowledge. And finally, this relation is always about the client's problems, strengths, and cultural context.
- Explain the purposes of each of the five stages of the helping process. What special attitudes, skills, and values do helpers need for each of the five stages?
A- Preparation before the client arrives permits the helper to determine how the needs of the client can be met. Meet the client with respect and acceptance. A helper who takes charge of the initial meeting will help the client feel at ease, to discuss the problem^(s) and discover personal and environmental strengths, and determine intervention strategies. These issues must be addressed - and the way a helper listens and responds to the client is crucial in building a helping relationship with that person. Termination of services is satisfactory when needed services are provided.
- What special knowledge do helpers need to understand nonverbal messages? How can this understanding aid in the helping process?
A- Cues and meanings. More than 65% of the meaning is carried nonverbally in normal two-way communication. A helper's attentiveness assures the client of helper's aptitude.
- Why are verbal messages important? How does an understanding of verbal messages help when working with culturally different clients? Reluctant or resistant clients?
A- Culturally different clients understand the attentive effort of a helper and develop a co-operative appreciation of the helping process. Reluctant/resistant clients understand attentive efforts to communicate

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as well.

• Describe how the helper might best listen and respond to the client.

A- Be attentive, ask questions, define personal and environmental strengths, develop goals, offer services.

• What special understanding do helpers need to work with culturally different clients and reluctant/resistant clients?

A- Multicultural sensitivity and ability to develop agreement with client-helper relationship. Clients need to see the helper genuinely trying to help.

• Why is a crisis different from other problem situations?

A- Crisis [fr. Gr. Krisis, lit., decision - to decide], is actually no different. Crisis intervention is often short-term solutions that focus on solving the immediate problem - but real lasting solutions involve enabling clients to identify strengths and decide to manage life events.

Chapter 8 reading guide pages 236-244

1. **What is an agency environment?** Parameters or boundaries of the workplace. Concepts such as mission, structure, funding and resources, purpose and structure. Goal statements, job descriptions, and policies clarify the work of an agency and its employees.
2. **What is the structure of an agency?** The way it is organized. It refers to the relationships among the people who work there and the departments to which they are assigned in the chain of command and/or the organizational chart. The relationship among the individuals who work in the departments describe an agency's structure.
3. **What is an organizational chart? What can it tell you about an agency?**
It illustrates the chain of command. It shows lines of authority, information flow, and accountability. It identifies different services and represents staff dedicated to providing those services.
4. **How do agencies fit in the community context?** The environments within which agencies exist influence the way they operate, the services provided, the clients served, and the professionals involved. Interacting in the community with residents, clients and other professionals, connect with the community - Becoming a part of the community they serve.
5. **What is a referral? When is it used? How do you determine when to refer?** Referral relates directly to the interaction between the human service professional and the environment by making use of the human service network both within and outside the agency - to locate the needed services after assessing the clients problems and environmental strengths toward effective referral.
6. **What is an information network? Why is it important to build one?** Channels of communication among human service agencies and professionals and resources in a community enable the helper make decisions about formal and/or informal connections.

7. What is the difference between formal and informal networks? Organizations vis-a-vis Personal and Professional friendships, family, who provide needed support
8. What are some of the major challenges for human service workers and agencies? Brokering is one. Allocation of resources, paperwork, and turf issues, are others. In one word: Bureaucracy!
9. What is the text referring to when it indicates "paperwork blues"? Demand on helpers time documenting client history, record of referrals, case notes, etc
10. What is an issue of turf? Tension between competition and coalition building among agencies and organizations. Sometimes agencies feel they are dedicated to serving a particular area or a targeted population, and they are unwilling to share that responsibility.
11. What is encapsulation? When a human service helper retreats from the engagement of helping - and becomes rigid, insensitive, and uncaring. Encapsulated professionals depend only on their own personal experience and frames of references, which limits their understanding of their clients.
12. What is burnout? Physical or mental symptoms that result from overworking or stressful work demands, frustrations, loss of idealism and disappointment in clients motivations resulting in a loss of commitment to both job and clients.
13. What is vicarious trauma? An emotional response that human service professionals who help individuals with more severe levels of trauma exposure, such as child abuse, violent crime, natural disasters, or torture, may develop.
14. How important is professional development? Its one thing that counters the devastating effects of encapsulation, burnout, and vicarious trauma. A commitment to professional development is a means of keeping positively engaged and well supported while delivering services.
15. How can human service workers promote change? Reactive and/or Proactive community organizing and the empowerment of a specific population to build the skills to advocate for themselves.
16. What is meant by responding to "human need"? A critical component in developing services is knowing both the needs and the characteristics of the population served.
17. How and why is community organizing important to promoting change? The community has a dual role in the causation and resolution of client problems. Client empowerment is most economical CAP.
18. What are the components of a client empowerment model? How are they used? To educate and train those in need to establish their agenda and work for their own cause by participating in the political, economic, and social processes of the community.
19. Key terms found on page 266

- Identify ways the professional can learn more about an agency
 - A- A certificate of incorporation, defines the legal parameters of an agency's responsibilities and actions. Agency bylaws and mission statement communicates the purpose of the agency by summarizing its guiding principles. Official job descriptions also define the duties and responsibility of particular positions of an agency's chain of command.

- What is a "good" referral?
 - A- Referral relates directly to the interaction between the human service professional and the environment by making use of the human service network. A "successful" referral results in the delivery of the services needed.

- Describe the challenges the human service professional faces.
 - A- One of the most important roles of a human service professional is brokering, or referring a client to another agency or service. The actual referral involves a two-step process: (1) assessing the client's problems and needs, and (2) providing the link between the client and the needed service. To understand the process, the helper must know when to refer, how to refer, where to refer, and how to develop the referral. "Cooperation" is the primary "challenge" as broker. The agency to which the client is referred must be able and willing to provide the service, be accessible geographically, and have reasonable eligibility criteria.

- How can professional development counter these challenges?
 - A- Building an Information Network - Know what services are available and develop contacts with other professionals in the system.

- How can human service professionals promote change?
 - A- Overwhelm opposition if/when efforts toward cooperation fail.

- What are the pitfalls a professional may encounter while developing services in response to community needs?

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A- Turf issues, Resource allocation, Paperwork blues, Vicarious trauma, Burn-out, and Encapsulation. Helpers who become encapsulated may become static in their work as they face the difficulties of working within the human service delivery system. They may feel so frightened and threatened by the difficult tasks they are asked to perform that they quit learning, growing, and trying — thus becoming encapsulated. Such professionals relate to clients in characteristic ways. First, they become rigid and inflexible, believing that they are enduring truths that must be upheld. Such truths can take many forms, such as "The system's rules are always right and just" or "Individuals who are unemployed do not deserve to be helped."

Encapsulated professionals depend only on their own personal experience and frames of references, which limits their understanding. Like encapsulation, burnout affects the day-to-day work and results in behavior that has negative effects on the helping process.

• Why is the client empowerment model for change an effective one?

A- **EMPOWERMENT:** "Providing services based on client strengths and moving clients to self-sufficiency."

Using a model of client empowerment is another approach to facilitating change (a model that is commonly used in many ^{re}developing countries. The primary goal of this model is to ultimately place the advocacy and empowerment in the hands and voices of the clients or those in need (See Table 8.8).

The basic thrust of this Jacobin model is to educate and train those in need to organize, establish their agenda, and work for their own cause by organizing campaigns, networking with government and business leaders, proposing legislation, and participating in the political, economic, and social processes of the community. How does an effort like this begin? Considering the Jacobin strategies to establish Socialist Democracies around the world, Empowerment efforts are orchestrated by Merchants of Chaos, of course.

Who in their right mind would ever suspect covert operations by the Pharmaceutical-Psych industry responsible for atrocities filling U.S. Prisons — and threatening 2nd Amendment Rights.

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Summary Points: Promoting Change

Table 8.8

- Promoting change is an important role for the human service professional.
- One way of supporting change is to develop services in response to community needs, including establishing services that are non-existent.
- The process to promote change involves identifying needs, deciding how needs can best be met, working with a network of individuals or agencies to provide services, identifying barriers that must be overcome, and teaching clients the advocacy process.
- Negotiating the meeting of goals and objectives and developing plans for future services are also part of the process.
- Community involvement to promote change uses a confederation of individuals and organizations committed to the same cause.
- One model of client empowerment focuses almost entirely on supporting clients to develop their own agenda, support structure, plan for change and evaluation, and the recruitment of new members.

Very Well done!

Super Job!

✓ good!

Whispers

CH. 9
Self-Assessment

Goehler

Q- Identify the purposes and limitations of codes of ethics.

A- The primary function of a code of ethics is to clarify the professional's responsibilities to clients, to the agency, and to society. Establishing guidelines for professional behavior is limited in that they merely present a framework for ethical behavior. A code of ethics is binding only on the members of the group or organization that adopts it, and are usually based on the premise that a profession polices itself. Members of helping professions are assumed to be responsible, sensitive persons who are accountable for their behavior and the behavior of their colleagues.

The law is generally supportive of, or at least neutral toward, ethical codes and standards. It is supportive in that it enforces minimum standards for practitioners through licensing requirements. It is neutral in that it allows each profession to police itself and govern the helper's relationship with clients and fellow professionals. The law intervenes and overrides professional codes of ethics only when necessary to protect the public's health, safety and welfare.

Q- Why are competence and responsibility ethical issues? How will each influence a human service professional's relationship with a client?

A- Because a vulnerable public relies upon human services professionals to be professional in practice, and committed to helping clients develop to the best of their abilities and to protect them from harm. Without this confidence - the helper/client relationship fails, whereas the optimum in-ethic relationship produces solutions to every problem in a confident co-operative relationship.

Q- Describe the components of the Ethical Standards of Human Services Professionals. They divide professional responsibility into six areas: to clients, to the community and society, to colleagues, to the profession, to employees, and to self. The ethical standards provide guidelines only.

Q- What is difficult about the practice of confidentiality? Why is it important?

A- Confidentiality is the helper's catch-word assurance that information the

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client divulges will remain between the two of them. [I]f information is to be shared, it will be shared **only** with those designated by the client. These two statements regarding the concept of confidentiality provide only general guidelines though. Confidentiality is a complex concept. For example, a term often associated with confidentiality is Privileged Communication, which is a legal term that allows certain professionals to legally refuse to release info in response to a subpoena - whereas Confidentiality is a moral obligation grounded in values and ethics with no such legal power.

Then there's the matter of relative confidentiality where sharing info occurs in an agency setting among coworkers/treatment team members and supervisors. The client's permission is not required for this type of exchange. So ultimately Confidentiality isn't so Confidential, it would appear.

Q. What rights do clients have?

A. The right to privacy and informed consent

Q. How do professionals make ethical decisions?

A. According to guideline Ethical Standards in Professional Responsibilities and by consulting with colleagues and experts to help identify the problem and explore options for a course of action.

Q. How might a human service professional use the model for ethical decision making?

A. As a reference - guidelines, to address dilemmas that are unique to a specific setting/situation. After reviewing ethical guidelines, the helper then considers possible courses of action and the consequences of each. It may be helpful at this point to ask coworkers for input and clarification as the professional explores what each course of action will mean to the client, to the agency, and to the helper. At some point, the helper must select a course of action that may still be difficult.

October 16, 2017

Dear Mule Creek Students enrolled in Human Service courses,

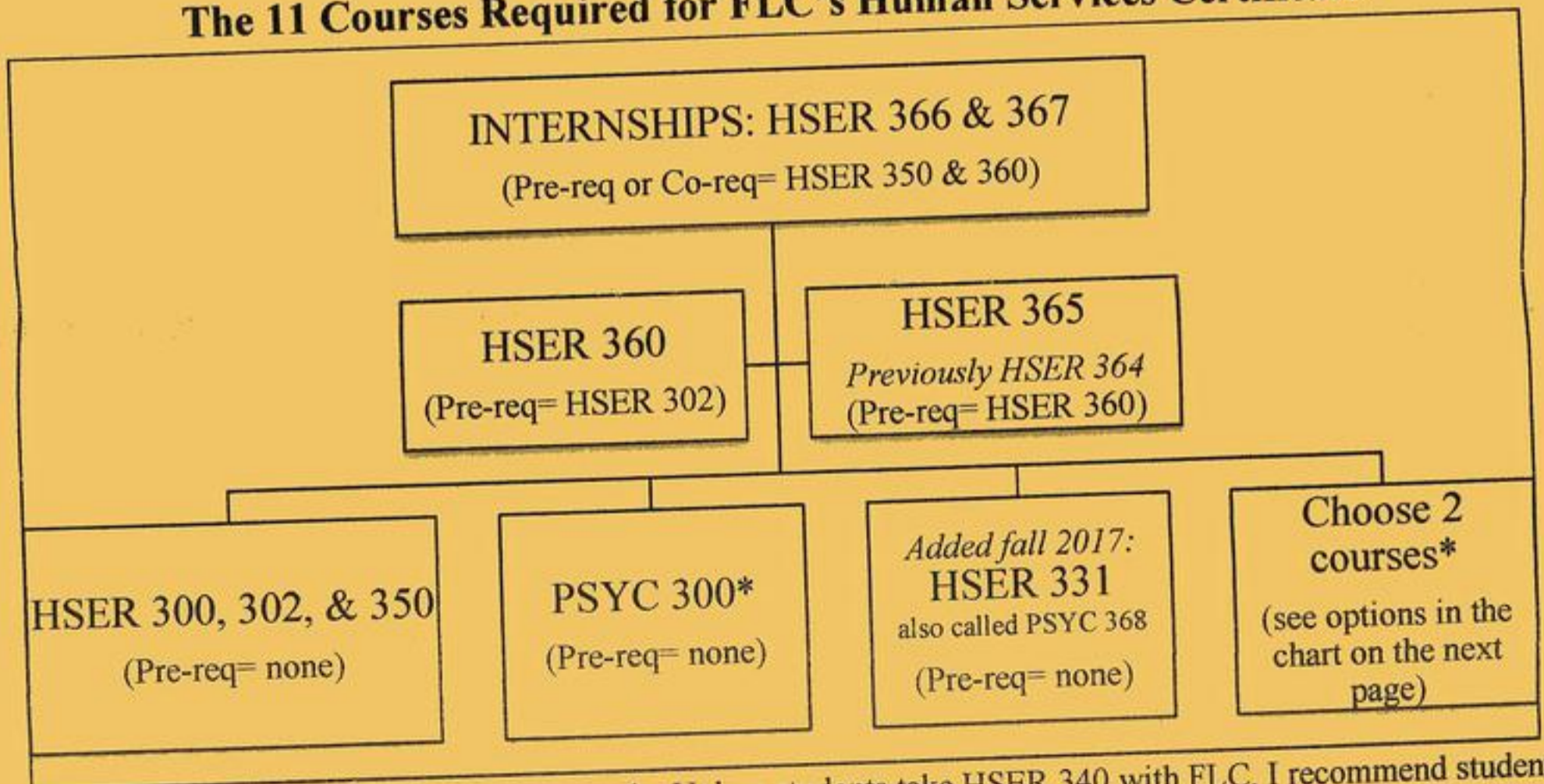
As the department chair of Folsom Lake College's (FLC) Human Services program, I am excited that you are one of the many students enrolled in Human Services courses at Mule Creek. I am writing this letter to communicate the classes required for completion of the Human Services Certificate Program. At the end of October or the beginning of November, Dr. Dave Hill, our counselor from FLC, will meet with classes to discuss counseling related information. He will meet individually with some students who have taken numerous Human Services courses. To prepare for meeting with him, please be familiar with FLC's requirements for a Human Services certificate and complete the form on page 3 of this information.

As of the 2017-2018 school year, in order to obtain a certificate in Human Services, students are required to complete 33 units. This involves completing 11 courses, which include 9 required courses and 2 student-choice courses. Students who began taking Human Service courses before the fall of 2017 are catalogued under our previous requirements, which require the completion of 10 courses. The graphic below includes more detailed **information on required courses**. All courses are stackable toward an Associate's degree in Human Services and are transferrable to the California State University system. For more detailed information, please consult the FLC catalog that is available from the V.E.P. teacher.

I look forward to being part of your ongoing educational journey. As always, feel free to discuss with me questions or concerns you have about the HSER program at Mule Creek.

Sincerely,
Dr. Kalinda R. Jones
Program Coordinator, Folsom Lake College's Human Services Program

The 11 Courses Required for FLC's Human Services Certificate



*= Unless students take HSER 340 with FLC, I recommend students complete all 3 of these courses with Coastline Community College

Required and Student Choose Course Charts

Required Courses = 27 units	Additional Information
HSER 300: Introduction to Human Services (3 units)	<ul style="list-style-type: none"> This course does not require a pre-requisite. Transfers to the California State University system as an Introduction to Social Work course.
HSER 302: Intro to Psychology of Human Relations (3 units)	<ul style="list-style-type: none"> This course does not require a pre-requisite. It is a pre-requisite for HSER 360. Directly transferrable to the California State Univ. system as a General Education class in area E.
HSER 350: Employment Skills in Human Services (3 units)	<ul style="list-style-type: none"> This class does not require a pre-requisite. Pre-requisite or co-requisite for HSER 366 & 367
HSER 331: Cross-cultural Psychology (3 units)	<ul style="list-style-type: none"> This course does not require a pre-requisite. This course is cross-listed, which means it is the same as PSYC 368
HSER 360: Techniques of Interviewing & Counseling (3)	<ul style="list-style-type: none"> This course requires completing HSER 302 as a pre-requisite. Pre-requisite or co-requisite for HSER 366 & 367
HSER 365: Techniques of Group Counseling (3 units)	<ul style="list-style-type: none"> This course requires completing HSER 360 as a pre-requisite.
HSER 366: Practices in Human Services (3 units)	<ul style="list-style-type: none"> This course requires completing HSER 350 & 360 as either co- or pre-requisites.
HSER 367: Advanced Practices in Human Services (3 units)	<ul style="list-style-type: none"> This course requires completing HSER 350 & 360 as either co- or pre-requisites.
PSYC 300: General Principles (3 units)	<ul style="list-style-type: none"> This course does not require a pre-requisite.

Students Choose 2 Courses from the Following = 6 units	Additional Information
GERON 300 Sociology of Aging (3 units) HSER 304 Intro. to Counseling Children (3 units) HSER 340 Intro. to Chemical Dependency (3 units) HSER 494 Current Issues in Human Services (3 units) PSYC 320 Social Psychology (3 units) SOC 300 Introductory Sociology (3 units) SOC 321 Race, Ethnicity & Inequality in U.S. (3 units)	<ul style="list-style-type: none"> None of these courses require pre-requisites
Other courses in social and behavioral sciences may be transferred from other colleges by approval by FLC's HSER department.	

Whispers

Name- Goehler

Pre-Counseling Form

Before Dr. Hill comes to Mule Creek State Prison, please complete the following form. He may ask you to provide this form to him, so please complete it in a neat and legible manner.

1. Below you will find a few descriptions of your potential educational goal. Please check the one that most accurately reflects your goal.

A. Taking Human Services courses, but not sure if I want to pursue the certificate

B. Planning to complete the certificate in Human Services

C. Planning to combine courses from Coastline or other colleges with Folsom Lake Human

Services Courses in order to pursue an Associate's degree in Human Services

D. Other (please describe): Pure Research

2. What Human Services courses are you currently enrolled in? (write the course numbers below).

HSER 300

3. What Human Services courses do you still plan to take? (write the course numbers below).

HSER 302

4. If you are planning to complete the certificate or Associate's degree in Human Services, and have taken courses that you believe will count toward the degree, please complete the following chart:

Course required but not offered by Folsom Lake	Course number and name of course that you believe will fulfill this requirement	Name of college where you took the course
<i>PSYC 300: General Principles of Psychology</i>		
<i>Student choice for elective #1 (must be a relevant social behavioral science course)</i>	<u>Rendering</u>	<u>Folsom</u>
<i>Student choice for elective #2 (must be a relevant social behavioral science course)</i>	<u>SOC 300 Intro. Sociology</u>	

5. What questions do you about your academic plan of study for Dr. Hill? Please use the back of this form if you need more room.