SOME ASPECTS OF PROFESSIONAL TRAINING OF BACHELORS IN HUMAN SERVICES IN THE USA

ABSTRACT
The paper deals with the analysis of professional training for Bachelors in Human Services in the USA. It shows that there is no universal standard for terms of organization of theoretical and practical training for human services specialists in the USA. It specifies that every higher education institution is entitled to develop degree programmes on human services independently and, therefore, such degree programmes in human services implement a flexible curriculum with many electives, which allows taking into account abilities and interests of every student, types of activities that he or she intends to carry out in the future, as well as differentiating professional training of human services specialists in terms of their functional focus. It clarifies that bachelor programmes on human services provide students with fundamental knowledge about such areas as human services administration, family and minority issues, advocacy, case management, substance abuse and prepare them to meet the needs of their clients. They also combine traditional study with internships, placements, practical experiences so that students can balance theoretical and practical knowledge and skills and apply them in practice successfully. They help students to do the following: systematize and link together the knowledge gained from different courses; correlate gained knowledge with the chosen professional field; realize themselves as future specialists; master a wide range of practical methods. It indicates that BSc programmes on Human services focus on aspects of human services such as administration and healthcare management, whereas BA programmes on human services cover ethics and abnormal psychology. It proves that the most common job titles of human services specialists are outreach workers, advocates, behaviour changers, counsellors, caregivers, administrators and assistants to specialists.

Keywords: human services, bachelor’s degree, university, the USA, professional training.
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INTRODUCTION

The strategy for developing Ukrainian higher education covers a consistent transition from the existing model of selective and concentrated education and training to the accessible system of life-long learning, as well as a transition to a diversified and flexible model of education in line with global education systems and rapidly changing requirements of the labour market. The vital changes in the organization of the educational process are caused by new goals, which include building a new content adjusted to rapidly changing conditions, retaining fundamental foundations and basing on the development of professional competencies; developing and implementing new educational programmes in the context of a competency-based approach; creating relevant conditions for professional and personal realization of specialists because of life-long learning.

Today, it is becoming increasingly apparent that only highly qualified specialists can ensure the survival of society, provide a way out of a deep crisis and foster a return to national cultural traditions. Such aspects as changes in human practice, theoretical and methodological understanding of issues regarding human services, as well as an emergence of new technologies have caused the need to train modern human services specialists with a sense of public and social justice and integrity and teach them to work with people, think creatively and apply innovative technologies in practice.

Human services as an innovative field of Ukrainian education is international by its nature since it acts as an international social institute. Therefore, when establishing a system of professional training for human services specialists, particular attention to international experience in training these specialists can be explained by striving for professional interaction, exchange scientific information and implementation of some positive achievements of international colleagues in the system of higher education in modern Ukraine.

THE AIM OF THE STUDY

The paper aims to analyze the professional training of Bachelors in Human Services in the USA.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

In the USA, Mary Richmond is considered to be the founder of the systematic training of human services specialists. In 1897, she highlighted the need to establish a training school in applied philanthropy at the annual conference of charities and correction.

Despite the fact the field of human services has been existing for hundreds of years, first professional degrees in the field of human services emerged only in the 1960s.
Their emergence can be explained by an increasing sense of social responsibility for minorities, poor population, women and persons with mental illnesses. Such social awareness becomes one of the factors in Great Society initiatives by President Johnson. Besides, it led to the creation of federal grants for various programmes on social welfare. At the same time, the network of social safety was rapidly growing which made it impossible for graduate programmes on counselling, psychology and social work to cope with the need to prepare specialists in mental health. It marked the evolution of degrees in human services. Such programmes did exist at that time, but they focused on rather different areas. Indeed, the then-existing bachelor’s degrees were broader and more professional than associate’s degrees which were more oriented towards training mental health aides.

Thus, degree programmes on the field of human services rather expanded and began to incorporate certain aspects from related fields, yet train specialists in human services in a rather unique way. Therefore, one can conclude that human services as a profession has come into existence since the 1960s.

In general, the human service specialist has a bachelor’s degree in the field of human services or some other related fields. It must be noted that the specifics of coursework can vary. At the same time, the content of degree programmes on human services mostly covers such areas as family/group guidance or counselling; counselling theories; the history of human services; human, policy and career development; interpersonal relationships; leadership and administration; special populations; social, cultural, ethical, professional and legal issues; crisis intervention; research activities; interviewing skills; field placement.

However, it is essential to clarify the differences between human services and social work. Thus, human services specialists work at large-scale settings, whereas social workers work at small-scale settings. Although human services and social work are much related, these fields work in different ways. Providing certain assistance to people, they use different methods and reach for different goals. Social work is somewhat individual by its nature and operates at the level of meeting clients’ needs. Besides, social workers aim to realize different social programmes and sometimes act as counsellors.

The field of human service is broader and creates relevant programmes to meet the needs of a specific population. In turn, human service specialists perform an administrative role, which covers research activities, planning and supervision, to provide individuals and communities with access to some basic needs. Sometimes they act as people’s advocates and, thus, influence funding and policy to make the necessary resources more available to them. Therefore, human service specialists are generalists, who have interdisciplinary knowledge, perform various roles and cooperate with other specialists. Besides, they can foster clients’ personal and professional development.

Given the scope of the paper, research methods include analysis, synthesis, generalization and systematization.

RESULTS

Thus, human services specialists intend to provide a multidisciplinary system of human support and public protection services. Depending on their specializations, human services specialists can work directly at schools, clinics, leisure centres, social welfare departments, rehabilitation centres and psychological counselling centres. Professional duties of human services specialists extend to various age categories of the population and involve the activation of sociocultural and socio-pedagogical functions of society, families and individuals.
Based on the practical experience of human services, one can distinguish the following most common (basic) characteristics of human services specialists, regardless of their specializations:

1. Ability to ensure acceptable and appropriate cooperation between individual, family, on the one hand, and society, various public structures, on the other hand.
2. Ability to link individual and environment, children and adults, family and society.
3. Ability to influence communication and relationships between individuals, as well as encourage clients towards one or another activity.
4. Ability to work under the conditions of informal communication and act as an informal leader, assistant, counsellor, thus contributing to the initiative and active subjective position of clients.
5. Ability to empathize with the client’s reality.

Given that the main goal of human services is to take care of the well-being and reveal the personal and professional capabilities of individuals, families and society, human services can be considered as personal assistance. According to the Community Support Skills Standards, these 12 competencies are required by future human services specialists:

1) participant empowerment;
2) communication;
3) assessment;
4) community and service networking;
5) facilitation of services;
6) community and living skills and support;
7) education, training and self-development;
8) advocacy;
9) vocational, educational and career support;
10) crisis intervention;
11) organization participation;

In the USA, a bachelor’s degree in human services is a degree that teaches students to meet the needs of their clients. It provides fundamental knowledge about such areas as human services administration, family and minority issues, advocacy, case management, substance abuse and others. Most importantly, it combines traditional study with internships, placements, practical experiences to teach students to balance theoretical and practical knowledge and skills and apply them in practice.

US universities offering degree programmes in human services implement a flexible curriculum with many electives. In senior years of study, the share of electives can be equal to two-thirds of study load. As a rule, with few exceptions, US universities do not work following ready curricula. Every student prepares his or her individual study plan following the study scheme adopted by the university, as well as under the guidance of university teachers. Such an approach takes into account the abilities and interests of every student, as well as types of activities that he or she intends to carry out in the future. The widespread use of flexible curricula allows one to differentiate professional training of human services specialists in terms of their functional focus. Besides, they help to quickly update the content of such training without increasing the total amount of compulsory classroom studies and make students more responsible for the quality of knowledge they
gain. Also, students can attend lectures related to other fields. In addition to compulsory courses, students can attend special seminars and work individually with their supervisors. It helps them to do the following:

1) systematize and link together the knowledge gained from different courses;
2) correlate gained knowledge with the chosen professional field;
3) realize themselves as future specialists;
4) master a wide range of practical methods.

Many US universities offer a Bachelor of Science in Human Services. Such a programme focuses on aspects of human services such as administration and healthcare management. A Bachelor of Arts in Human Services is rather similar to that of a BS and, yet, it often covers such topics as ethics and abnormal psychology. Most employers do not have a preference for either degree type, as long as an educational institution is accredited, which one can check with the U.S. Department of Education or the Council for Standards in Human Service Education (CSHSE) (All Psychology Schools, 2020).

This paper also intends to analyze professional training human services specialists in its practical aspects, namely on the example of the leading higher education institutions in the USA.

LeTourneau University Longview, Texas offers several options for those who wish to study human services. It must be noted that all programmes integrate Christian values following the mission of the university. Thus, students can engage in the interdisciplinary study of human services through a Bachelor of Human Services degree programme, which covers sociology and psychology, criminal justice and counselling. Also, the degree programme prepares students for entry-level positions in both the public and private sectors. It covers the following core courses (124 credit hours): Abnormal Psychology; Addiction; Grant Writing; Introduction to Criminal Justice; Introduction to Human Services; Personal and Professional Ethics; Social Psychology; Theories and Techniques of Counseling. Each class in the programme lasts five weeks (The Best Schools, 2020).

University of Wisconsin – Oshkosh offers an online Bachelor of Science in Human Services Leadership degree programme. It combines crucial theoretical and practical aspects of human services (intervention; social, legal and ethical issues; non-profit operation). It covers the following core courses (120 credit hours): Current Issues in Human Services; Financial Sustainability in Non-Profit Organizations; Globalization in Human Services; Human Behavior and Strategies for Intervention; Interpersonal Relations in the Helping Profession; Introduction to Human Services Legal and Ethical Aspects of Human Services; Social Issues and Solutions in Human Services. Within the programme, students are to complete two internships (The Best Schools, 2020).

Colorado State University Global offers an online Bachelor of Science in Human Services degree programme with fundamental theoretical knowledge about the field of human services and includes certain specializations, including Public Relations, Organizational Leadership and Criminology. It covers the following core courses (120 credit hours); Applying Leadership Principles; Case Management in Human Services; Community Development; Grant Writing; Human Development; Intervention Methods in Human Services; Legal and Ethical Issues in Human Services; Race, Gender, and Ethnic Relations in the U.S. (The Best Schools, 2020). Also, students must complete a practicum and a capstone project, which is “a multi-faceted project that serves as a culminating academic and intellectual experience for students” (Best Value Schools, 2020).

St. Joseph’s College New York offers an online Bachelor of Science in Human Services degree programme that highlights key aspects of human services practice.
Students gain the necessary theoretical and practical knowledge about human services administration, group dynamics, counselling, case management. It covers the following core courses (120 credit hours): Academic Writing and Research; Group Dynamics and Communication; Human Services; Human Services Administration; Human Services Delivery System; Introduction to Case Management; Principles of Counseling. Students must also complete a capstone project and a practicum (The Best Schools, 2020).

Clients of human services specialists can be individuals, couples, groups, organizations, entire communities or population groups in particular areas. Such specialists are trained to perform various roles in human services. Thus, they can be lawyers, case managers, counsellors or psychotherapists, group organizers, human services brokers or intermediaries between clients and human assistance institutions, fund-raisers, social analysts, researchers.

According to the National of Organization of Human Services and United States Department of Labor, the most common job titles of human services specialists are presented in Table 1:

<table>
<thead>
<tr>
<th>Adult Day Care Worker</th>
<th>Crisis Intervention Counsellor</th>
<th>Neighbourhood worker</th>
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<tbody>
<tr>
<td>Alcohol Counsellor</td>
<td>Drug Abuse Counsellor</td>
<td>Parole Officer</td>
</tr>
<tr>
<td>Assistant Care Manager</td>
<td>Eligibility Counsellor</td>
<td>Probation Officer</td>
</tr>
<tr>
<td>Behavioural Management Aide</td>
<td>Family Support Worker</td>
<td>Psychological Aide</td>
</tr>
<tr>
<td>Case Manager</td>
<td>Gerontology Aide</td>
<td>Rehabilitation Case Worker</td>
</tr>
<tr>
<td>Case Monitor</td>
<td>Group Activities Aide</td>
<td>Residential Counsellor</td>
</tr>
<tr>
<td>Case Worker</td>
<td>Group Home Worker</td>
<td>Residential Manager</td>
</tr>
<tr>
<td>Child Abuse Worker</td>
<td>Halfway House Counsellor</td>
<td>Social Service Aide</td>
</tr>
<tr>
<td>Child Advocate</td>
<td>Home Health Aide</td>
<td>Social Service Liaison</td>
</tr>
<tr>
<td>Client Advocate</td>
<td>Intake Interviewer</td>
<td>Social Service Technician</td>
</tr>
<tr>
<td>Community Action Worker</td>
<td>Juvenile Court Liaison</td>
<td>Social Work Assistant</td>
</tr>
<tr>
<td>Community Organizer</td>
<td>Life Skills Instructor</td>
<td>Therapeutic Assistant</td>
</tr>
<tr>
<td>Community Outreach Worker</td>
<td>Mental Health Aide</td>
<td>Youth Worker</td>
</tr>
</tbody>
</table>


**CONCLUSIONS**

Thus, there is no universal standard for terms of organization of theoretical and practical training for human services specialists in the USA. Every higher education institution is entitled to develop degree programmes on human services independently. Such degree programmes in human services implement a flexible curriculum with many electives, which allows taking into account abilities and interests of every student, types of activities that he or she intends to carry out in the future, as well as differentiating professional training of human services specialists in terms of their functional focus. Bachelor programmes on human services provide students with fundamental knowledge about such areas as human services administration, family and minority issues, advocacy, case management, substance abuse and prepare them to meet the needs of their clients. They also combine traditional study with internships, placements, practical experiences so that students can balance theoretical and practical knowledge and skills and apply them in
practice successfully. It must be noted that BSc programmes on Human services focus on aspects of human services such as administration and healthcare management, whereas BA programmes on human services cover ethics and abnormal psychology. The most common job titles of human services specialists are outreach workers, advocates, behaviour changers, counsellors, caregivers, administrators and assistants to specialists.

Further research should study the peculiarities of research activities of future human services specialists in the developed countries.

REFERENCES