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HSP 302  
Spring 2012

Plan of Action for my Portfolio

As the final culminating project of the Human Services program, the Capstone Portfolio is of upmost importance to us students. There are many reasons for that. More specifically, “[t]he capstone portfolio is a benchmark assessment of the curriculum. A benchmark assessment is one that is measured by a set of standards, in this case, the curricular section in Standards 11-21 of the National Standards for Baccalaureate Degree in Human Services Education (CSHSE, 2005)” (Capstone Portfolio, 2012, page 1). It our mission and task as students to explore and experience each of these standards in our own way; the Capstone Portfolio simply displays our findings for the world to see. In this paper, I will look at one CSHSE Standard and how it relates to my professional interest and experiences as well as discuss the Capstone Portfolio in greater detail.

Our class was given the task of examining our relationship to CSHSE Standards #11-#20. When thinking of which one of these standards relates to my professional interest and experiences, I thought of Standard #19. This standard is located under section 9, Client-Related Values and Attitudes. Standard #19 requires that “the curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice” (CSHSE, 2010, page 9). As outlined by CSHSE, 2010 on page 9, by doing this, we also have to show understanding and apply the concepts of the least intrusive intervention in the least restrictive environment, client self-determination, confidentiality of information, the worth and uniqueness of individuals and their identities, belief that individuals, service systems, and society can change, interdisciplinary team approaches to problem solving, appropriate professional boundaries, and, finally, integrations of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education. What caught my eye with this Standard was the promotion of understanding of human service ethics. Human Services is, for me, about promoting people’s understanding of selves and others. As a profession, it has to do so in a positive, professional manner. When I worked for the YMCA in the Youth Development department, I saw this work tremendously well with the different families that used our services. I also saw other, less positive and professional methods fail. My future as a professional Human Service provider will, hopefully, always be in relation to youth—specifically youth that don’t necessarily work well with other individuals—and focus on finding methods allowing them freedom to grow and find themselves without demoting each other in the process. By using the guidelines of Standard #19, I can make that reality.

As I move through the program and grow as a Human Services professional, I will gather evidence of my experiences with all of the Standards in one Capstone Portfolio. In the opening, I defined what a Capstone Portfolio was. But this project is more than just a definition—it’s a journey. That’s what makes a Capstone Portfolio different from the generic Professional Portfolio. A Professional Portfolio is a collection of successes. A Capstone Portfolio, as a journey, is an exploration of successes, failures, and everything in between. It is evidence of my growth and maturation into the professional I will eventually become. This is, to me, far more useful than a Professional Portfolio. It reminds me of where I came from; how my views have changed or been strengthened; the what, why, and hows of procedures and processes I find successful or needing improvement. The Capstone Portfolio is an expression of me as a human being. As Human Services professionals, I’d say being human is a pretty good start.

References

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