

Bruno Bettelheim, an eminent psychologist, underscored this point in the title of his landmark book on working with disturbed children: *Love Is Not Enough* (1950). He asserted that human service work, like effective parenting, involves love coupled with wisdom and the skills to communicate both.

The pyramid concept is especially important to understand as you begin your training. Most human service educators visualize the pyramid in their minds even if they do not draw this diagram for their students. Their teaching style assumes that the starting point is attitudes and values. They often use first names, encourage students to share their backgrounds, sit in a circle, and stimulate discussion to elicit students' ideas on controversial topics. Although they are using a method of interaction aimed at helping class members sharpen their self-awareness and self-confidence, students sometimes worry that the class is not academic enough. One faculty member expressed her surprise at the students' hesitant reactions to her teaching style.

At each class session, I would come into the classroom hoping to find the students buzzing to each other about their fieldwork or the controversial speaker we'd heard the day before. Instead, they'd be sitting seats apart from each other in the vastness of the lecture hall. They waited for me to start, as if nothing could happen among them until I arrived. Every day I'd insist they get up, push the tables to the side, and form the chairs into a circle. Although they were much more animated when sitting in a circle, they still seemed to view the furniture moving as a pointless waste of energy. They resisted, and I got frustrated. I felt that they did not believe that listening to each other's ideas and experiences was an important part of their education.

After that disappointing semester, I got the idea of starting off my first class with a discussion of the attitudes/values, skills, and knowledge pyramid. Once the students understood that we were exploring the attitudes and values at the base of the triangle—as we played name games or argued about capital punishment—they stopped worrying about memorizing my words to repeat for the final exam. They even stopped resenting the work involved in moving chairs into a circle.

These students realized, as we hope you do, that without a firm, broad base, a pyramid will topple over!

## ATTITUDES/VALUES, SKILLS, AND KNOWLEDGE: AN OVERVIEW

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Table 4.1 lists the attitudes and values, skills, and knowledge areas that are of vital importance to the professional helper. We have already warned you that the categories are bound to overlap. In addition, our list is neither definitive nor exhaustive. Your course instructor or field supervisor is likely to say of us, "They have missed this vital concept or given too much importance to that one."

It is easy to understand differences in emphasis. If you compare the catalogue description of the program you are enrolled in with a similar one at another college, you will probably find much variation in the courses offered and the competencies stressed. Because human service programs are relative newcomers on most campuses, they have grown out

**TABLE 4.1** The Content of the Helping Relationship

Attitudes/Values	Skills	Knowledge
Patience	Data gathering	Human growth and development
Empathy	Interviewing—active looking, listening, and question asking	Abnormal growth and development
Self-awareness	Observing	The impact of society and culture on behavior
Capacity to deal with ambiguity and take risks	Researching	The dynamics of groups and organizations
Willingness to ask for help and offer feedback	Attending conferences	The social and political forces that affect helping
Belief in people's and systems' capacity to change	Visiting	Social problems, special populations, and resources
Open-mindedness, skepticism, and rejection of stereotypes	Storing and sharing information	Issues of research and evaluation
Humor and a light touch	Keeping records	
	Writing reports	
	Building relationships	
	Negotiating contracts	
	Forming action plans	
	Implementing action plans	
	Intervening	
	Referring	
	Monitoring and evaluating	
	Giving and receiving feedback	
	Constructing evaluations	

of, or remain under the wing of, more established behavioral fields. They take their coloration from the particular academic department that gave them life. If the program is under the wing of the Psychology Department, the course content stresses counseling and interpersonal skills, whereas course work emphasizing social, cultural, and institutional elements of mental health and treatment might take a backseat.

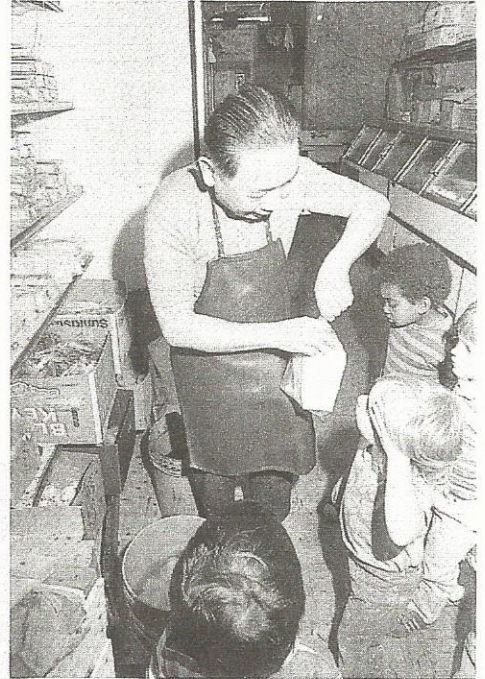
The reverse is true of the programs that the authors of this book have taught in. Our academic backgrounds are more sociological. We stressed social change, social welfare policy, and group and community interventions.

Whatever their predominant focus, most human service programs incorporate many dimensions of human behavior and use methods that provoke active learning of concepts and skills.

Before reading the descriptions of human service attitudes and values, skills, and knowledge, rest assured that no human service worker ever masters all of them. Each of us understands, accepts, or integrates some areas better than others. As challenges occur, such as a new job or an unusual situation, we stretch ourselves to learn more, sharpen our skills, and explore the impact of our attitudes and values on our current tasks.

Most of us are likely to change direction several times in our careers. Sometimes the change is a response to political upheaval; sometimes it is a move to renew ourselves and avoid burning out as work becomes too draining. We may have counseled individual clients for many years and then discovered that we enjoy managing or planning an agency. Some workers start their careers by doing recreation with children who have disabilities and then later engage in advocacy with the elderly or with troubled families.

Our beliefs about the value of people of differing classes, ethnic groups, ages, and genders begin early. These nursery school children are learning to respect varying lifestyles by taking trips around the city and being exposed to differences and similarities in the families and cultural backgrounds of their classmates.



In order to make the components of the model less theoretical, let's look at the work of John Torrente, a counselor at Sanctuary House. As you read about his work, see how many elements of attitudes and values, skills, and knowledge you can identify.

## INTERVIEW

### **John Torrente, Outreach Counselor at Sanctuary House, a Shelter for Teenagers**

Sanctuary is just what its name implies. It is a safe haven. Many of the teenagers have run away from their parents' homes. Maybe there was some abuse or they felt no one wanted them around. A few are running from the consequences of some of their own antisocial actions. Some have left—with or without permission—from foster families, institutions, or community residences. There are as many stories as there are kids. You learn early on that you can't judge in advance why they left and how justified it was.

A few of them have had jobs and places to live, but something went wrong. Maybe they broke up with their lovers or their roommates, or the rent got raised and they had to leave. They come from all income brackets, races, and religions.

I am one of six outreach counselors at Sanctuary. This is my second year on the full-time staff. I go to college part time during the day. I've been working on and off at the house for four years. I began as a volunteer when I was in high school as part of a