



Bulletin

A MESSAGE FROM THE PRESIDENT

Elaine R. Green, Ed.D., HS-BCP

2010 has been a year of new initiatives for the Council. At the May meeting, John R. Heapes, MA, MSW, HS-BCP became Past-President, and I entered into a new role with CSHSE as the current President. I hope to continue to provide the good leadership that John has provided in more than 20 years of service to the Council. Other Board changes include the election of Joan Mikalson, EdD, HS-BCP to the Secretary position that became vacant with the retirement of Rita Bobrowski, PsyD, HS-BCP. And in the last few months, Jean Kennedy, MA, LMHC from Quinsigamond Community College accepted the offer to serve the remainder of the New England Regional Director's term. In addition to these individuals, the entire Board needs to be commended for their dedication and commitment to human services education.

Other Board activities include a revised Member Handbook: Accreditation and Self-Study Guide, CSHSE standards for master's level programs, and policy review on accreditation for online programs and programs offered at multiple sites. In addition, CSHSE is undergoing review for initial recognition from the Council for Higher Education Accreditation (CHEA) and has submitted documents for this review.

CSHSE continues to work with the National Organization for Human Services (NOHS) and the Center for Credentialing and Education (CCE) in establishing a Human Services Board Certified Practitioner (HS-BCP) Coalition. The

group has already identified a number of projects including a Human Services Program Directory and completion of a crosswalk between CSHSE Standards and the HS-BCP content areas. CSHSE and CCE have identified specific benefits for students of CSHSE member and accredited programs who seek the HS-BCP; these benefits are outlined in this issue of the Bulletin. Plans are also underway for CSHSE External Self-Study Readers and Accreditation Site Visitors to receive HS-BCP CEUs for their work.

I look forward to working with each of you as we pursue our mission:

"The Council is committed to assuring the quality, consistency and relevance of human services education through national standards, accreditation, consultation, research and publication. Its vision is to be a world class organization promoting excellence and success in human service education, providing quality assurance, and guaranteeing standards of performance and practice through the accreditation process."

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Are You Still There?

Winona Schappell, M.Ed.

Social Sciences Division - Lehigh Carbon Community College, Schnecksville, PA

During my first semester overseeing Human Services fieldwork students, I was concerned about those windows of learning opportunities that may be missed between seminar sessions. I felt disconnected from the student and needed to define my role as the fieldwork instructor. The concerns also became evident when a student survey response stated, "I also loved that there was a seminar. Every two weeks was long because being out in the field there was so much happening. So much to talk about and then forgetting by the time the seminar came around." More questions surfaced from this student's comment.

What experiences were missed in seminar sessions? How does the student work through the questions if the student does not feel comfortable discussing with the supervisor? How does an instructor support fieldwork students and help them remember those critical learning experiences? How can I capture those windows of learning opportunities with students in the field? To address all of these questions, I decided to use technology, specifically the college's distance learning management system (ANGEL) and created a fieldwork hybrid course. I have been using this technology to support fieldwork students for the past five years.

At Lehigh Carbon Community College, distance learning is offered in three venues: enhanced, hybrid, and online. Our college defines a hybrid course as a course that "merges the face-to-face interactions of a traditional course with the flexibility of an online course. It includes some required on campus class meetings (at the discretion of instructor) PLUS required course content and activities accessed via a computer with an internet connection." I felt that a hybrid course could provide a venue to have a dedicated technology classroom to offer discussions, email, and upload resource content for fieldwork students. I liked the idea of using a private dedicat-

ed system rather than popular freeware and shareware communication technology. Students must be registered for the course and obtain a password to enter the ANGEL platform. All information and communication regarding the course would be housed in one dedicated system.

To fulfill the definition of a hybrid course, LCCC students who are registered for either Fieldwork Experience I or II are required to attend a seminar session every two weeks during the semester, work 180 hours at a local agency with direct supervision, and upload all assignments, obtain course materials and communicate with peers and instructor between seminar sessions through the distance learning management system.

My students are required to submit all assignments, weekly journals and reports, electronically through the ANGEL assignment drop-boxes. This gives me an opportunity to respond to student journals and capture learning opportunities between seminar sessions. Students have the opportunity to use asynchronous communication with other fieldwork students or instructor via email or discussion board to garner ideas for agency projects or client activities. I can upload content such as reference links and articles to guide the student through research projects. Student assignment due dates do not have to be scheduled at seminar sessions. This has saved time during seminar sessions and avoids the "I forgot the assignment at home because I just came from the agency." The students have security knowing that they are still in a "course" and supported by an instructor.

LCCC students have been locating agency placement sites within six PA counties that surround the college's main campus and three sites. Since the hybrid course is available 24 hours a day, the hybrid course provides a convenient avenue to communicate between seminar sessions and

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reduces the long distance telephone calls and travel time. Communication between sessions has allowed both the student and me to remember those learning moments and then share during seminar sessions. Although the students have not availed themselves to all the technology available in the ANGEL hybrid course, I do have the ability to also offer synchronous communication through chat room features and Elluminate, a webcam communication software program.

LCCC Human Service fieldwork students are familiar with using ANGEL because I enhance all of the introductory face to face classes. Although the students have direct personal contact with me, they electronically submit all assignments and access any supportive course content through ANGEL. The students become familiar with uploading assignments in drop-boxes and accessing course content which makes the transition to the hybrid course very easy. Students appear to like the hybrid course as the communication features are commonly used.

The frequency of student email, the frequency of student responses to my questions and reflective comments on journals and reports, and the ability to upload research support for locating resources and developing program activities at agencies has demonstrated the enhanced learning for LCCC fieldwork students.

My initial concerns have been addressed through the hybrid course. Have I captured all the windows of learning opportunities through ANGEL? Probably not, but I have observed more reflective learning from the students.. Have I defined my role as an instructor? I feel that I provide more timely support to the on-site issues presented by the students. Are the students benefiting from the hybrid course? The students are learning to be resilient and resourceful knowing that there is still a supportive learning environment from the college. And yes, ” the instructor is still there!” The hybrid course has supported both the student and the instructor within the fieldwork learning process.

Accredited/ Re-Accredited Programs

Congratulations are extended to the most recent programs to earn CSHSE accreditation or re-accreditation. (A complete list of CSHSE accredited programs is available at www.cshse.org/members.html)

Darton College (reaccreditation)	(GA)
Delaware Technical & Community College-Owens (reaccreditation)	(DE)
Delaware Technical & Community College-Terry (reaccreditation)	(DE)
Delaware Technical & Community College-Wilmington	(DE)
Elgin Community College	(IL)
Florence Darlington (reaccreditation)	(SC)
Ivy Technical College (reaccreditation)	(IL)
Lehigh Carbon Community College	(PA)

Oregon State University (reaccreditation)	(OR)
Sinclair Community College (reaccreditation)	(OH)
Stevenson University (reaccreditation)	(MD)
Trident Technical College (reaccreditation)	(SC)

CSHSE welcomes the following new members:

Assumption College	(MA)
Central Ohio Technical College	(OY)
Housatonic Community College	(CT)
Quinsigamond Community College	(MA)
St. Charles Community College	(MO)
Southern Wesleyan University	(SC)
Southwest Georgia Technical College	(GA)
White Mountains Community College	(NH)

Fitness for the Human Services Profession

Jacquelyn Kaufmann, MS, HS-BCP, CADC
CSHSE North Central/Midwest Regional Director

As part of the accreditation process, programs must address policies and procedures related to managing students with behavior or legal problems and, of course, referring students for help with personal issues. Most schools have written policies and procedures that help to manage these areas, and they are used consistently throughout the institution. It's probable, however, that faculty members in every human services program in higher education have dealt with the issue of "fitness for the profession." It is such an important aspect of creating future professionals that will serve our field - and represent our programs!

Faculty members in the Human Services Program at Elgin Community College in Illinois (ECC) were finding it difficult to deal effectively with those less tangible areas of professionalism. We found that there were often students who did very well academically but had difficulty interpersonally with classmates. Or, perhaps there was a grooming issue, an attitudinal issue, or a lack of insight. These were often problems that were observed by faculty, but were difficult to address or to quantify. It became apparent that we needed a vehicle to address these issues, and that we needed to address them with ALL students.

After looking at a rubric designed to deal with issues of professionalism for education students, we created our own rubric to help identify student issues that may interfere with students' development as human services professionals. It has become a useful tool for opening the door to discussing professionalism with each student and giving them an opportunity to grow in those areas that need remediation.

This tool can be modified for each specialty area in the program. While keeping the core areas, we have created a modification that addresses areas specific to addictions, family violence, and early childhood.

In the ECC program, each student must meet with his/her faculty advisor to discuss the areas of this disposition and personal conduct rubric a minimum of twice. Before being allowed to enroll in the first field experience class, each student must be found at least "proficient" in each of these areas. Meeting with the students early in their programs allows them the opportunity to work toward proficiency if there are issues identified.

If "fitness for the profession" is an issue in your program, perhaps a modification of this rubric will work for you, too!

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Elgin Community College
Human Services Department
Disposition and Personal Conduct Indicators

Student: _____

Date: _____

Instructor: _____

Disposition and Professional Conduct Indicators	Rating	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Attendance and Punctuality		Absent often: rarely on time.	Occasionally late or absent.	Usually Present and on time.	Rarely absent or late.	Never absent or late: always on time or early.
Cooperativeness: Positive View of Others		Seldom works well with others.	Occasionally does less and cooperates less than desirable.	Generally works well with others: does own work well.	Frequently exceeds expected standards of cooperativeness.	Always cooperates fully: Views self and others as a resource.
General Attitude - Enthusiasm and Excitement		Shows no enthusiasm or interest in topic.	Shows little enthusiasm or interest in topic.	Displays minimal enthusiasm or interest in topic.	Displays expected levels or enthusiasm and interest in topic.	Displays a high interest in the topic: and is exceptionally enthusiastic.
Dependability and Responsibility		Can seldom be counted on.	Frequently unreliable.	Responsible although needs some direction.	Very dependable and responsible: requires little supervision.	Totally dependable and responsible: needs little or no direct supervision.
Personal Appearance - Professional Demeanor		Appearance is totally unacceptable.	Appearance needs improvement.	Usually neat and reasonably well groomed.		Neat and appropriately groomed: a good role model, sets a good example.
Physical Stamina		Seldom has strength or energy to participate in assignments.	Sometimes lacks strength and energy to participate in assignments.	Has strength and energy to attend to immediate assignments.	Strength and energy exceeds standards.	Never fatigued, always capable of doing more.
Critically evaluates self		Unable to identify own strengths and weaknesses.	Minimally able to identify strengths and weaknesses.	Adequately able to identify strengths and weaknesses.	Good ability to identify strengths and weaknesses.	Excellent ability to identify strengths and weaknesses.
Accepts and uses suggestions for improvement		Unwilling or unable to accept and act on feedback and suggestions.	Minimally able to accept and act on feedback and suggestions.	Adequately able to accept and act on feedback and suggestions.	Willing to accept and act on feedback and suggestions.	Very positive about accepting and acting on feedback and suggestions.
Understands and demonstrates the importance of confidentiality		Violates confidentiality in the classroom or workplace.				Never violates confidentiality in the classroom or workplace, and can explain it to others: demonstrates a true understanding.

Disposition and Professional Conduct Indicators	Rating	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Demonstrates lifelong learning skills		Has no skill at developing and carrying through self generated learning experiences.	Demonstrates some skill at developing and carrying through self generated learning experiences.	Demonstrates adequate skill at developing and carrying through self generated learning experiences.	Has good skills at skill at developing and carrying through self generated learning experiences.	Has superior skills at developing and carrying through self generated learning experiences.
Demonstrates cultural competency and gender equity		Fails to demonstrate and understanding of cultural or gender equity.	Shows little understanding of cultural or gender equity.	Adequate ability to demonstrate an understanding of cultural or gender equity.	Good ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner.	Excellent ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner.
Language		Uses stigmatizing or demeaning language regarding persons in need.	Occasionally uses stigmatizing or demeaning language regarding persons in need.	Does not use stigmatizing or demeaning language regarding persons in need.	Shows an understanding of the reasons for non-stigmatizing language and always uses it.	Shows an understanding of the reasons for non-stigmatizing language and always uses it. Appropriately confronts such practices in others.
Values		Is judgmental regarding clients' lifestyles or actions.	Is occasionally judgmental regarding clients' lifestyles or actions.	Does not vocalize a judgmental attitude regarding clients' lifestyles or actions.	Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior.	Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior, and confronts other counselors about their judgmental behavior.
Self-Disclosure and Boundaries		Poor or non-existent boundaries and failure to respond to instructor remediation.	Occasional boundary violations with some responsiveness to instructor remediation.	Occasional boundary violations with adequate responsiveness to instructor remediation.	Few if any boundary violations, disclosures with good responsiveness to instructor remediation.	No boundary violations and can articulate the necessity of such boundaries in clinical as well as classroom settings.
Personal Behavior		Engages in activities that are contrary to those specified in the Ethics Code of NOHS.	Occasionally engages in activities that are contrary to those specified in the Ethics Code of NOHS.	Does not engage in activities that are contrary to those specified in the Ethics Code of NOHS.	Does not engage in activities that are contrary to those specified in the Ethics Code of NOHS, and can explain the importance of the Ethics Code for the profession and the clients.	Does not engage in activities that are contrary to those specified in the Ethics Code of NOHS and advocates for the codes within and outside of the profession.

Write It, Get it Right: Tips for Writing Accreditation Self-Studies¹

Susan A. Andresen, Ed.D., HS-BCP
Vice President of Accreditation, CSHSE

When a human services program decides to seek CSHSE accreditation, the faculty involved, more often than not, imagine the process as a daunting one. The self-study is one of the key ingredients of accreditation and frequently is regarded as the most challenging of the accreditation tasks. The CSHSE Board thought it would be helpful to offer current and future writers of self-studies some suggestions on how to write a good self-study so that the process is not so intimidating.

Self-studies are independently read and evaluated by four readers. These readers evaluate self-studies for their completeness and compliance with the National Standards. If three of the four readers regard a self-study as *insufficiently complete* for either scheduling a site visit or being presented to the CSHSE Board for discussion and a vote, the program will receive a letter from the Vice President of Accreditation indicating what additional information and/or documentation must be submitted before the accreditation process can proceed. Thus, it is to everyone's advantage to write a self-study that is clear, concise, complete and correct.

Consult and use these resources

There are three key resources that are essential to successful self-study writing: the appropriate **Regional Director**, the most recent edition of the **Member Handbook: Accreditation and Self-Study Guide**, and the **CSHSE website** (www.cshse.org). The Regional Director is available to consult with program faculty throughout the process and she or he is willing to review written sections of the self-study and provide feedback. The *Member Handbook* is downloadable from the website and provides instructions for preparing for and writing self-studies as well as timelines and submittal deadlines. The CSHSE website includes contact information for Regional Directors and Executive Board members, a list of accredited CSHSE programs, the National Standards for associate, baccalaureate and master's degrees in human services, curriculum

matrix templates and other useful documents.

Include these key components

Documentation is the bedrock of accreditation. Three essential components of a self study are the a) **Matrix** (Curriculum Map of Courses to Standards), b) **self-study narrative**, and c) **appendices**.

- **The Matrix:** The Matrix is a graphic (skeletal) index that illustrates where in the curriculum and to what degree the Specifications for each Curriculum Standard are met. It includes **all** of the **required courses for all students** in the program that contribute to compliance with the Curriculum Standards and their Specifications. The Matrix appropriate to the degree level can be downloaded from the CSHSE website, and it is explained in detail on pages 18-19 in the 2010 edition of the *Member Handbook*.

Use the Matrix to prepare for accreditation and write the self-study.

The Matrix is a particularly helpful tool for programs preparing for accreditation. A draft should be completed early in the accreditation process to determine a program's level of compliance with the Standards and used as a guide to make any necessary changes in the curriculum, prior to completing and submitting the self-study.

- **The Self-Study Narrative:** The self-study narrative describes program compliance with all the Standards. It must describe how Standards are met, explain and clarify appendices relevant to a Standard, and *persuade* the reader that each Standard and its Specifications have been met. In particular, it describes *how*, through descriptions of specific assignments, class exercises, and activities, **each of the required courses identified in the Matrix** contributes to meeting the Curriculum Standards. Detailed guidelines for writing the narrative are found in the 2010 *Member Handbook* on pages 14-19.

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- **The Appendices/Attachments:** The appendices are all those documents that *provide evidence* in support of compliance statements in the narrative. When a compliance statement is made in the self-study narrative, the appropriate appendix/ices verifying the statement must be referenced. Appendices need to be placed in a logical order and tabbed (or linked) so the reader can easily locate them. (*Member Handbook*, 2010, p. 17)
- **Prepare a folder for each Standard to store supporting documentation.** It helps considerably to prepare a folder (paper or virtual) for each Standard and place in it the documentation that verifies the Standard is met. (*Member Handbook*, 2010, p. 15)

Avoid these common errors

There are a number of common errors in self-studies that may result in requests for additional information and/or documentation from the program before a site visit can be scheduled or the Board can vote on program accreditation. A complete list is on pages 17-18 in the 2010 *Member Handbook*. Listed below are some of the most frequent errors:

- Failure to include the Certification of Self-Study Page (*Member Handbook*, 2010, Appendix D)
- Failure to assure congruency between the courses identified on the Matrix and the courses described in the narrative. **The courses on the Matrix must match those described in the narrative.**
- Failure to include the **Required Introductory Information** (2010 *Member Handbook*, p. 19). This includes both a *general introduction to the program* and a *glossary of terms* that are used in the self-study.
- Failure to identify the Specification in the Standard that is being addressed. **Each of the Specifications for a Standard must be separately identified and addressed in the narrative.**
- Failure to be sufficiently specific in describing compliance with a Standard and its Specifications. **Descriptions of how the program complies with a Standard and its Specifications are essential.** Examples include describing specific components of a course or courses (assignments, readings, class exercises, etc.), explaining a policy statements and their implementation, interpreting a program budget, etc.
- Failure to adequately reference an appendix in the narrative or to include an appropriate appendix. **All required course syllabi must be included in the appendices.** For example, if an assignment is highlighted in the self-study narrative, it must either be included in the appropriate course syllabus or specifically attached. **Appendices must be used to verify statements of compliance in the narrative.** They are not used to *state* compliance.
- Failure to number pages in the self-study narrative or to adequately tab and label the appendices. For example, an appropriate tab for each course syllabus is helpful to the reader when she or he is looking to verify statements in the narrative that indicate compliance.
- Failure to edit for proper format, spelling and grammar. While a self-study is not a literary work of art, it should exhibit good technical and academic writing.

Although writing a self-study can be a challenging task, three key resources (the Regional Director, the Member Handbook, and the CSHSE website) are available. The use of, and adherence to, these resources can result in a self-study that showcases a program by including key components and avoiding common errors.

ⁱ For an expanded explanation of the entire accreditation process, see Kincaid, S.O., & Andresen, S.A. (in press). Higher education accountability and the CSHSE accreditation process. *Human Service Education*.

HS-BCP Update

The National Organization for Human Services (NOHS) and the Council for Standards in Human Service Education (CSHSE) have been collaborating with the Center for Credentialing and Education (CCE) to establish a credential for qualifying human service practitioners. In order to be eligible for the Human Services-Board Certified Practitioner (HS-BCP) credential, applicants must complete an application, submit required documentation, and pass an exam. Currently, the exam is in the norming phase.

CCE has agreed to several benefits for CSHSE members and accredited programs. They include the following:

- Reduced application fee (15%) for students in CSHSE member programs. Students in CSHSE accredited programs will receive a 30% discount. These discounts will be

effective January 2011.

- A customized application that students will obtain from a contact person in their program.
- Exam administration for students in CSHSE member programs during the last term/semester of their program. Students in member programs will need to verify post-graduation experience to become certified. Students in accredited programs will not have to document post-graduate experience.
- Receipt of a HS-BCP examination statistical report for programs that have at least three students sit for the exam. The report will include information related to the performance of the program's students as a group, as well as national group performance.

More information about the HS-BCP credential is available at <http://www.cce-global.org/credentials-offered/hsbcp>.

Readers Wanted

The CSHSE Board is currently recruiting additional readers to assist in the accreditation process. Readers and site visitors are volunteers and do not receive payment for evaluating self-studies or participating in site visits, other than travel expenses. If possible, these expenses are paid in advance to minimize out-of-pocket expenses. Any out-of-pocket expenses must be reimbursed prior to final approval of accreditation provided there was a timely submission of the request for payment.

To qualify as a reader, you must be a faculty member at a CSHSE-accredited program, have five years experience teaching in higher education and have been involved in the completion of the self-study for your program.

If you are interested in becoming a reader, please submit the following:

- A cover letter stating your interest in participating and your reasons for participating, your role in the self-study process, and the amount of time that you can commit.
- A current curriculum vita
- A letter of institutional support from either the Dean or Chair
- A letter of reference

Please send application material to:

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