



Council for Standards in
Human Service Education

Bulletin

Gigi Franyo, Ph.D., HS-BCP
Editor

A MESSAGE FROM THE PRESIDENT

Elaine R. Green, Ed.D., HS-BCP
Chestnut Hill College
CSHSE President

CSHSE continues to experience growth and change throughout 2011. In April, the Council received notification from the Council for Higher Education Accreditation (CHEA) that our recognition application had been deferred. The CSHSE Board is confident that the two recommendations made by CHEA will be met for the next review.

In May, Board members bade farewell to John Heapes as his one-year term as Past-President ended. John served the Council in a variety of capacities for almost twenty years. Board members expressed their thanks and appreciation to John for his guidance and leadership.

At the same meeting, the Board welcomed Bob Carty, LCSW, CADC, CCJP, as its first public member. Bob lives in Skokie, Illinois, and is the Director of Partnerships in Clinical Training and Consultation (PCTC). His professional background includes experience as a therapist, supervisor, administrator, author, and trainer. Prior to joining the Board, Bob facilitated a one-day strategic planning and board development session. In October, CSHSE will welcome Lori Connors-Tadros, Ph.D., as another public member. Lori currently serves as the Vice-President of Children and Family Services at The Finance Project in Washington, D.C.

As a result of the strategic planning session, the Board identified the following list of goals

for 2011-2014. They include:

- To grow the organization in a strategic manner
- To clarify roles and expectations of Board members
- To improve internal and external communication
- To achieve CHEA recognition
- To articulate our underlying core values and guiding principles

Several changes have been made to the Council website. The Bulletin and CSHSE monographs are now available on the website at <http://www.cshse.org/publications.html> In addition, be sure to visit the Council website at www.cshse.org for other CSHSE updates.

Get involved...the Council is currently recruiting readers from member institutions to assist in the accreditation process. If you are interested, please refer to page 6 of this issue of the Bulletin for information about the process for becoming a self-study reader and/or a site visitor.

Council for Standards in Human Service
Education (CSHSE)
2118 Plum Grove Road, #297
Rolling Meadows, IL 60008
www.cshse.org

Hearing Our Members

Shawn Worthy, Ph.D. HS-BCP
Metropolitan State College of Denver
CSHSE Southwest Regional Representative

We want to hear from you. As the Council grows and develops as an organization, we want to set up a more clear and consistent ways of communication with our member programs.

As you may be aware, the Council Board met in June as one of its regularly scheduled meetings. However, the group set aside a day to do strategic planning. The strategic planning session yielded several important directions and initiatives. One goal that was identified as important for the organization was better communication with our member programs.

As a result of strategic planning, the members of the Board agreed on the importance of creating processes to provide member organizations with avenues to provide more direct feedback. Members of the board felt that as the field of Human Services grows and more clearly defines itself professionally and academically, having feedback about what innovations, challenges, and successes member programs are having is imperative.

The goal of this initiative is for the Board to be more quickly informed of the academic innovations in our member programs and be able to research best practices so that they are more effectively evaluated. We want to understand what challenges our programs are facing relative to their institutions, commu-

nities and students. The hope is that through the accreditation process, we can support our institutions in obtaining the resources to fulfill the standards that create optimal student outcomes. Finally, we want to be sure that the standards remain up to date, relevant, and reflective of the research for best practices in the teaching of Human Services.

As academia becomes more assessment based and data driven, sometimes the numbers obtained don't tell the whole story. Therefore, narrative information remains important in the field of Human Services--telling one's story and speaking one's mind, person to person or organization to organization. It is the author's belief that the Board wants to maintain the values of sharing and listening as a way to create better understanding, preserve a common direction, and maintaining a valuable accreditation process.

During the next meeting of the Council Board at the NOHS Conference in October 2011, we will be moving forward with discussions about how best to obtain information from our member organizations and examining what types of information to prioritize. If you would like to provide your thoughts on this matter, please feel free to contact me at worthy@mscd.edu. I look forward to hearing your comments and sharing them with the Board.

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)

Clarion University	(PA)
Fitchburg State University	(MA)
James A. Rhodes State College	(OH)
Madison Area Technical College	(WI)
Pennsylvania College of Technology	(PA)

CSHSE welcomes the following new members:

Judson University	(IL)
Montgomery Community College	(NC)
Montgomery County Community College	(PA)
Mount Ida College	(MA)
Piedmont Technical College	(SC)
SUNY Ulster (Ulster County Community College)	(NY)
Wayne State College	(NE)

Interviewing a Legend

John R. Heapes, M.A., M.S.W., HS-BCP
Harrisburg Area Community College

Former President, Council for Standards in Human Service Education

On March 17, 2008, Dr. Gale Peter Largey, Professor Emeritus of Mansfield University, Pennsylvania, and I had the privilege of interviewing Dr. Harold McPheeters, the founder of human service education in the United States. Although I'd like to take credit for coming up with the idea of interviewing this legendary man, Dr. Largey thought of it. He had heard Dr. McPheeters speak at the National Organization for Human Services Conference in 2007. As soon as Gale made his suggestion, I saw the wisdom of it, and we began planning.

First, we contacted Dr. McPheeters early in 2008, and he graciously accepted our invitation. Then we made preparations with the technical folks at Harrisburg Area Community College, where I taught, and with Mansfield University, where Gale taught. Finally, we drove to Atlanta, Georgia, from Pennsylvania to interview Dr. McPheeters in his home.

Gale has made many documentaries and consequently had a good feel for the technical part of the operation. I provided the questions to ask Dr. McPheeters. We spent the entire day in his home taping this incredible person and edited the tape down to the 32 minutes seen on the DVD, "A Conversation with Dr. Harold L. McPheeters: Founder, Human Service Education in the United States."

Dr. McPheeters, in his eighty's, was warm and intellectually engaging. He showed the stamina only a person who had worked hard his entire life to get the human services recognized as a legitimate helping profession could possess. It was clear that he understood the importance of having people trained in the arts of the helping relationship. Above all, when he spoke of helping people, he was emphatic that a helping person needed to be focused on the dignity and worth of the individual seeking assistance. In other words, Gale and I spent a day with a man whose spirit of life emanated from him.

In the DVD, Dr. McPheeters describes the beginning of the human service movement and answers questions such as: What personal qualities and skills must an effective human service practitioner develop? What important roles are performed by human service practitioners? How does a human services practitioner sustain a life of service to others?

Information about purchasing the DVD can be found at <http://www.cshse.org/publications.html>. Profits from the sale of the DVD support the Dr. Harold L. McPheeters Scholarship, which is awarded by the National Organization for Human Services.

Matching Students with Field Placements: In Search of a “Good Fit”

Thomas K. Swisher, J.D., Ph.D.
Stevenson University
Human Services Department

As Field Placement Coordinator, one of the first challenges I encounter when placing human services majors is matching each student's interests and abilities with an appropriate field placement site. Searching for that “good fit” can become a complicated process, compounded by the fact that many undergraduates lack a clear sense of what population, environment, or unique issue they want to work with. Given the breadth of the human services field, narrowing down the choices of available field placement sites is a critical component toward a successful experience for both students and placement sites. This article explores an approach and supporting instrument which help fine tune the student-placement matching process.

Prior to being placed, students meet individually with the Field Placement Coordinator who assesses the students' interests and career objectives. The process is facilitated by an instrument designed to help students narrow the populations and environments of highest interest to them, as shown in the Human Services Field Placement Search - Categories of Interests Form on the adjacent page. This form can help students to narrow their interests by first excluding categories of interest which are undesirable and then prioritizing the remaining desirable categories. The three general areas for consideration include populations (“Whom”), settings (“Where”), and issues (“What”).

The matching process involves three simple steps. In step 1, students are interviewed by the Field Placement Coordinator who assesses each student's goals and career objectives. In step 2, students are given the Human Services Field Placement Search - Categories of Interests Form and instructed that each column on the form represents one of three criteria. Column 1, “WHOM do I want to help?” lists several populations served by the field of human services. Column 2, “WHERE do I want to work?” lists a range of work environment categories common to human services. The last col-

umn, “What interests me?” provides some specific areas of interest or issues commonly chosen by students who are considering field placement assignments. After reviewing each column, students are instructed to cross out items which they know they are NOT interested in. Then, students are instructed to rate from 1 to 3 their top three preferences. In the third step, the Field Placement Coordinator and the student combine the top choices in each column and review a book of placement sites (with descriptions) for sites that meet each criterion.

For example, a student whose top criteria include Children (Whom), School/Classroom (Where), and Teaching (What) would be directed to sites which offer opportunities consistent with these criteria. Those who designate Teens (Whom), Mental Health Facility (Where), and Addictions (What) might explore dual diagnosis units for adolescents at a nearby facility. It is important to note that the Field Placement Coordinator also discusses the second and third options selected by the student as even the second and third rated items can provide further insight about the interests and goals of each student. Students experiencing some uncertainty about prioritizing items in a column may be offering a clue about their unique interests. If, for example, a student lists Children, Disabled, and Families under the Population (Whom) column, he or she might be very interested in working with disabled children and their families.

The approach to field placement selection described above simplifies a process of self exploration in the context of choosing an internship or practicum site. It can also be transformative, as students who have just a vague notion of wanting to work in the field of human services obtain a clearer view of their interests and direction in the field. The reactions from students and the experiences which ensue at carefully selected sites have validated the benefits of this model.

STEVENSON

UNIVERSITY

Human Services Field Placement Search - Categories of Interests Form

Not sure what you want? Start by eliminating what you don't want: 1. Cross out those areas you have no interest in. 2. Circle those that excite you! 3. Then list, in order of preference, the areas you have circled or not crossed off.

WHOM do I want to help?

Adults

Children

College Students

Disabled

Families

Homeless

Senior Citizens

Teens

Women

WHERE do I want to work?

Administrative Office

Government Agency

Hospital

Mental Health Facility

Non-Profit Agency

Religious Setting

School/Classroom

Shelter

University/College

WHAT interests me?

Addictions

Child Life

Emergency Help

Legal Issues

Administration

Psychology/Mental Health

Special Interests

Teaching

Women's Issues

Common Errors in Writing Self-Studies

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

The CSHSE has a reader policy that states if a majority of the self-study readers determine that the self-study is not sufficiently complete to either warrant a site visit or a discussion and vote by the CSHSE Board, the site visit/discussion and vote will be tabled until the program provides the requested additional information and/or documentation. The following errors usually result in requests for additional information/documentation or a delay in CSHSE Board action.

❖ The Most Common Errors

- ✓ Failure to include the Certification of Self-Study Page (in Member Handbook).
- ✓ The Required Introductory Information is either not included or the components are not properly identified (the list of Required Introductory Information is in the Member Handbook).
- ✓ The courses identified on the required Matrix Illustrating Relationship of Curriculum to Standards **do not match** those described in the self-study narrative or the syllabi in the appendices. **This is important!**

- ✓ Specifications for each Standard are not separately identified and addressed in the self-study narrative.
- ✓ Descriptions of **how** a course or courses comply with a Standard and its Specifications are not sufficiently specific.
- ✓ Appendices are not referenced in the narrative.
- ✓ Sections and syllabi are not clearly identified or tabbed.
- ✓ Data are inconsistently referenced.
- ✓ Documents are missing that verify compliance.
- ✓ The self-study narrative has not been sufficiently edited for spelling and grammar.
- ✓ Appendices are used to **state** or indicate compliance rather than to **verify** compliance.
- ✓ Pages in the narrative and appendices/attachments are not numbered.
- ✓ Statements of compliance refer to an **intent** to comply rather than referring to **current** compliance.

Do the “write” thing and avoid these errors!

Readers/Site Visitors Wanted

The CSHSE Board is currently recruiting faculty from CSHSE-member programs 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.

CSHSE approved external readers who have the HS-BCP credential have the benefit of receiving 15 CEU's for reading and evaluating a self-study and 15 CEU's for participating in a site visit.

To qualify as a reader, you must be faculty from a CSHSE-member program and have five years experience teaching in higher education. 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:
Susan A. Andresen, Ed.D., HS-BCP
Vice President of Accreditation, CSHSE
P.O. Box 1892
Cartersville, GA 30120

Message from the Vice President of Accreditation Changes to the Standards and New Policies

As most of you know, the CSHSE has applied for recognition by the Council for Higher Education Accreditation (CHEA). As a result of this process, we have made a major change to Standard 4, Program Evaluation, at all three degree levels and have implemented some new policies.

Changes to the wording of Standard 4 Program Evaluation

Standard 4 at the Associate and Baccalaureate degree levels now states “The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field and result in modifications to the program as necessary.”

Standard 4 at the Master's degree level states “The program shall conduct, and report to the public, organized, systematic, and sustained evaluative processes to determine its effectiveness and to modify and improve the program.”

Two new Specifications have been added to Standard 4 at all degree levels

- **Specification a:** The program has clearly stated measurable students learning outcomes that are tied to the standards and an assessment plan that has been implemented. Provide the following:
 1. measurable student learning outcomes,
 2. Assessment plan, and
 3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.

- **Specification c:** The program must routinely provide reliable information to the public on its performance, including student achievement. Provide the following:
 1. Mechanisms used to share evaluative data with internal and external stakeholders, and
 2. Content of information shared.

New Policies (all policies can be found in the most recent edition of the Member Handbook on the CSHSE website: <http://www.cshse.org/forms.html>)

- Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies
- Policy for Board Accreditation/Reaccreditation Decisions
- Policy and Procedure for Complaints
- Policy for Complaints Against CSHSE
- Policy on Resolution of Conflicts Between Accreditation Standards and State and/or Local Laws Governing the Human Service Education Program Seeking Accreditation
- Policies Relating to
 - Online Programs
 - Multi-Sites Programs
 - Institutions/Programs That Offer More Than One Degree Level in Human Services

2011-2012 CSHSE Board Members

The CSHSE Bulletin is published by the Council for Standards in Human Service Education.
Contact information for all board members is listed below.

President

Elaine R. Green, Ed.D., HS-BCP
Dean, School of Continuing and
Professional Studies
Chestnut Hill College
9601 Germantown Ave.
Philadelphia, PA 19118-2693
E-mail: green@chc.edu

Vice-President Program Accreditation

Susan Andresen, Ed.D., HS-BCP
CSHSE PO Box 1892
Cartersville, GA 30120
E-Mail: saandresen@bellsouth.net

Vice-President Publications

Gigi Franyo-Ehlers, Ph.D., HS-BCP
Professor of Human Services
Stevenson University
1525 Greenspring Valley Road
Stevenson, MD 21153
E-mail: gfranyo@stevenson.edu

Treasurer

Susan Kincaid, Ph.D., HS-BCP
Dept. of Human Services and Rehabilitation
Western Washington University
Woodring College of Education
Miller Hall #175, M-S 9087
516 High St.
Bellingham, WA 98225-9087
E-mail: susan.kincaid@wwu.edu

Secretary

Joan Mikalson, Ed.D., HS-BCP
Director of Faculty Development & Support
Excelsior College
7 Columbia Circle
Albany, NY 12203
E-mail: jmikalson@excelsior.edu

North Central (North Dakota, South Dakota, Iowa, Nebraska, Kansas, Missouri, Minnesota)

Midwest (Ohio, Indiana, Illinois,
Michigan, Wisconsin)
Jacquelyn Kaufmann, M.S., HS-BCP, CADC
N 3804 Bowers Road
Lake Geneva, WI 53147
E-mail: jkaufmann@elgin.edu

New England (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island)

Jean Kennedy, MA, LMHC
Quinsigamond Community College
670 Boylston Street
Worcester, MA 01606
jkennedy@qcc.mass.edu

Mid Atlantic (New York, Pennsylvania, Delaware, Washington, D.C., New Jersey, Maryland)

Don Unger, Ph.D., Professor and Chair
Dept. of Human Development and Family Studies
College of Education and Public Policy
University of Delaware
Newark, DE 19716
E-mail: unger@udel.edu

South (Virginia, North Carolina, South Carolina, Mississippi, Alabama, Georgia, Florida, West Virginia, Tennessee, Kentucky, Puerto Rico)

Stephany Hewitt, M.S., HS-BCP
Dean-Community, Family and Child Studies
Trident Technical College
PO Box 118967
Charleston, SC 29423
E-mail: Stephany.hewitt@tridenttech.edu

Southwest (New Mexico, Texas, Louisiana, Oklahoma, Colorado, Arkansas)

Shawn Worthy, Ph.D., HS-BCP
Associate Professor of Human Services
Metropolitan State College of Denver
Auraria Campus
Speer Blvd. and Colfax Ave.
Denver, CO 80217
E-mail: worthys@mscd.edu

Far West (California, Arizona, Hawaii, Nevada, Utah) Northwest (Washington, Oregon, Montana, Idaho, Alaska, Wyoming)

Laura W. Kelley, Ph.D. LPC, HS-BCP
Professor, Human Services
Chair, Human Services Department
University of Alaska
3211 Providence Drive
Anchorage, Alaska 99508
E-mail: aflwk@uaa.alaska.edu
lkelley101@aol.com

Public Members

Bob Carty, LCSW, CADC, CCJP
Director of Partnerships in Clinical Training and
Consultation (PCTC)
7912 Keystone Avenue
Skokie, Illinois 60076
E-mail: rcarty2003@yahoo.com

Lori Connors-Tadros, Ph.D.
Vice-President, Children and Family Services
The Finance Project
1401 New York Avenue NW, Suite 800
Washington, DC 20005
E-mail: lctadros@financeproject.org