



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

Council membership continues to grow with 97 member programs and 44 accredited programs. Membership is still concentrated on the East Coast, but the largest number of members has shifted from the Mid-Atlantic region to the Southern region. In addition, several of our member and accredited programs represent multiple campus sites where their Human Services programs are being offered.

Dr. Laura Kelley and Dr. Yvonne Chase, University of Alaska Anchorage, have shared a PowerPoint presentation entitled "CSHSE Accreditation-A Challenge Worth the Effort!" that was presented at the March 2015 Mid-West NOHS Meeting. A link to the PowerPoint presentation can be found on the CSHSE website. <http://www.cshse.org/links.html> (Dr. Kelley is the Far West and Northwest Regional Director for CSHSE.)

In order to move forward with several critical initiatives, the Board voted for a one-year extension for the terms of office for Shawn Worthy, Ph.D., HS-BCP (Southwest Regional Director) and Lynne Kellner, Ph.D. (New England Regional Director). These initiatives will be addressed in the next strategic planning session, scheduled for October 2015. These include but are not limited to:

Organizational Structure (Board Roles
and Composition/Structure/Goals)

Marketing/External Communications
(Increasing Visibility)

Member Communications and
Resources (Webinars)

Succession Planning (Future Board
Members and Mentoring)

The Board continues to review the National Standards based on input from CSHSE member programs. Also, a committee has been assigned to review the master's degree program standards based on existing programs and trends in graduate program offerings.

The Council will again be presenting "Doing the Write Thing-Simplifying the Accreditation Process" at the National Organization for Human Services October 2015 National Conference in Charlotte, North Carolina. In addition, CSHSE will be hosting an "informal gathering" for current and prospective members from 5:30-6:30 PM on Thursday, October 22nd. CSHSE Board Members will be available throughout the conference to answer questions about membership and accreditation.

Please contact us if you would like to be self-study reader or if you would like to work with CSHSE in some other way. New members are always welcome, so keep us posted if you know of a human service program that might be interested in joining the Council!

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Supporting Student Success through a Community Resource Conference

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Human Services Department

As established human services professionals, we understand the breadth and depth of community-based services and resources available to people in need and where one would go to access those services. Not all students, however, are as well informed, which is why several colleagues and I recently worked together to create a community resource conference for students on the Delaware Technical Community College - Terry Campus.

My creative partners, Stephanie Beudet and Kathy Spencer, both academic counselors in Student Affairs, initially contacted me to discuss possible options for utilizing an internally-funded student success grant. These grants are used to fund new and innovative student success initiatives, so Stephanie and Kathy reached out for collaboration on an endeavor to benefit our students.

After some discussion, we decided an on-campus community resource conference would address several areas of need. Overall, it would create awareness for all students about the resources available to them in the community. More specific to students in my department, it would show them the various types of jobs available to someone with a human services degree and also introduce them to the agencies that may be able to provide internships or employment.

Our intent was to make the conference an informational and professional development opportunity for our students. We wanted local service agencies to attend so they could share the types of services they provide, as well as information on internship and job opportunities. To add an educational and training component, we decided to include workshops focused on current and relevant topics that would benefit an array of students. In addition, we told students to approach the event in a professional manner - wear appropriate attire, have copies of a resume on hand, and take the time to interact and network with the agency representatives. With a plan and vision in place, we started bringing all of the components of the conference together.

Stephanie, Kathy and I already had established relationships with service providers in the community, so we reached out to our respective contacts and were met with great enthusiasm. We then combined our resources with those of our service agency contacts to reach out to the best local professionals to extend them

invitations to present workshops in their areas of expertise.

To facilitate attendance from students in my department, the conference was incorporated into curriculum. Finally, one well-planned stop at the local wholesale club provided continental breakfast and snacks for invited guests and attendees.

Modest goals were set for the first conference, held in 2014, and expectations were exceeded when 21 public and private agencies sent representatives and more than 80 students attended. For this year's conference, held in April, we had 22 agencies and more than one hundred participating students!

Participating agency representatives shared information on community-based services available in areas of substance use disorder, residential and day services for children and adults with developmental disabilities, food banks, veterans services, hospice care, services for pregnant and parenting teens, vocational rehabilitation, mobile crisis information, and behavioral health, among many others.

Workshop topics focused on such areas as managing your emotions and stress, building healthy relationships, binge drinking and other risky behaviors, compassion fatigue and burnout, as well as discussions on gangs in your neighborhood and the tragedy and recovery associated with heroin.

The conference has become so successful - thanks to the tremendous partnership between Instruction and Student Affairs (which initially brought the event together), the support of other departments on campus and the full backing of our administrators - that it is now planned as an annual event and is part of the annual operating budget.

And speaking of funding, it certainly did take a tremendous amount of work to plan, create and carry out a successful conference, but it did not take a lot of money, which is always an issue of consideration. Based upon our format, an effective conference can be held for \$500-800, including light refreshments and takeaway items. That is a modest investment for an event we can confirm will yield a tremendous return for students. For example, one student attendee shared on a survey response, "This was an amazing experience as my first professional conference. I'm glad I attended and will use my new networks in the community to stay in college."

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The phrase ‘Student Success’ is almost a mantra on the Delaware Tech Terry Campus, and providing this community resource conference allows our students to achieve success personally, academically and

professionally. It has been a pleasure and honor to be part of the team that brought together such a well-received and beneficial event, and we all look forward to building upon its success.

Teaching the Complexities of Behavioral Change

Stephany Hewitt, MS, HS-BCP
Trident Technical College
CSHSE South Regional Director

The following article presents an experiential exercise designed to give students the “lived experience” of behavioral change. Unfortunately, I have used it for so many years, I genuinely cannot remember who gave it to me. Whoever you are, if you are reading this, please forgive my oversight.

Behavioral change.....huge topic; yet, it is central to achieving the knowledge base and skill sets required to become a competent Human Services professional. As instructors in Human Services programs across the nation, we struggle to distill complex issues such as behavioral change into digestible modules for our students. Whether behavioral change is presented as a stand-alone course or as a sub-topic within another course, the first hurdle for any instructor is always, “Where do I begin?” Beginning with the theories of change only invites memorization and creates intellectual hiding places for students hoping to dodge the hard work of self-reflection. I suggest the place to begin is the *experience* of behavioral change. There is a caveat, however. Students cannot be aware the topic is behavioral change. If they are aware, I have discovered, students tend to over-think the assignment, which negates the true experience...akin to telling someone not to think about a red corvette.

The title of the homework assignment is *Change the Location of Your Knives, Spoons, and Forks*. Whether announced in-person or posted online, you will be besieged with questions for clarity (Why are we doing this?, For how long?, Is this graded?) and descriptions of the horrors this assignment will bring (My wife will kill me, I work 3rd shift and don’t have time for this kind of thing, I live with my sister...It’s not even my kitchen.) Resist giving a response. At your next class meeting (or through discussion board if online) break students into groups of 3 to 4. You can give them a handout of questions to process (furnished below) or you can dole out the areas of examination one-by-one. I’ve done it both ways, and both work well. The following handout contains several important aspects of behavioral change to be explored, but there are many more.

Motivation for Change (What causes people to make changes?)

- If you did the exercise - why? Was the motivation internal or external? (e.g., because an authority figure told me to; because I value my grade, because I want to learn something)
- If you didn’t do the exercise - why? (e.g., would be too much trouble/grief from the family, already knew what would happen so no need to do it, forgot about the assignment, assignment wasn’t important enough to do, I don’t like doing things without some reason)
- **Application:** How does your experience apply to clients (e.g., mandated change vs personal choice, resistant clients, role of trust in client/clinician relationships)?

Initiating and Dealing with Change (How do people prepare for, initiate and deal with the impact of change?)

- Did you include the other people living with you in the assignment? If so, how did you include them? Did you ask permission, explain the assignment?
- What role does “power” play? (Who gets to make the rules?)
- Did anyone move the utensils back?
- Did anyone pressure you to move the utensils back? What kind of pressure did they use?
- How many times did you go to the original location to get a utensil?
- What about others? Did they go to the original location?
- What was the climate in your home?
 - Were people angry; irritated?
 - If so, how did they express their irritation? Did they talk about it and try to negotiate? Were they passive aggressive (e.g., Did they do something to get back at you for moving the location of the silverware?) How did you respond to them? Did you get angry/irritated? Blame the instructor?

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- Did people think it was funny, wonder why you got this assignment, want to be part of the experiment?
- **Application:** How can you apply what you learned from this experience to working with clients (e.g., importance of supporting/preparing clients for change, role of family dynamics in change, weight of social/economical/political

forces on change, impact of available and/or ongoing resources)?

There are multiple ways to process this exercise based on the level of the course. It can be tied directly to case scenarios such as the recovery process in addiction, treating issues of family violence, dealing with the impact of aging, teen pregnancy, homelessness and so on. Use your imagination!

Attributes of an Effective Program

Richarme Fuqua, Ph.D., LPC, HS-BCP

Baker College

Human Services Programs

Recently Baker College received CSHSE accreditation for its associate and bachelor's degree programs in human services. While it was a long process, it allowed the Human Services Program to identify areas that were especially effective.

Right to Try Philosophy

The mission of Baker College is to provide quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers. This belief underlies the delivery of quality education that is career oriented; employability is the focus for graduation, and Baker College has a 98% employment rate for graduates. The "Right to Try" approach allows students who have attained a GED or a high school diploma the accessibility of post-secondary education. Baker College believes all people have potential and deserve the opportunity to quality education.

Communication and Advising Students

The College offers an array of services to ensure the students remain engaged and successful. These services include an advising team, complete with an admission advisor, an academic advisor, and a program director. Each campus has an Academic Resource Center (ARC) that provides services such as tutoring, writing support, media resources, and also the support team of academic advisors is located in this office. A pivotal part of efficient service-delivery, the ARC initiative created a one-stop center to help students find all the support services needed in one location.

In 2006, Baker College elected to join the Higher Learning Commission's Academic Quality

Improvement Program (AQIP). AQIP permitted the institution to elect "pathways" for quality education; departments are given the responsibility to improve their programs, which are monitored on an annual basis. The Human Services Program looked at developing better internship sites and analyzed writing for the profession. Also, the AQIP process developed Quarterly System Program Workshops for seamless communication, where deans, program directors and program champions discuss each campus's provision of services for ensured support.

Continuous Quality Improvement and Assessment

As a part of Continuous Quality Improvement, known as CQI, each campus has a Program Champion who advocates for the program, mentors faculty and acts as the voice for the Human Services Program. Due to the multiple sites, most programs have a Program Director, yet some campuses have utilized adjunct faculty, creating Program Champions for Human Services. During the CSHSE Self-Study, Program Champions reviewed the curriculum and mapped the learning outcomes for each course to evaluate and measure the effectiveness of the summative assessments offered in that course. In order to accomplish this task, assessment measures had to be implemented as a program, and the System Program Workshops were the best place to discuss strategies.

While the Human Services Program was mapping the curriculum for the self-study, the AQIP Initiative focused on Assessment Achievement Levels, each identified as Bronze, Silver, Gold, Platinum, and Diamond. The Bronze status is the establishment of appropriate program outcomes, which are mapped to

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Institutional Learning Outcomes. Silver status is the requirement of an identified capstone experience with assessment tools; the tools must be valid and reliable. Human Services used the internship courses from the programs to capture data, which included a self-evaluation, the supervisor's evaluation and the instructor's evaluation of the student's portfolio. Often data are collected, but with the Assessment Achievement Levels, the Gold status required data review with the Program Champions that must be published on the school's website, which also is advantageous for marketing the program to the public. During the Gold evaluative status, the curriculum team must determine needed changes, providing support of why or why there is no need to change. In order to achieve the Platinum status, a program must incorporate milestones throughout the program. Though not required for CSHSE standards, these benchmarks allow the college to monitor a student's development throughout the program. It is different from a capstone course which demonstrates students' knowledge of their profession. The milestone course provides a direct experiential learning experience that offers a measure of needed competency in the profession and an opportunity to improve prior to the capstone course. Diamond status includes all the measures from the prior levels and adds external

measures of the industry, which is a shared decision-making process with the advisory board. As Human Services can be a discipline germane to the geographic locale, each Baker campus maintains its own advisory board to guide the career standards of the community it serves.

The comprehensive performance evaluations not only evaluate the courses, there is also the Faculty Growth and Evaluation Process to assist with mentoring adjunct faculty with their development to become more effective in the classroom. This process determines workshops that are offered at the annual in-service and web-ex training modules to improve the instructor's collegiate capacity for teaching. Moreover, the Baker College Human Services Program realized as a career-focused institution that some of the practices are esoteric; yet, the complexities of the curriculum assessment proved the Human Service Program was prepared for accreditation.

In addition to having several tiers of targeted goals as an institution and program, the goal among the Program Champions is, "We want Diamond status!" It is wonderful for your internal peers to recognize your program's educational commitment, but it is powerful when your external peers acknowledge your institution as a leader in Human Service education by granting you accreditation.

Activities to Help Students Understand Immigration

Lauri Weiner, J.D., HS-BCP
Stevenson University
Human Services Department

*(Editor's Note: In the Fall 2014 issue of the **Bulletin**, the author discussed the goals of immigration, how people can come here legally, and why many people come here without following the legal process. In the following article she describes classroom activities she uses to engage students.)*

I start the immigration discussion by having students break into groups and address who should be allowed to come to the United States and for what reasons. Some students say anyone should be allowed to come, and I encourage them to think it through more, to provide specific examples and to explain those examples. As a class, we review each group's

examples and look at their feasibility. This activity helps students begin to understand the complexity of developing immigration policy.

Students are also required to complete an immigrant interview. The interviewee has to be old enough to remember sufficient information about his or her country of origin in order to answer questions about the country of origin, the immigration experience, and the experience of living in the United States. The immigrant can be legal or undocumented. Students learn about prejudice and discrimination that the immigrant has faced in his/her home country and in the United States. One of the most significant questions

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that the immigrant addresses is what Americans should know about the immigration experience. This question, in particular, dispels many misconceptions people have about immigration. After the interview is completed, students are required to write a reflection about what they have learned from the interview. The most frequent response is that students develop more respect for immigrants because of the challenges involved with immigrating to the United States and beginning a new life.

After explaining the primary types of visas, I take students through a process to see if they would be able to come to the United States legally if they lived in their country of origin based on their cultural autobiography assignment, which is completed earlier in the semester. In addition, I tell them that their closest relative in the United States is a first cousin. This limitation eliminates the family preference categories completely. Generally, none of the students are able to come here under the employment visas because neither they nor their immediate family meet the requirements of having an extraordinary ability, an advanced degree in a needed area, or skilled labor where there is a shortage; nor do they have enough money to invest to start a business. Then we address whether any students have a “well-founded fear of persecution” which would enable someone to be a refugee or asylee and discuss what the phrase means. Typically, students are not eligible to immigrate based on these requirements. Lastly, we look at the diversity visa to see if anyone comes from a country with a low rate of immigration to the United States. I have had only a few students who qualify under this type of visa. The rest of the class discovers that they have no way to legally come to the United States on a permanent basis; thus, the activity reinforces how difficult it is to come to the United States legally.

As part of my PowerPoint, I include a variety of pictures/cartoons to look at illegal immigration from a different perspective. Several of these show indigenous people commenting on the early European immigrants being illegal or lacking appropriate documentation. Another addresses a child hiring an illegal immigrant to do his homework which helps make the point that immigrants will often do jobs that Americans don't want. The final group of pictures focus specifically on

Mexico and refers to the fact that many Mexicans lived in areas that are part of the United States long before most of our ancestors arrived here. These pictures help students rethink their attitudes toward immigration and increase their understanding of illegal immigration.

Students also participate in a debate on the topic of whether undocumented immigrants should be allowed to become U.S. citizens. Students are randomly assigned a side so they may not be arguing what they personally believe. While students may be unhappy about this, it provides them an opportunity to learn about both sides of the issue. I remind them that when they are in the field, they may not be working with a client who shares their belief system, so being able to understand different perspectives is crucial to being an effective human services practitioner. The winners of the debate are determined by a group of students not arguing in that particular debate, who must base their decision solely on information presented during the debate and must explain their rationale to the class.

The last stage for many immigrants is to become a United States citizen. Students have very little understanding of what is actually required to become a citizen. Their primary concern is that immigrants can't speak English. In fact, individuals applying for citizenship need to both speak and write English unless they are over a specific age, in which case this requirement is waived. Future citizens must meet residency and other requirements as well. The last requirement for citizenship is to pass an exam about the United States. Applicants must answer a minimum of 6 questions out of 10 correctly to pass. I randomly select 10 questions that could be on the exam for my students to answer. Inevitably, students start to laugh and then struggle to answer the questions. It is very rare for students to be able to answer enough questions to “pass” the test. This final activity helps students to recognize the difficulty in becoming a citizen.

Through this series of activities, students increase their awareness of both the immigration experience and their own biases related to immigration. They develop an appreciation for the immigrant experience which will enable them to be more effective and competent human services workers.

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, although all travel expenses are paid.

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:

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Accredited/ Re-Accredited Programs

Congratulations 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)

Baker College	(MI)
Columbus State Community College	(OH)
Delaware Technical Community College (Owens Campus)	(DE)
Delaware Technical Community College (Terry Campus)	(DE)
Elgin Community College	(IL)
Lehigh Carbon Community College	(PA)
New York City College of Technology	(NY)
Sinclair Community College	(OH)
Southeast Community College	(NE)
Stevenson University	(MD)
University of Alaska - Anchorage	(AK)
Vance-Granville Community College	(NC)

CSHSE welcomes the following new and rejoining members: (A complete list of CSHSE member programs is available at www.cshse.org/members.html)

Albertus Magnus College	(CT)
Ashford University	(CA)
Bridge Valley Community and Technical College	(WV)
Gadsden State Community College	(AL)
Georgia Highlands College	(GA)
Goodwin College	(CT)
Lac Courte Oreilles Ojibwa Community College	(WI)
Northern Kentucky University	(KY)
Southeastern University	(FL)
University of Maine at Augusta	(ME)
University of North Texas at Dallas	(TX)

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