



**Council for Standards in Human Service Education
Self-Study for Stevenson University
BACCALAUREATE DEGREE IN HUMAN SERVICES**

July 2022

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CERTIFICATION OF SELF-STUDY

Certification of Self-Study of:

**The Counseling & Human Services Program
Department of Counseling & Human Services
Stevenson University**

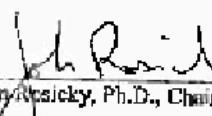
Self-Study submitted for accreditation approval to the Council for Standards in Human Service Education On: June 15, 2019.

The Human Services Program hereby requests accreditation for the following degrees:

Counseling & Human Services / Bachelor of Science

This self-study is submitted in request of reaccreditation beginning October, 2019. Initial accreditation was granted October, 2004 with re-accreditation October, 2009 and October, 2014.

I hereby certify that I have reviewed the attached self-study and that it fairly and accurately represents the above stated program and curriculum.


John Rasky, Ph.D., Chair, Counseling & Human Services Department 7/30/19
Date


Cheryl A. Wilson, Ph.D., Dean, School of Humanities and Social Sciences 7.30.19
Date


Susan T. German, Ph.D., Executive Vice President, Academic Affairs and Provost 07/30/19
Date

A. Required Introductory Material: General Introduction to the Program

1.	<p>Specify the degree(s) offered for which accreditation is being sought.</p> <p>Bachelor's Degree</p>
2.	<p>Describe the institution.</p> <p>Table of Contents</p> <p class="list-item-l1">a. Describe the organizational structure, whether state or private, age of institution, brief history, and so on.</p> <p>Response: Stevenson University is a private, independent, coeducational, liberal arts university with approximately 4,000 undergraduate and graduate students. The university was formerly known as Villa Julie College, which was founded in 1947 as a two-year preparatory school for women. Villa Julie became co-educational in 1972 and a four-year college in 1984. In 2004 the first residential facilities were opened on the Owings Mills campus and in 2008 the college changed its name to Stevenson University.</p> <p>Stevenson is located in Baltimore County, Maryland. Stevenson was initially established on the Greenspring campus but purchased the Owings Mills campus in 2002, and all recent development has happened in that area. All human services courses are offered on the Owings Mills campus, where the department moved in 2018. The Owings Mills campus houses all residential facilities and most athletic and student activity facilities. The Owings Mills North area was created by the purchase and renovation of the former Shire Pharmaceuticals site and houses the graphic design and art facilities, as well as the Manning Academic Center. A new library was constructed on the North Campus and opened in 2024. Offices for the Counseling & Human Services program are in this building. CHS classes are taught in the MAC. A new theatre is also under construction on the North Campus. The Greenspring campus no longer has any undergraduate academic programs, although the PsyD program and administrative offices are still located there.</p>

- | | |
|--|---|
| | <p>b. Describe the institutional context of the Program. For example, include organization charts and structure, goals, and objectives. What levels of degree are offered by the institution? For large programs with multiple sites, organizational charts are extremely helpful to the readers.</p> |
|--|---|

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Response: The academic structure of the University includes seven schools. Stevenson University Online administers all graduate programs (master's level; M.S. degree) and online instruction targeted to adult learners. Undergraduate programs (bachelor's level; B.S and B.A. degrees) are organized under the Beverly K. Fine School of the Sciences, Brown School of Business and Leadership, Sandra R. Berman School of Nursing and Health Professions, School of Design, School of Education, and School of Humanities and Social Sciences. The Counseling & Human Services Department is in the School of Humanities and Social Sciences (HaSS). There are 7 departments in HaSS: Psychology, Legal Studies, Criminal Justice, Interdisciplinary Studies, History and Humanities (the department includes philosophy and religion courses), English Language and Literature, and Counseling & Human Services. Organizational charts for the [University](#) and for [Academic Affairs](#) are located in the Appendix.

The University embraces the motto, "Imagine your future. Design your career" and the four core values of community, learning, integrity and excellence. See the [University Mission, Vision & Values](#).

- | | |
|----|---|
| 3. | <p>Describe the Program (Do not duplicate information requested in the Specifications for Standard 1.)</p> <p><u>Table of Contents</u></p> |
|----|---|

- a. Briefly describe the strengths of the Program and any attributes that make the Program unique.

Response: The Counseling & Human Services Program at Stevenson University is characterized by an emphasis on field experience to develop effective human service professionals. All Counseling & Human Services majors spend a minimum of 450 hours in field experiences. Students are placed in agencies related to their specific interests, such as mental health facilities, hospitals, addiction treatment centers, schools and centers for children with developmental and behavioral problems, facilities for the elderly, government agencies, and a variety of other sites. These valuable experiences give students the opportunity to apply the knowledge they have gained in the program and to develop their skills as confident and competent human services professionals.

Additional strengths of the program are:

- The knowledgeable and dedicated **faculty**, both the three full-time instructors and the numerous adjunct instructors, who all bring significant expertise to the classroom and work collaboratively to strengthen the program.
- A **diverse student population** who are from a wide variety of backgrounds, but are all committed to helping others. (See [pictures of recent graduating classes](#).)
- A supportive and engaged **Advisory Board** who understands both our students' needs and the demands of the human services profession. They are effective advocates for our program, our students, and Stevenson University.
- A comprehensive and meaningful **evaluation process** that collects and analyzes information on student performance, both in the classroom and in the field, and uses that information to examine program processes and curriculum.

- b. Describe institutional course requirements for all students and explain how they prepare students for study in the human services program. For example, describe general education or liberal arts requirements of the institution.

Response: The University requires students to take a general education core that includes two courses in writing/literature (plus two additional writing intensive (WI) courses, one at the 200 level and one at the 300 level; this requirement is fulfilled by required courses in the program), one communication course (usually public speaking), three courses in mathematics and science (statistics is required and biology is recommended), one course in fine arts, and four courses in the humanities (history, literature, religion, foreign language and philosophy). The general education core courses prepare students to communicate effectively, think deeply and critically about problems, and understand the complex social and cultural context of issues. A solid base in the liberal arts allows students to better understand the problems and perspectives of their clients and to be more effective helpers. See [University learning goals](#).

	<p>c. Include any other background information that may be pertinent such as action plans for identified problem areas, changing enrollment patterns, marketing strategies, or institutional or curricular restructuring.</p> <p>Response: Enrollment in the Counseling & Human Services Program declined over the past ten years, but over the past 5 years has been relatively stable with about 50 majors. The program is well-established and continues to fulfill an important role in the University. Marketing strategies are centralized in the admissions area of the university, but a departmental Instagram page has been established and a centrally located bulletin board for the department highlights activities and graduates. There has been significant expansion university-wide with the addition of athletic fields on the East Campus and a new academic hub library where CHS offices are located. The CHS Program Coordinator, John Rosicky, developed a network of trails in the wooded areas between campuses. Programmatically, we have reduced the number of required credits in the CHS program (see program changes in 4c below) to further improve the flexibility of the program and make it more enticing as a transfer destination. The final practicum is still 9 credit hours, but the number of hours has been reduced to 360 hours to alleviate student stress. With the 90 hour internship we still exceed the required number of experience hours for the program.</p>
4.	<p>Interim Report and Review and Reaccreditations only</p> <p>Table of Contents</p> <p>a. Include a copy of the letter from the Vice President of Accreditation (VPA) sent at the time of the prior accreditation notifying the Program of the disposition of the application for accreditation.</p> <p>Response: The Human Services Program was initially granted accreditation by CSHSE in October of 2004. It was granted reaccreditation based on a self-study in October of 2009, with a full site visit in 2014, and again based on a self-study in 2019. See reaccreditation letter in the Appendix.</p>

- b. Describe how each condition in the VPA letter has been addressed.

Response: The four requirements for the current reaccreditation were all addressed. More details are given under the appropriate Specifications, but briefly the requirements were:

- **Standard 11.c Historical and current legislation affecting service delivery**

Include more emphasis on social policy, both present issues as well as how legislation has shaped existing services (or lack of).

- The title of the introductory course for the program CHS 201 was changed from “Introduction to Human Services” to “Human Services and Social Policy” in 2018 along with the addition of additional emphasis on social policy issues ([see current syllabus](#))

- **Standard 12.g Processes to effect social change through advocacy work at all levels of society including community development, community and grass-roots organizing, and local and global activism**

Include advocacy and social change for marginalized populations. Such advocacy can occur in the context of a human service agency but also by assisting and empowering individuals and community groups/organizations/churches to effectively advocate for resources and services that address their needs and concerns.

- In addition to the changes to CHS 201 mentioned about, an assignment was added to that course on conducting an assessment of community needs and proposing steps to address those needs, including advocacy and community organizing (not just doing “for”). This introduction is more thoroughly expanded in CHS 224 Research Methods and Writing, in which students write a grant proposal to address community needs with a fully developed rationale for the proposed strategy.

- **Standard 14.g Knowledge, theory, and skills are included, analyzed, and applied in the curriculum in regard to: performing and elementary community needs assessment:**

Include a greater emphasis in the program on community development in contrast to the strong emphasis on service delivery within human services agencies.

- As mentioned above, a major assignment in the introductory course was added requiring students to visit a community/agency, assess needs, and report on ways to strength that community.

- **Standard 14.h Knowledge, theory, and skills are included, analyzed, and applied in the curriculum in regard to conducting a basic program evaluation:**

Include more direct instruction on designing and conducting a program evaluation and on understanding research, in order to effectively identify, understand, and utilize evidence based practices.

- This issue is covered thoroughly in CHS 340 Administration of Human Services and in CHS 224 Research Methods and Writing. Conducting a program evaluation is part of strategic program planning and evaluation, as well as evidence-based management, both of which are units in the administration course. In addition, the narratives of program proposals developed in the research methods course must contain detailed plans for program evaluation.

- c. Describe any major **program** changes since the prior accreditation.

Response: The program is fundamentally the same and the purpose, mission and objectives have not changed. The curriculum has been modified slightly as described below. The Sheppard Pratt certificate (a 5-course sequence of CHS courses offered to SP employees at their campus) has been on hold since the fourth cohort graduated in December of 2021. Detailed program analyses were conducted at faculty retreats in 2021 and 2022. One of our fulltime faculty members, Tom Swisher, retired in December of 2022 and the decrease from 4 to 3 faculty members resulted in the “department” becoming a “program”.

	<p>d. Describe any major curriculum changes since the prior accreditation.</p> <p>Response:</p> <p>Summary of Changes to the Counseling & Human Services Program:</p> <ul style="list-style-type: none"> • The course number of Human Services and Social Policy (introductory course in the first semester of the program) was changed from CHS 201 to CHS 105 in 2020. • Social Justice was added as a topic for CHS 250 Topics in Human Services. (2021) <p>The following changes were all implemented in 2023 following a departmental retreat in December of 2022.</p> <ul style="list-style-type: none"> • CHS 270 Psychopharmacology and Addictions will no longer be required of all students, but is still required in the Addictions and Mental Health Track and is a recommended elective course. • CHS 217 Professional Development in Counseling & Human Services will be replaced by CA 205 Foundations of Career offered by the Career Services Office • Two CHS electives are still required, but the “Focused Elective” category has been eliminated, reducing the total number of required credits by 9 credits. (We used to require 5 Focused Electives, including at least 2 CHS courses). • The number of hours for the CHS 440 Practicum in Human Services has been reduced from 410 to 360. The course is still 9 credit hours and fully meets accreditation requirements. • Changes result in a decrease in total program requirements from 72 credits to 58 credits. Student still need a total of 120 credits to earn a B.S. The remaining requirements are general education courses and electives.
5.	<p>If the Program is delivered at multiple sites:</p> <p>Table of Contents</p> <p>a. For each site:</p> <ul style="list-style-type: none"> • Describe the physical location and any unique characteristics. • Identify the faculty, directors, and staff. • Describe the student population. <p>Response: Although Stevenson’s physical facilities are split across two campuses, they are integrated into one University, so the Counseling & Human Services Program is not delivered at multiple sites. Departmental offices and all CHS courses are located on the Owings Mills campus.</p> <p>b. Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites.</p> <p>Response: Not applicable.</p>

6.	<p>Hybrid or Online Course Delivery: If more than 50% of required human service courses are offered in a hybrid/online format, the Program must:</p> <p>Table of Contents</p>
	<p>a. Provide a narrative and documentation which assures compliance with all Standards and Specifications</p>
	<p>Response: Not applicable. The only course currently offered in an online format is CHS 101 Family Studies.</p>
	<p>b. Document how they assure that students enrolled in the program or course(s) are who they say they are</p>
	<p>Response: Not applicable.</p>
	<p>c. Demonstrate that common learning outcomes/objectives exist for both face- to- face</p>
	<p>and hybrid/online delivery</p>
	<p>Response: Not applicable.</p>
	<p>d. Provide documentation that the program provides adequate technical training and support for students and faculty</p>
	<p>Response: Not applicable.</p>

Glossary of Terms

Agency Field Instructor – Agency employee who supervises the student’s daily functioning in the agency as part of the field placement experience; may also be referred to as the **Site Supervisor**.

Department Chair – Responsible for managing all aspects of the department, as well as teaching courses (now the Program Coordinator).

Evaluation Tool – Forms for assessing performance of faculty, program, and students.

Field Placement – Direct experience in a human services setting. There are two types of field placement: internship and practicum. Placements vary depending on student interest and experience.

Field Placement Coordinator – University faculty member who has responsibility for placing students in field placements and coordinating all aspects of field experiences. This is currently Dr. Mayaugust Finkenberg.

Field Placement Handbook – Document that presents specific information about field placement policies, expectations, and assessment, including evaluation forms. The [full handbook is here](#).

Internship – 90-hour field placement in a human services setting; generally completed in the junior year. It is accompanied by a weekly one-hour seminar on campus. [CHS 380](#) is 3 credit hours.

Practicum – 360-hour field placement in a human services setting ([CHS 440](#); credits); completed in the final semester. It is accompanied by an on-campus seminar ([CHS 441](#); 3 credits) that meets a minimum of once every two weeks. The student functions as much as possible as an entry-level employee.

CHS Student Handbook – Document that presents general information to students about the program, program policies, and overview of field placements. The [full handbook is here](#).

Tracks – A way for students to focus on a particular area of interest within the Counseling & Human Services major. Although most students do not opt for a track and complete the general Counseling & Human Services Program, students may select one of two tracks: Addictions & Mental Health Counseling; or Child, Adolescent and Family Services. If they do, some of the courses they take will be specified, rather than elective. Their degree is still in Counseling & Human Services, but the track will be reflected on their transcript.

University Supervisor – University faculty member who has responsibility for supervising students in field placements, including visiting the site at least once per semester.

I. GENERAL PROGRAM CHARACTERISTICS

A. Institutional Requirements and Primary Program Objective

Context: There is strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities.

Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.

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Specifications for Standard 1

a.	<p>The program is part of a degree granting college or university that is regionally accredited. Response: Stevenson University is accredited by the Middle States Commission on Higher Education.</p>
b.	<p>Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials). Response: The Counseling & Human Services Program is designed for students who want to provide human services for people in need. The major prepares students for careers in human services and also for graduate school. The courses provide students with a comprehensive understanding of how individuals and families develop and function. Students also acquire the skills necessary to provide services to individuals and families. The Counseling & Human Services Program goals are designed to prepare students for productive and meaningful work in the human services field. Graduates are expected to “apply key concepts, methods and values in human services to professional situations,” as stated in the program purpose and objectives. The program objectives are focused on preparing our majors for productive and meaningful experiences in the human services field. Graduates are expected to apply meaningful connections between classroom learning and experience in the field, demonstrate a professional attitude with sensitivity to diversity, display appropriate interpersonal skills and professional behavior, and exhibit their own continuing self-development (See Program Goals). The program’s focus on developing competent human service professionals is reflected in all departmental materials, including the Stevenson Catalog (See the Counseling & Human Services Program under Fields of Study), departmental brochure, and the department website. See also course descriptions and syllabi for all CHS courses.</p>

- c. Articulate how students are informed of the curricular and program expectations and requirements prior to admission.

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Response: Prospective students and their parents or guardians may attend one of five “Open Houses” offered by Stevenson University. During each Open House, faculty and current students from the Counseling & Human Services Department provide a classroom session in which the program structure, goals and expectations are reviewed, with opportunities for questions and discussion. In addition, the Department Chair meets every year with the university recruiters in the Admissions Office to provide them with updated information about the Counseling & Human Services Program so they can speak knowledgeably about it to potential students.

Current students who are not Counseling & Human Service majors, as well as prospective students, can access information about the program in numerous ways, including the [program website](#), individual interviews with faculty, information displayed near the program office, and at numerous activities and functions offered throughout the year by the Human Services Club. Many non-majors also take CHS 101 Family Studies or CHS 105 Human Services and Social Policy to meet the social science requirement and are thereby introduced to the field of human services.

All students who enter the major, either by transferring from another major or another school, or by starting at Stevenson, are informed of all aspects of the curricular and program requirements and expectations in the following ways: Transfer students meet individually with the Department Chair, who explains all program requirements, provides a [student handbook](#), and creates an individualized plan of study. New college students participate in a group orientation before they enter the program where they receive a [student handbook](#) and get help with establishing a plan of study and registering for classes. They also participate in the 1-credit course FYS 100 First Year Seminar, which has a designated section for Counseling & Human Services majors.

d.	<p>Provide a brief history of the program.</p> <p>Table of Contents</p> <p>Response: The Family Studies Program was developed by Dr. Gigi Franyo in 1999 and began accepting students in Fall 2000. Dr. Franyo was the program coordinator and only full-time faculty member until 2004. The name of the program was changed to Family and Community Services in Spring 2003. Beginning in Fall 2004, the program acquired one additional full-time faculty member, Dr. Tom Swisher, to teach courses and serve as the field placement coordinator. The program was awarded accreditation from CSHSE in October of 2004. It expanded to three full-time faculty members in 2005, when Ms. Lauri Weiner joined the faculty. The name of the program was changed to Human Services in 2007 and in 2009 the Human Services Program was reaccredited by CSHSE. In 2012, the Program became a Department when Dr. John Rosicky was hired as Department Chair. In the fall of 2014, Dr. Mayaugust Finkenberg joined the full-time faculty when Dr. Franyo began phased retirement. In 2018, the department and program name was changed to Counseling & Human Services in order to be more easily recognizable and help with recruiting. In December of 2022, Tom Swisher retired from the department; this resulted in the “department” designation being changed to “program”. Department offices moved from the Manning Academic Center (MAC) on the Owings Mills North campus to the new PAZ library building in January of 2024; all CHS classes are still offered in MAC.</p>
e.	<p>Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.</p> <p>Response: Fall 2023 enrollment figures show 56 Counseling & Human Services majors. The vast majority are full-time students (96%). Majors are predominantly female (87%) with an average age of 22. They are from a wide variety of backgrounds, including the city of Baltimore and surrounding suburbs and rural areas. Most students are from the Mid-Atlantic region. The major is ethnically diverse (49% white; 45% black; 4% Hispanic; 2% Asian/other). The number of graduates has been fairly consistent with 24 in the 2018/2019 academic year and 20 in the 2022/2023 academic year. See attached table of enrollment and graduation trends and demographic information and pictures of recent graduating classes.</p>

- f. Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).

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Response: The Counseling & Human Services bachelor's degree is 120 credits and is typically completed in eight semesters. A complete program description and curriculum display are in the [catalog](#) and [Appendix](#). Required courses in the Counseling & Human Services include the following:

- CHS 101 Family Studies
- CHS 105 Human Services and Social Policy
- CHS 220 Diversity and Cultural Competence
- CHS 224 Research Methods and Writing
- CHS 315/515 Group Counseling
- CHS 340/540 Administration of Human Services
- CHS 360 Counseling Strategies for Individuals
- CHS 380 Internship in Counseling & Human Services
- CHS 430 Family Dynamics and Interventions
- CHS 440 Practicum in Counseling & Human Services
- CHS 441 Seminar in Counseling & Human Services

In addition, student must complete the following secondary requirements:

- SOC 101 Introduction to Sociology
- PSY 101 Introduction to Psychology
- PSY 108 Human Growth & Development
- Two CHS Electives

The University requires students to meet the general education requirements described in the Introductory Section ([A.3.b](#)), which includes courses in writing/literature, communication, fine arts, mathematics (statistics), science, and humanities.

The program is designed to be completed in 8 semesters (4 years). More than half of students complete in 4 years (57%) with 5- and 6-year graduation rates of 84% and 895 respectively.

A list of CHS elective courses and a schedule of course offerings for [Human Services Electives](#) is attached, along with a listing of courses commonly taken to meet the [general education requirements](#).

B. Philosophical Base of Programs

Context: A benchmark of human services education and services delivery is the interdisciplinary approach to learning and professionalism. Curriculum development integrates specific theories, knowledge and skills that are tied to a conceptual framework and underlying philosophy. This must be congruent with the CSHSE National Standards and reflect the major theoretical emphasis and uniqueness of the program and curriculum.

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.

Specifications for Standard 2

- a. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.

	<p>Table of Contents</p> <p>Response: The Counseling & Human Services Department follows the ASK conceptual model as described by Schram and Mandell in <i>An Introduction to Human Services</i> (2000). This model emphasizes the importance of the following three components to becoming an effective human services professional: Attitudes, including self-awareness and such personal attributes as empathy, warmth and genuineness; Skills, including case management, ethical decision-making, counseling strategies, and group leadership; and Knowledge of topics such as human development, psychopathology, group and family dynamics, diversity of lifestyles, legal issues that affect helping, the impact of society and culture on behavior, and the evaluation of research.</p>
b.	<p>Include a mission statement for the program.</p> <p>Table of Contents</p> <p>Response: The mission of the Counseling & Human Services Program is to provide students with an educational foundation that will prepare them for meaningful and effective careers within the human services field and successful continuation of their education.</p> <p>Purpose The Counseling & Human Services Department prepares students to become effective professionals in the helping disciplines. The program focuses on skill development, problem solving, and the application of research and best practice principles. Students learn to help others and to prepare thoughtfully and systematically for their careers. To meet these commitments, the Counseling & Human Services Department offers its students a broad curriculum, learning experiences and professional activities beyond the classroom, and high levels of student-faculty interaction and collaboration.</p>
c.	<p>Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.).</p> <p>Table of Contents</p> <p>Response: The Counseling & Human Services Department is housed within the School of Humanities and Social Sciences (HaSS), along with the following other programs: Psychology, Criminal Justice, Interdisciplinary Studies, English Language and Literature, History, and Legal Studies. According to the HaSS web page, the School offers students “a wide range of possibilities, experiences, and opportunities while maintaining SU’s commitment to small classes, personal attention, and career preparation. Our programs encourage students to learn outside the confines of their chosen fields of study as well as outside the classroom.” Students in the School “learn not just how to do but also why [they] do.”</p> <p>The Mission of Stevenson University is as follows:</p>

	<p>The University is an innovative, coeducational, independent university offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The university blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The university meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.</p> <p>The Counseling & Human Services Program at Stevenson utilizes an approach that is career-focused by offering two distinct field experiences. Individualized attention is emphasized through advising (students are required to meet with their advisors every semester.), faculty attention to individual needs (discussed at program faculty meetings), and in the field placement process (the Field Placement Coordinator meets individually with all prospective interns and practicum students.). Civility and respect for differences is underscored throughout the Program through course work. Behavioral guidelines of civility and professionalism are taught to and assessed for all majors before and during field placements. Special needs accommodations are available to our majors. Career exploration suited to the unique needs and interests of our students is an integral part of CHS 380 (Internship in Counseling & Human Services), CHS 441 (Seminar in Counseling & Human Services), and the field placement process.</p>
d.	<p>Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).</p> <p>Table of Contents</p> <p>Response: The Counseling & Human Services program emphasizes the interdisciplinary, biopsychosocial approach to helping. Throughout the program, students are introduced to various theoretical orientations, such as psychoanalysis, behavioral and cognitive-behavioral approaches to treatment, and client-centered therapies, but the emphasis is on an eclectic orientation that stresses the importance of flexibility to adapt helping responses to individual needs and circumstances.</p>
e.	<p>Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.</p> <p>Table of Contents</p> <p>Response: The Counseling & Human Services program utilizes a multidisciplinary approach to knowledge, theories and skills that includes liberal arts courses, human services skills courses, and field experiences. The general education core curriculum for the University includes an emphasis on writing, literature, communication, mathematics and scientific reasoning, computer and information literacy, and the arts and humanities. The Counseling & Human Services major incorporates courses in psychology, sociology, psychopharmacology, research methods and statistics. (See program curriculum)</p>
f.	<p>Provide a matrix mapping the curriculum Standards (11-21) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the self-study narrative and the syllabi.</p> <p>Table of Contents</p>

NOTE: Information on how to access the 2018 Matrix Illustrating Relationship of Courses to Curriculum-Baccalaureate Degree Level is provided at the beginning of the Curriculum Standards section as part of this template. The Matrix must include required courses for all students which contribute to compliance with the Curriculum Standards and their Specifications. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.

Response: The course matrix for departmental courses is [here](#). The matrix for non-departmental courses is [here](#).

C. Community Assessment

Context: Human services programs continually interact with and affect human services delivery within the local community through field placements and alumnae/i. Programs should be designed to interface with the needs of major employers in terms of job needs and career ladders so there is an orderly and continuous supply of competent professionals.

Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.

Specifications for Standard 3:

- a. If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).

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Response: Program is more than 5 years old.

- b. An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services. Provide the following:
 1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),

Response: There are currently 14 external members of the Advisory Board, in addition to the 3 full-time faculty members in the department. The external members represent field placement agencies, employing agencies, graduate programs, community college human services program, adjunct faculty, and alumni. Note that the member from CCBC is also deeply involved in addiction credentialing in the state of Maryland and provides expertise in the area of addiction counseling, as well as teaching our addiction-related courses. See attached roster of [Advisory Board members](#).

2. Minutes of advisory committee meetings from the last two years

Response: The Advisory Board meets twice a year, typically in September and February. Minutes from the last four meetings (2017/2018 and 2018/2019 academic years) are [here](#).

3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.

	<p>Response: As illustrated in the Advisory Board minutes, the Board regularly provides helpful suggestions on such program issues as recruitment, curriculum needs (such as the recently approved professional writing course), the development of graduate programs, and internship/practicum requirements (such as the need for paid field experiences). At every meeting, program enrollment and completion statistics are presented, along with a summary of internship and practicum placements and the activities of the Human Services Club. During fall meetings, the annual report, including student feedback, is reviewed with the Board. Suggestions and comments are encouraged both during and after the meeting.</p>
c.	<p>Describe other mechanisms, if any, used to respond to changing needs in the human services field.</p> <p>Table of Contents</p> <p>Response: Feedback is solicited from both field experience site supervisors and university supervisors (practicum only) who work with students in their internship and practicum placements. The department gets specific feedback on the performance of students and these supervisors may suggest areas where students, or the program, could improve. Students also provide feedback on the program before they graduate. All of this information is reviewed by department faculty and used to plan for program modifications. Formal department meetings occur every month and include both full-time and part-time instructors.</p>

D. Program Evaluation

Context: To ensure the program is effective in producing competent professionals, the program must be evaluated on a regular basis. In addition, the program must assess how well the needs of students and graduates are being met. These evaluations/ assessments are the bases for modifying and improving the program.

Standard 4: 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.

Specifications for Standard 4:

- a. The program has clear, measurable student learning outcomes that align with the standards and an assessment plan that has been implemented. Provide the following:
- [Table of Contents](#)
1. Measurable student learning outcomes
- Response:** The Program goals and associated objectives are as follows ([also in Appendix](#)):
- Upon completion of the Counseling & Human Services program, graduates will be able to:
- 1. Apply research findings to analyze common problems encountered in the human services field and develop appropriate solutions.**

Objectives/Outcomes

 - Demonstrate basic technological competence.
 - Describe the role and importance of ethics in social research.
 - Obtain, evaluate, and use academic research literature to analyze issues in human service settings.

2. Based on comprehensive self-evaluation and feedback from faculty and supervisors, develop individualized professional development goals and objectives.

Objectives/Outcomes

- Accept constructive criticism and attempt to make appropriate adjustments.
- Analyze one's own interpersonal strengths and weaknesses and their application to therapeutic settings.
- Develop personal goals and objectives.
- Exhibit attitudes and behaviors related to self-care and wellness.
- Seek guidance from faculty and supervisors.

3. Exhibit consistent professional attitudes and behaviors in applied human services settings.

Objectives/Outcomes

- Demonstrate punctuality, appropriate dress, and constructive use of time.
- Exhibit consistent ethical behavior in applied human services settings.
- Follow all policies and procedures of field experience agency.
- Perform the duties, responsibilities and other professional obligations specified by field experience agency conscientiously.
- Protect clients' right to privacy and confidentiality, except when such confidentiality would cause harm to client or others.
- Speak and write professionally in applied human services settings.
- Use initiative in interpreting and following instructions in applied human services settings.

4. Exhibit culturally sensitive behavior in professional human services settings.

Objectives/Outcomes

- Demonstrate an awareness of diversity by adapting helping approaches to reflect the needs of clients' culture.
- Explain and appraise the customs, practices, beliefs and values of the cultures and communities within which he or she practices.
- Exhibit openness and a non-judgmental attitude related to individual, cultural, and global differences.
- Provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation, or socioeconomic status.

5. Exhibit effective and appropriate interpersonal skills in professional human services settings.

Objectives/Outcomes

- Communicate effectively with others, both orally and in writing.
- Demonstrate caring, respect, empathy, and genuineness when interacting with others.
- Establish appropriate rapport with clients.

6. Synthesize and appropriately apply key concepts, methods and values in human services to professional situations, independently and with minimal supervision.

Objectives/Outcomes

- Apply key concepts, perspectives, methods, and values related to human services.
- Display understanding of how services are delivered to individuals and families.
- Help others by using appropriate counseling skills in an applied human services setting.

2. Assessment plan

Response:

The [Assessment Plan](#) for measuring the above student learning outcomes utilizes the evaluation of student performance in their field placements during their final semester in the program to determine whether students have met the learning objectives. Each of the program goals and learning objectives are incorporated into this [evaluation tool](#). Students are rated during their internship using this evaluation and they are rated at the midpoint of their final practicum experience, so they have an opportunity to improve on any objectives on which they are below expectations.

Measures and Timing

Evaluation is a critical part of the Counseling & Human Services Department. The needs of our communities, both our external community (agencies) and our internal community (students), are evaluated extensively and frequently through both quantitative and qualitative measures.

QUANTITATIVE MEASURES. Quantitative measures and the timing for each are as follows:

- a. [Agency Evaluation by Student](#) – At end of field placement
- b. [Course Evaluation by Student](#) – At conclusion of fall and spring semester courses
- c. [Field Placement Prerequisites Checklist](#) – Prior to fall and spring field placements
- d. Graduate Acceptance by Graduate Programs – Annually at conclusion of spring semester
- e. Graduate Evaluation by Employer – Every five years (1 year after graduation)
- f. Program Evaluation by Senior – Immediately after completion of program
- g. Program Evaluation by Graduate – Annually (1 year after graduation)
- h. Program Evaluation/Student Field Placement Evaluation by Student and Field Instructor – At midpoint and end of field placement
- i. Student Assessment by Faculty (Behavioral Indicators) – Commencing when student joins major.
- j. [University Faculty Supervisor Evaluation by Student](#) – At end of field placement.

QUALITATIVE INFORMATION. Qualitative information and the timing for each are as follows:

- a. [Advisory Board Meetings](#) - One meeting per semester plus unscheduled communication
- b. Faculty Evaluation by Department Chair – Course syllabi and objectives are reviewed every semester. Faculty members are observed regularly, following the University guidelines. Faculty Professional Development Plans are reviewed and discussed with faculty members during the annual Performance Appraisal Meeting.

- c. [Faculty Meetings](#) - One meeting per month plus unscheduled communication
- d. Focus Groups of Graduates – At completion of program
- e. [Midterm Faculty Evaluation by Student](#) – At midpoint of fall and spring semester courses
- f. Program Evaluation by Student (Focus Group) – At completion of program
- g. Responses to additional open-ended questions on all quantitative measures listed above – Timing varies as shown above.

The field placement evaluation is the primary measure for student learning outcomes. However, additional measures for some of the outcomes occur in other courses. Goal 1, which involves the use of research literature to analyze problems in human services and the importance of ethics in social research, is assessed during [CHS 224 Introduction to Research](#). Goal 4, regarding culturally sensitive behavior, is partially assessed during [CHS 220 Diversity and Cultural Competence](#). Both of these goals are also assessed in the final field placement evaluation, but specific assignments and evaluations during these courses provide additional evidence of student achievement.

- 3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.

Response: The [field placement evaluation tool](#) is presented in the Appendix. Students rate themselves at both the midpoint and end of their field experience (the same evaluation is used for both the internship and practicum, so students are familiar with the items). They are then rated by their site supervisor, who discusses the ratings with the student. For each of the six major learning goals and associated objectives, students are rated as being below expectations, meeting expectations, or exceeding expectations. These ratings are reviewed by the University Supervisor and used as both an evaluation of the student's course performance and as a learning tool for students to improve their performance.

- 4. A description of how the evaluation may or may not have resulted in any change.

Response: One important result of recent program evaluations was the modification of the writing course that was created in 2014 to address an identified need to help students strengthen writing skills. That need still exists, but the writing requirements have been distributed between CHS 224 Research Methods and Writing, the newly created CHS 217 Professional Development in Counseling & Human Services, and CHS 360 Counseling Strategies for Individuals which incorporates the writing of case notes, incident reports and treatment plans. Students have consistently requested more variety in focused elective offerings. Elective courses have been expanded to include Trauma and Crisis Intervention, Therapeutic Recreation, Disability Studies, Coping, and Resilience and Growth Focused Counseling, in addition to regular offerings. See the [schedule of elective offerings](#).

Students frequently mentioned that the textbook for the seminar would have been helpful during the internship. As a result of these suggestions, the textbook (*Successful Internship* by Sweitzer and King) is now introduced in the internship and several chapters are used in that course. Students frequently comment on the challenging time demands of the practicum and the stress and exhaustion that they feel. Partly as a result of this feedback, the 12-credit (540 hour) option for the practicum is being eliminated for students entering the program. The practicum will be 9-credits and 410 hours for all students going forward.

- b. The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:

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1. A history of program evaluations

Response: Comprehensive program evaluations that include the results of faculty and course evaluations, agency surveys, graduate surveys, and student surveys, as well as the active participation of the Advisory Board, have occurred annually since 2005. Employer evaluations of graduates occur regularly. These evaluations are supplemented by self-studies completed every five years for Council reaccreditation. Here is the [Program Evaluation for 2018-2019](#).

2. A description of the methodology

Response:

Both quantitative and qualitative measures are employed to evaluate the Program. See the [Program Evaluation Plan](#) and copies of evaluation tools in the appendix. Evaluation tools that focus on faculty members are described in [Standard 8](#).

Students complete quantitative evaluations of various facets of the Program, including evaluations of instructors (at midterm and end of each course), courses (at midterm and end of each course), field placement agencies (at midterm and end of field placement), University supervisors, agency supervisors, and, upon their completion of the Program and annually (one year after graduation), students evaluate the Program itself. Other quantitative evaluations are completed of graduate acceptance by graduate programs and by employers of Program graduates.

Qualitative evaluations of field placement agencies utilized by the Program are made by University Supervisors in written submissions to the Field Placement Coordinator (at midterm and end of field placement) and by the Field Placement Coordinator in semester and annual assessments and revisions of what agencies are appropriate for field placements. In addition, qualitative evaluations are conducted each semester and in unscheduled communication by Program Advisory Board members. The Department Chair conducts qualitative evaluations of faculty, as more fully explained in the narrative for [Standard 8](#), through a combination of review of syllabi and course objectives, classroom observations, and annual performance appraisals. Other qualitative evaluations occur by faculty at monthly faculty meetings, by seniors in focus groups at the completion of the Program, and in response to open ended questions on quantitative measures.

The Program Evaluation is disseminated by the Department Chair to faculty members, Advisory Board members, and the Field Placement Coordinator. The recipients then provide their input and recommendations regarding the Program Evaluation and the Program itself. See response to Standard [4c1](#) below for more details about dissemination of evaluation results.

3. A summative analysis of the most recent evaluation

Response:

The most recently completed formal program evaluation was for the 2018-2019 academic year. (See the [full report here](#).) In summary, the results confirm that the present curriculum and field

	<p>experiences are effective in meeting the program mission, “to provide students with an educational foundation that will prepare them for meaningful and effective careers within the human services field and successful continuation of their education.” Student field placement evaluations also indicate that the program goals are being met.</p> <p>Students praised their CHS courses and the Counseling & Human Services faculty. Some suggestions related to the Counseling & Human Services curriculum included an expansion of topics course offerings and tracks to include such areas as: child life, disabilities and special education, counseling for children and youth, and school counseling.</p> <p>Several students questioned the usefulness of some of the general education courses and other non-departmental courses.</p> <p>4. A description of how and in what way the evaluation resulted in any change.</p> <p>Response:</p> <p>One important result of recent program evaluations was the reduction in the required hours for the practicum from 410 hours to 360 hours. There had been a number of comments about the stresses and mental health effects of the practicum. While learning to create a healthy work-life balance is part of professional growth, that can still be achieved in a slightly less demanding schedule.</p> <p>Students have consistently requested more variety in focused elective offerings. Elective courses have been expanded to include Trauma and Crisis Intervention, Social Justice, Disability Studies, Coping, and Resilience and Growth Focused Counseling, in addition to regular offerings. See the attached schedule of elective offerings.</p> <p>Students frequently mentioned that the textbook for the seminar would have been helpful during the internship. As a result of these suggestions, the textbook (<i>Successful Internship</i> by Sweitzer and King) is now introduced in the internship and several chapters are used in that course.</p>
c.	<p>The program must routinely provide reliable information to the public on its performance, including student achievement. [NOTE: This Specification relates to accreditation standards or policies that require institutions or programs routinely to provide reliable information to the public on their performance including student achievement as determined by the institution or program (Paragraph 12 (B)(1), 2010 CHEA Recognition Policy and Procedures)] Provide the following:</p> <p>Table of Contents</p> <ol style="list-style-type: none"> 1. An active link to student achievement indicators on the Program’s website. <p>Response:</p> <p>Student outcomes are displayed on the departmental web page here. The Department Chair is responsible for developing and coordinating program assessment procedures. Thus, the results obtained from the sources listed in specification a.2 above are collected and disseminated by him/her to the appropriate individuals and groups. The results are indicative of the current relevance of the educational objectives and the effectiveness of the program and curriculum.</p> <ol style="list-style-type: none"> 2. Aggregate data as evidence of student achievement must include at a minimum: <ul style="list-style-type: none"> enrollment trends

	<ul style="list-style-type: none"> ● retention ● graduation rates and grade point average ● student satisfaction ● agency feedback. <p>Optional student achievement indicators such as graduate transfer rates, graduate school or employment data, and alumni surveys may be included.</p> <p>Response: The required information is included on the departmental website, which is available to the public, in a section entitled Student Outcomes.</p>
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E. Policies and Procedures for Admitting, Retaining, and Dismissing Students

Context: Students have a right to know, prior to enrollment, the standards of the human services program and the procedures for admitting, retaining, and dismissing students. Both academic and behavioral issues need to be considered.

Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.

Specifications for Standard 5:

a.	<p>Provide documentation of policies regarding the selection and admission of students.</p> <p>Table of Contents</p> <p>Response: Students enter the program in accordance with the University's admission policies and procedures. See the Admissions section of the University Catalog online. There are no additional requirements for the Program. Students are able to enter the program at the beginning of their first year or at any point throughout their college career; however, all requirements for the program must be completed prior to graduation.</p>
b.	<p>Provide documentation of policies and procedures for referring students for individualized personal and academic assistance. These policies must be consistent with the institution's policies.</p> <p>Table of Contents</p> <p>Response: As a relatively small program, students are well known to departmental faculty and the support and ultimate success of every student is a priority. Each student is assigned a faculty advisor, and concerns (as well as plans to address them) about any students by any faculty members are discussed at every Department faculty meeting. Concerns about any issues, either academic or personal, are referred to the Office of Student Success, either through direct contact with staff in that office or through an Early Alert notification. The Office of Student Success follows up on all concerns and makes appropriate referrals as needed, keeping faculty members informed throughout the process. In addition, the University has a Wellness Center which offers a personalized environment, addressing an individual's needs through health and counseling services. While no referral form is used, faculty provide information about the Wellness Center to students who may need this resource and make contact with the Director of the Wellness Center about students referred. For more information about this service, visit the website</p>

	<p>Several University initiatives that potentially affect the wellness and support of students in the Counseling & Human Services Program include the existence of a Director of Multicultural Affairs, the University's written statement on accommodations, the Academic Link, and the Office of Student Success, as described in the following:</p> <p><i>Director of Multicultural Affairs.</i> This position was first filled in July 2003. The Director of Multicultural Affairs coordinates the College's efforts to foster a diverse learning and working environment. The Director provides counsel in initiating, developing, and implementing short and long-range plans related to diversity efforts. He or she develops and maintains collaborative relationships with students, faculty, staff, community groups, and professional organizations while developing and implementing diversity and multi-cultural programs. The University also promotes multi-cultural events and speakers, including "Multi-Cultural Week."</p> <p><i>University accommodations for students with disabilities.</i> The Program adheres to the University policy on disability. A disabled student is referred to the University's Office of Student Success if he or she is not currently involved with them. Faculty in the Program work with Student Success Services to make sure the student has the accommodations needed to be successful in the program. Policy and procedures regarding students with disabilities are outlined online here.</p> <p><i>The Academic Link.</i> Students work together with tutors as a team to learn effective study strategies, increase understanding of course content, and become independent learners. Any University student is eligible for free tutoring or other academic assistance in most subjects. More information about The Academic Link is available online.</p> <p><i>The Center for Student Success.</i> The Center for Student Success provides services and resources to students, faculty and staff that will strengthen academic performance, enhance student satisfaction, and improve student retention. For a complete description of the numerous services provided by this office, visit the website.</p>
c.	<p>Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.</p> <p>Table of Contents</p> <p>Response:</p> <p>The Counseling & Human Services Program follows the University's policies and procedures related to due process for probation, dismissal, appeal, and grievance procedures. Redress of student grievances and the policies and procedures regarding disciplinary proceedings can be found in the Stevenson University Policy Manual, Vol. V: Student Policies. Procedures for due process and appeal of all decisions are clearly laid out in this document, which is available to students on the SU portal and is included here on the thumb drive.</p>
d.	<p>Provide documentation of program policies and procedures for assessing and managing student attributes, characteristics, and behaviors ("fitness for the profession") that are important for the success of human service professionals.</p>

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Response: The Program's behavioral expectations are included in the [Counseling & Human Services Student Handbook](#). Ethical behavior is addressed in the section on [Department Procedures](#) and in [Appendix F](#), which lists the "Ethical Standards of Human Service Professionals." A copy of the Handbook is provided to all Counseling & Human Services majors when they enter the major and they sign a [New Student Acknowledgement Form](#) confirming that they have received a handbook and agree to abide by the ethical standards. Faculty members who have a concern related to a student's behavior document the concern with specific behaviors and discuss their concern with the individual student. The student's advisor is also notified. A list of "behavioral indicators" addressing respect for others, interpersonal skills, and professionalism is provided in the Counseling & Human Services Student Handbook [here](#). In addition to their presence in the Handbook, the Behavioral Indicators are reviewed when students enter the major and in both the Professional Development course (CHS 217) and Internship course (CHS 380).

Time is set aside at every faculty meeting for faculty members to raise any concerns they may have about students, including behavioral or legal concerns. A plan on whether or how to address concerns is discussed and documented. Common initial outcomes include discussion of the concern between the instructor and student, referral of the student to his or her advisor, referral of the student to the Program Coordinator, referral of the student to the Stevenson Wellness Center, and/or referral of the student to another appropriate resource (see [Department Meeting Minutes](#)).

Satisfactory performance in CHS 380 (internship and accompanying seminar) is required for the practicum (CHS 440). Unsatisfactory performance (a grade below C) in CHS 380 will result in ineligibility for CHS 440. Students whose performance in CHS 380 is unsatisfactory are permitted to repeat the course. A second grade below C in CHS 380 will result in dismissal from the program (See CHS Student Handbook [here](#)).

Students who have prior legal problems are not denied admission to the major; however, some field placements sites will not accept students who have a criminal record. Students are advised that they may need to submit to criminal background checks at internship or practicum sites. Prior to assignment of potential field placements, students complete a survey form asking that they explain any issues or limitations that could impact their field placement (such as disability, criminal record, citizenship) (See Appendix 5, pp. 2, 3.). Agencies that require a personal background check make the arrangements for doing so with the student. Procedures for handling issues which may arise during the field placement experience are addressed in the Field Placement Handbook [here](#) and [here](#) in the Counseling & Human Services Student Handbook.

F. Credentials of Human Services Faculty

Context: Human services programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches.

Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.

Specifications for Standard 6:

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| a. | Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that: <ol style="list-style-type: none"> 1. Faculty have education in various disciplines and experience in human services or related fields |
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Response: Curriculum vitae for full-time and part-time instructors are included in the [Appendix](#). Full-time and part-time program faculty have expertise in a variety of areas including counseling, human services, law, psychology, education, social work, administration of human services, addictions counseling, developmental psychology, special education, guidance counseling, educational leadership, and pastoral counseling. Across the full-time and regular part-time faculty members, three faculty members have a Ph.D.; all have a Master's Degree or higher. Two faculty members have Juris Doctorates, two have doctorates in education; others have Master's in Social Work, Counseling, or Special Education. Areas of current or previous employment among faculty members include the administration of human services for local or state government, disability services, child and adolescent programs, addictions treatment, private therapy practice, and the practice of law.

2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master's degree.

Response: As indicated in the curriculum vitae, all instructors of departmental courses have at least a master's degree.

G. Personnel Roles, Responsibilities, and Evaluation

Context: To balance the academic and experiential characteristics of human services programs, adequate faculty and staff should be available to fill essential program roles.

Standard 7: The program shall adequately manage and evaluate the essential program roles and provide professional development opportunities for faculty and staff.

Specifications for Standard 7:

- | | |
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| a. | Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum. |
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Response:

Department faculty make all decisions about Counseling & Human Services policies and curriculum through collaborative departmental discussions, faculty meetings, and consultation with the advisory board (see [department meeting minutes](#)). All changes to courses, objectives and program curriculum are approved through the Academic Affairs Committee of the Faculty Council, an all-faculty governing body with ultimate responsibility for academic decisions (see [AAC By-Laws](#)).

- | | |
|----|---|
| b. | Essential program roles include administration, curriculum development and review, instruction, |
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field supervision, program planning, program evaluation, student advising, and student evaluation.

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- Provide a brief description of how the essential roles are fulfilled in the program

Response:

The Counseling & Human Services Program at Stevenson includes four full-time faculty members and eight regular adjunct faculty members. Program faculty have teaching responsibilities for human services courses along with administrative, program, and field placement duties as indicated below. See Appendix for a detailed description of the roles of the [Department Chair](#), [Field Placement Coordinator](#), and [University Supervisors](#).

- (1) Administration – Department Chair
- (2) Curriculum Development and Review – Department Chair in collaboration with faculty
- (3) Instruction – Four full-time and approximately eight part-time faculty
- (4) Field Supervision – Six University Supervisors
- (5) Program Planning – Department Chair in collaboration with faculty
- (6) Program Evaluation – Department Chair
- (7) Student Advising – Four full-time faculty
- (8) Student Evaluation – Faculty

- Provide a table matching faculty and staff positions and names with these roles.

Response:

Table 7. Human Services Faculty Members, Roles, Responsibilities & Instruction

Faculty Members	Responsibilities	Courses
Candice Baker (PT)	Field Supervision	
Carol Dietrich, M.S.W. (PT)	Instruction, Student Evaluation	CHS 315/515, 360, 430, 441
Bunny Ebling (PT)	Instruction, Field Supervision, Student Evaluation	CHS 201, 315/515
Candice Edwards (PT)	Field Supervision	
Roxanne Epps (PT)	Instruction, Student Evaluation	CHS 101, 275
Mayaughst Finkenberg, D.Ed. (FT)	Instruction, Student Evaluation	CHS 201
Barbara Guthrie, M.Ed. (PT)	Instruction, Student Evaluation	CHS 201, 340/540
Loryn Lesser (PT)	Instruction, Field Supervision, Student Evaluation	CHS 224, 101, 201
John Rosicky, Ph.D. (FT)	Administration, Curriculum, Instruction, Program Planning, Program Evaluation, Student Advising, Student Evaluation	CHS 101, 201, 250, 441
Harold Shaffer, M.S. (PT)	Instruction, Student Evaluation	CHS 270, 315/515, 360, 370, 371

		<table border="1"> <tr><td>Kathea Smith (PT)</td><td>Field Supervision</td><td></td></tr> <tr><td>Tom Swisher, J.D., Ph.D. (FT)</td><td>Instruction, Student Advising, Student Evaluation</td><td>CHS 101, 430, 380</td></tr> <tr><td>Barry Thomas, Ph.D. (PT)</td><td>Instruction, Student Evaluation</td><td>CHS 101</td></tr> <tr><td>Diana Trujillo (PT)</td><td>Field Supervision</td><td></td></tr> <tr><td>Lauri Weiner, M.A., J.D. (FT)</td><td>Instruction, Student Advising, Student Evaluation</td><td>CHS 101, 220, 250</td></tr> </table>	Kathea Smith (PT)	Field Supervision		Tom Swisher, J.D., Ph.D. (FT)	Instruction, Student Advising, Student Evaluation	CHS 101, 430, 380	Barry Thomas, Ph.D. (PT)	Instruction, Student Evaluation	CHS 101	Diana Trujillo (PT)	Field Supervision		Lauri Weiner, M.A., J.D. (FT)	Instruction, Student Advising, Student Evaluation	CHS 101, 220, 250
Kathea Smith (PT)	Field Supervision																
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Barry Thomas, Ph.D. (PT)	Instruction, Student Evaluation	CHS 101															
Diana Trujillo (PT)	Field Supervision																
Lauri Weiner, M.A., J.D. (FT)	Instruction, Student Advising, Student Evaluation	CHS 101, 220, 250															
<p>Note: PT = Part-time; FT = Full-time</p> <p>c. Describe the process for faculty and staff evaluation. Documentation may come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.</p> <p>Response:</p> <p>Each faculty member in the Counseling & Human Services Program is evaluated annually by the Department Chair and by themselves. In addition, faculty members are evaluated by students at midterm and at the semester conclusion of every course.</p> <p>An extensive, University-wide faculty evaluation system provides a vehicle for the documentation of successful teaching and for the citation of areas where instructional improvement is being undertaken. All faculty members, full-time or adjunct, are expected to be actively documenting their performance and working to expand their competence as instructors.</p> <p>The system includes three criteria, which correspond to criteria for faculty rank. They are professional competence and scholarship, teaching effectiveness, and service to the college and profession (not required for adjuncts).</p> <p>The following table outlines the variety of resources through which the three criteria for faculty evaluation are evaluated:</p> <p style="text-align: center;">Activities Related to Professional Competence/Scholarship, Teaching Effectiveness, and Service to the College/Profession</p> <table border="1"> <thead> <tr> <th><i>Sources of Evaluation Data</i></th><th><i>Activities</i></th><th><i>Relationship to Roles</i></th></tr> </thead> <tbody> <tr> <td>Student Evaluation of Course & Faculty</td><td>Midterm Student Evaluations Student Evaluations at End of Semester Faculty Response to Student Evaluations</td><td>Faculty Faculty/Dept. Chair Faculty/ Dept. Chair</td></tr> <tr> <td>Administration Evaluation of Course & Faculty</td><td>Review of Course Syllabi and Objectives Classroom Observation Performance Appraisals (with faculty response)</td><td>Faculty/ Dept. Chair Faculty/ Dept. Chair Faculty/ Dept. Chair</td></tr> <tr> <td>Faculty Self Evaluation</td><td>Teaching philosophy/portfolio (for promotion only) Peer mentoring- new faculty by Program Coordinator Peer mentoring between colleagues (optional)</td><td>Faculty Faculty/ Dept. Chair Faculty</td></tr> </tbody> </table> <p><u>Evaluation Materials</u></p>			<i>Sources of Evaluation Data</i>	<i>Activities</i>	<i>Relationship to Roles</i>	Student Evaluation of Course & Faculty	Midterm Student Evaluations Student Evaluations at End of Semester Faculty Response to Student Evaluations	Faculty Faculty/Dept. Chair Faculty/ Dept. Chair	Administration Evaluation of Course & Faculty	Review of Course Syllabi and Objectives Classroom Observation Performance Appraisals (with faculty response)	Faculty/ Dept. Chair Faculty/ Dept. Chair Faculty/ Dept. Chair	Faculty Self Evaluation	Teaching philosophy/portfolio (for promotion only) Peer mentoring- new faculty by Program Coordinator Peer mentoring between colleagues (optional)	Faculty Faculty/ Dept. Chair Faculty			
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	<p>Copies of the <u>Faculty Performance Appraisal- Department Chair Evaluation</u>, <u>Student Evaluation Form</u>, <u>Faculty Response to Student Evaluation Data</u>, <u>Classroom Observation Form</u>, and <u>Midterm Faculty Evaluation Form</u> can be found in the Appendix.</p> <p>In addition to the aforementioned vehicles of evaluation, students in field placements evaluate their University Supervisor using the <u>University Supervisor Evaluation Form</u>.</p>
d.	<p>Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.</p> <p><u>Table of Contents</u></p> <p>Response:</p> <p>Using the <u>Faculty Performance Appraisal Form</u>, faculty members rate themselves and are rated by the Department Chair as exceeding, meeting, or falling below a number of performance areas, thereby helping to identify strengths and limitations. Specific techniques for improving areas of limitation are discussed in individual meetings with the Department Chair and documented as recommendations which are reviewed annually.</p> <p>For each course taught by a faculty member, final student evaluations serve as another method for identifying strengths and limitations in such areas as methods, style and practice of instruction, and course content. Faculty members are required to respond to the student evaluation data by identifying strengths, concerns, and intended corrective actions. This process encourages reflection on, and incorporation of, specific procedures for improvement. See <u>Faculty Response to Student Evaluation Data Form</u>.</p> <p>In addition, students evaluate faculty members at midterm. This information is valuable to faculty members in adjusting instruction to meet the needs of students in each of their classes. <u>Midterm evaluations</u> are reviewed solely by each faculty member.</p>
e.	<p>Describe how faculty and staff are provided opportunities for relevant professional development.</p> <p><u>Table of Contents</u></p> <p>Response:</p> <p>A number of opportunities exist to promote faculty professional development, including programs through Human Resources and initiatives within Academic Affairs. Faculty research is supported through the <u>Office of Sponsored Programs and Research</u> which provides funding for attending and presenting at conferences, grant writing and publishing workshops, hosts a summer writers retreat (which has been attended by faculty in the department), a winter writing workshop, and provides research and scholarship grants. A faculty development initiative with Academic Affairs hosts electronic training workshops (Blackboard, Hoonuit, Office 365, etc.), provides diversity and inclusion resources, and compiles information on teaching strategies and supporting students. A regular interdisciplinary speakers series within the School of Humanities and Social Sciences provides faculty with opportunities to discuss cogent issues across disciplines. The Human Resources office regularly holds professional development workshops on a variety of topics, including a faculty interactive workshop series, sessions on creativity, conflict, leadership, and supporting students.</p> <p><i>Funding for faculty conference attendance.</i> Full-time faculty members are eligible to receive funding to either attend or participate in professional conferences and also to conduct</p>

research. Part-time faculty members are eligible to receive funding only if they are presenting at a professional conference. Funds may be requested for conferences, conventions, or workshops. There is no geographic limit on the requests that may be considered.

H. Cultural Competence

Context: To ensure the program is effective in producing culturally competent professionals who possess high level of self-awareness, knowledge, and skills in the complexities of multiculturalism. This encompasses the individual, family, and group levels as well as agency/organizational, community, and globally.

Standard 8: The program shall foster the development of culturally competent professionals through program characteristics, curriculum, and fieldwork.

Specifications for Standard 8:

- a. Demonstrate how the program
1. Includes cultural competence in program policies, procedures, and practices.

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Response: Cultural competence is deeply embedded in the Counseling & Human Services program and throughout Stevenson University. One of the campus leaders in cultural competence issues, Lauri Weiner, is a full-time faculty member in the department. She teaches the required course [CHS 220 Diversity and Cultural Competence](#), serves on a college-wide diversity task force, and has facilitated or co-led an ongoing series of faculty/student conversations on diversity for the past several years. Cultural competence is #4 of the six [program outcomes](#). Professional expectations are emphasized throughout the program, but are included as prerequisites for participation in field experiences. These expectations explicitly include culturally sensitive behavior (item #1), as described in the [student handbook](#). As indicated below, cultural competence skills are emphasized in multiple ways throughout the program and students are provided opportunities to develop and practice these skills. If a student continues to violate these expectations after repeated attempts to remediate the issue, this can be a basis for removal from the program (see [Standard 5c and d](#)).

2. Includes cultural competence training for faculty and staff

Response: Institutionally, Stevenson University is committed to promoting cultural awareness and sensitivity in students, faculty and staff. A college-wide taskforce is working on developing systematic requirements for faculty to engage in cultural competence training. Currently, participation in training opportunities is voluntary. Through Academic Affairs Faculty Development, Diversity and Inclusion resources are available to faculty, including programs on Inclusivity in the Classroom, Language Variation in the Classroom, Confronting the Lies I Tell Myself, and a Peer Mentoring program for faculty. Human Resources offers periodic trainings related to diversity and cultural competence for the college community. Within the Counseling & Human Services Department, monthly faculty meetings regularly include discussions of student issues, which frequently relate to diversity and cultural competence issues. These regular discussions help to keep faculty attuned to these issues and give us an opportunity to have important conversations within the department. Prof. Weiner co-facilitates the

	<p>“Conversations on Diversity” series, which involves 2-3 meetings each semester. These sessions typically include students, and are also an opportunity for faculty within the School of Humanities and Social Sciences to engage in conversations on a selected aspect of diversity. Most faculty in the Counseling & Human Services department have participated in these discussions regularly.</p>
b.	<p>Demonstrate how the curriculum integrates cultural competence:</p> <ol style="list-style-type: none"> 1. Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping. <p><u>Table of Contents</u></p> <p>Response: The curriculum includes CHS 220 Diversity and Cultural Competence as a required course. As part of this course, students complete a cultural autobiography and write three response papers that require reflection on their own cultural beliefs and experiences and how they affect their perception of the world. This emphasis on cultural self-reflection is introduced in the First Year Seminar (a 1-credit course required of entering freshmen) and carried throughout the curriculum. For example, in the capstone clinical skills course CHS 430 Family Dynamics and Interventions, students complete a detailed family of origin assignment that requires them to think deeply about their own family/cultural experiences and how those experiences have affected their perceptions and attitudes. Self-awareness is a key part of the program outcomes (see #6).</p> <ol style="list-style-type: none"> 2. Includes the development of awareness, knowledge, and skills of diversity and culture. <p>Response: Awareness and knowledge of diversity and culture are integrated throughout the curriculum, as described above. Another good example of the incorporation of cultural issues is in CHS 101 Family Studies, which is focused on the diversity of family structures and includes an assignment asking students to research and report on multiple facets of a controversial issue. Skills are developed through the application of knowledge in the field experience courses, CHS 380 Internship and CHS 440 Practicum. In these courses, students work closely with on-site supervisors and with faculty to practice and improve their skills. As indicated in the field placement evaluation, which is completed as a self-evaluation by students and as a formal evaluation by supervisors both in the middle and end of both experiences, both self-reflection and culturally appropriate behaviors are strongly emphasized (see particularly sections IV and II). Students also practice culturally appropriate strategies through role-playing exercises in both the group and individual counseling courses (CHS 315 and CHS 360).</p>

I. Program Support

Context: To address student needs, human service programs require adequate faculty, staff, and program resources.

Standard 9: The program shall have adequate faculty, staff, and program resources.

Specifications for Standard 9:

a.	<p>Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.</p> <p><u>Table of Contents</u></p> <p>NOTE: provide the reader both with a program budget and with a description of how to read and interpret it.</p> <p>Response:</p> <p>The budget is developed and proposed annually by the Department Chair and submitted to the Dean of the School of Humanities and Social Sciences. See the operating budgets for 2018-2019 and for the upcoming year (2019-2020).</p> <p>The total department budget of \$8,683.89 has been decreasing for the past few years as part of across-the-board spending reductions. Discretionary spending is allocated among 10 different categories, including professional development, student travel, department events, and gifts to others. Funds can be moved across categories, or into new categories to cover expenses that don't fit in an existing category. To read the budget, the first column for each line item indicated the amount 'Budgeted.' The column labeled "Actual" indicates expenses charged to line. The last column is "Funds Available," which indicates the amount remaining in the line or the amount over the budgeted amount. The FY19 budget shows expenses in two categories (office supplies and printing) that did not have funds allocated to them. At the end of the year, negative balances are reconciled with lines that have a positive balance. For the past several years the department has been able to operate within the overall budget while providing outstanding experiences for students and supporting faculty and community partners (field placement sites).</p> <p>Specific expenses in each of the categories where significant expenditures occurred in this fiscal year are noted below:</p> <p><u>Salaries PT Student:</u> This line is for hiring a student assistant for the department. We had an assistant for part of the semester, but she was not able to continue due to her scheduling issues, which is why the expenditures are small. Unspent funds from this line cannot be moved to other lines.</p> <p><u>Student Supplies:</u> This line is books and supplies needed for classrooms.</p> <p><u>Promotional Give-Aways:</u> Includes printing of departmental brochures and engraved pens.</p> <p><u>Professional Development:</u> Registration at the annual NOHS conference for faculty.</p> <p><u>Professional Development Travel:</u> Hotel at travel expenses for faculty at NOHS conference.</p> <p><u>Students Conference:</u> Student recipients of the Professional Development Award are taken to NOHS conference each year. This line covers travel and registration expenses for the students.</p> <p><u>Membership: Professional:</u> CSHSE departmental membership and NOHS memberships for faculty.</p> <p><u>Dept/Div Events: Food:</u> Advisory board breakfasts; honors induction ceremony; graduate luncheons; senior poster session refreshments.</p> <p><u>Gifts to Others:</u> Field placement supervisors/agencies are given gifts (engraved portable chargers or pen/keychain sets) at the end of each semester as a token of appreciation for working with our students. This also includes engraved business card holders for graduates.</p>
b.	<p>Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites,</p>

	<p>expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.</p> <p>Table of Contents</p> <p>Response:</p> <p>Full-time faculty members maintain a twelve credit teaching load per semester. The Department Chair is released from teaching two courses during the Fall semester and two courses during the Spring semester in order to fulfill the responsibilities of the Department Chair as described in Standard 7.</p> <p>University faculty members responsible for field placements include the University Supervisors and the Field Placement Coordinator. University Supervisors are adjunct faculty who provide supervision for students in their practicums. These supervisors receive payment based upon the number of students supervised (3-4 students = 1 credit hour), which we (and the supervisors) believe is a reasonable load given the expected observation and documentation requirements. Distance is a consideration when assigning University Supervisors to students placed at particular sites. See Responsibilities of University Supervisor for Field Placements.</p> <p>The Field Placement Coordinator is a full time faculty member, Dr. Finkenberg who receives a one course equivalency to develop relationships with and visit new agencies, liaise with directors of agencies used previously, conduct classroom and individual meetings with all prospective interns and practicum students, determine and approve eligibility of students for field placements, and ensure appropriate placement assignments for all interns and practicum students. During both Fall and Spring semesters, the Field Placement Coordinator teaches CHS 440 Practicum as part of the teaching load. So teaching responsibilities for the Field Placement Coordinator are:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">Fall Semester</th><th style="text-align: left;">Spring Semester</th></tr> </thead> <tbody> <tr> <td>CHS 440 Practicum</td><td>CHS 440 Practicum</td></tr> <tr> <td>2 academic courses</td><td>CHS 380 Internship (usually two sections)</td></tr> <tr> <td></td><td>1 academic course</td></tr> </tbody> </table> <p>See Responsibilities of Field Placement Coordinator.</p>	Fall Semester	Spring Semester	CHS 440 Practicum	CHS 440 Practicum	2 academic courses	CHS 380 Internship (usually two sections)		1 academic course
Fall Semester	Spring Semester								
CHS 440 Practicum	CHS 440 Practicum								
2 academic courses	CHS 380 Internship (usually two sections)								
	1 academic course								
c.	<p>Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.</p> <p>Table of Contents</p> <p>Response:</p> <p>Secretarial support for faculty members and for the program is provided by the University receptionists as well as the School of Humanities and Social Sciences' Administrative Assistant, who has been particularly helpful with producing departmental materials, such as handbooks, certificates, and invitations. The departmental brochure is produced by staff in the Marketing and Digital Communications Department. Their assistance is greatly appreciated.</p>								
d.	<p>Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.</p> <p>Table of Contents</p> <p>Response:</p> <p><u>Technological/Computer Resources</u></p> <p>Considerable resource support for the program is available through the library, technology, computer labs, classroom technology, and tech support.</p>								

	<p>Stevenson University has 471 computers located in 26 computer labs/spaces across all campus areas. This includes ten Macintosh Labs with a total of 138 Mac's. The computer lab in the Greenspring library (LRC) accommodates 29 users. See list of computing facilities.</p> <p>In addition to the computer in each faculty member's office, faculty members have access to computers in every classroom for teaching. Every computer on campus has access to the internet, to the library, and to the campus e-mail system. Through the Library web site, students and faculty can access numerous electronic resources and databases, including program-specific research guides. Videos are available for classroom presentations through Kanopy, a library resource.</p> <p>Every full-time faculty member has a private office which is equipped with a desk, file cabinet(s), telephone, computer, and monitor. Part-time faculty members share office space, desks, and computers. Additional equipment can be requested through the Facilities Office.</p> <p>Classroom space consists of 42 classrooms, 15 seminar rooms, 1 photography classroom, 1 photo lab, 1 graphic studio, 2 art studios, and 7 science labs. Every classroom has an instructor PC, a permanently mounted video projection system, high speed internet access, and a screen. Classrooms are typically in excellent condition and are maintained by a proficient facilities staff.</p>
e.	<p>Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.</p> <p>Table of Contents</p> <p>Response:</p> <p>Stevenson University has two campuses. The original campus is located in Stevenson, Maryland, and the second is in Owings Mills, Maryland, about a 12 minute drive with free shuttle service connecting the campuses. Program offices, staff support, and full-time human services faculty are housed on the Owings Mills (North) Campus. In addition, almost all Program courses are taught on the Owings Mills Campus. Consequently, the descriptions contained herein are related to the Owings Mills campus.</p> <p>Every full-time faculty member has a private office which is equipped with a desk, file cabinet(s), telephone, computer, and monitor. The program has access to two large conference rooms overseen by the School of the Sciences, a spacious faculty lounge, and a workroom/mailroom with a printing/scanning/copying machine. Students have numerous areas</p>

for academic study at tables located near departmental offices and in the Learning Commons (part of the library system) on the third floor of the Manning Academic Center. Several computer labs are available.

Classrooms are equipped with technology and equipment permitting the use of PowerPoint, projected computer displays, videos, overheads, audios, and large dry-erase boards. Classrooms for semester use are always available with adequate and comfortable seating for students.

Lounge areas are available for both faculty and students. In addition, the University maintains two cafeterias, other food hubs, gyms, physical fitness equipment, and other amenities.

J. Evaluation of Transfer Credits and Prior Learning

Context: In order to promote and facilitate the transfer of credits, each program shall have policies and procedures for the evaluation of transfer credits and prior learning.

Standard 10: Each program shall articulate the policies and procedures for the transfer of credits and the evaluation of prior learning.

Specifications for Standard 10:

- a. Describe formal policies and procedures, and informal practices for the transfer of credits and evaluation of prior learning.

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Response:

Transfer credits from other regionally accredited colleges are accepted through the SU registrar's office. Course equivalencies for Maryland colleges are determined through the [ArtSys database](#) and in consultation with the department chair. A grade of C or better is required for a course to transfer. The department chair makes determinations about what program requirements are fulfilled by transfer courses and substitutions may be made as appropriate. See formal articulation agreements below.

One course in the Program, CHS 380 (Internship in Counseling & Human Services), may be waived if the student provides evidence of the successful completion of a minimum of two years full-time employment in a human services agency. The student must submit the following documentation for approval: (1) Professional Portfolio and (2) Letter of Recommendation from the supervisor at the agency. The documentation will be evaluated by the Department Chair and the Field Placement Coordinator. No other required human services courses in the Program may be waived.

The University participates in College Level Examination Program (CLEP), which allows students to take a CLEP exam to earn credits at Stevenson. The University grants credit to SU students earning Stevenson University designated passing scores on CLEP exams. For further information regarding acceptable exams, please review the [Stevenson University CLEP Manual](#) available on the [Transfer Credit Center](#) page of the website under [Credit by Examination](#).

The University recognizes the International Baccalaureate Diploma Programme and will grant credit for scores of 5 or higher in the "Higher Level" courses only. Scores of 4 will be taken into consideration, but not automatically granted credit. No credit is given for courses taken at the subsidiary level or for courses that duplicate others taken for Advanced Placement credit.

Informal collaboration efforts occur through faculty members' networking during national (NOHS) and regional (MACHS) conferences. The Department Chair is a member of the advisory boards for two Associate Degree human services programs (Community College of Baltimore County and Anne Arundel Community College), and the Program Coordinator for an Associate Degree Program (CCBC) is on the SU Counseling & Human Services Advisory Board. Board meetings provide opportunities for both formal and informal collaborative efforts. The Department Chair began an Associate Degree program in Human Services at Prince George's Community College before coming to Stevenson and remains in close consultation with the Program Coordinator.

The Counseling & Human Services Program at Stevenson University has developed formal articulation agreements with the following programs:

Community College Programs

- [Anne Arundel Community College](#)
- [Community College of Baltimore County](#)
- [Frederick Community College](#)
- [Howard Community College](#) (in progress)

Graduate School Program

- [McDaniel College](#) – Human Services Management Program: Special Education
- [Stevenson University](#) – Healthcare Management
- Stevenson University - Community Based Education and Leadership

We have entered into Articulation Agreements with each of the above listed community colleges because they allow students from each of the institutions to continue a path in the study of human services which builds upon substantial courses already completed in the field. See each articulation agreement in the appendix for course equivalencies.

The articulation agreement with McDaniel College allows Stevenson Counseling & Human Services majors who complete CHS 515 and CHS 540 to be eligible to obtain a Master's Degree in Human Services Management: Special Education in one year.

Students interested in the Stevenson Healthcare Management or Community Based Education and Leadership M.S. programs can apply to the BS to MS Option accelerated program and finish the combined program in five years. The two graduate level courses (CHS 515 and CHS 540) count towards the major and students can start taking graduate courses in the program during their final year in the undergraduate program and pay the standard undergraduate tuition.

Students from Stevenson who want to transfer credits to graduate programs have the opportunity to take two courses at the graduate level (CHS 515 and CHS 540). As explained in the response

	to Standard 10, Specification 3 the articulation agreement with the McDaniel College graduate program eliminates problems with the transfer of these credits.
b.	Describe how students receive this information. <u>Table of Contents</u> Response: Students receive information about all articulation agreements from the <u>Program's website</u> under the Tracks and Minors tab and on the <u>college website</u> . All admissions and recruitment events include information about transfer of courses. Information about the graduate program articulation agreement is in the <u>CHS Student Handbook</u> (p. 15) and is given to students in CHS 380 and in CHS 441.

Matrix for Required COUNSELING & HUMAN SERVICES Courses

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[Matrix for Non-Major Courses](#)

Matrix Illustrating Relationship of Required Courses to Curriculum Standards Baccalaureate Degree Level 2018

Instructions:

- a. Use as many versions of the Matrix as needed to deal with all of your required courses.
- b. Place course numbers in the header columns at the top of each page; course numbers will appear vertically
- c. The courses listed on this Matrix must include all courses required for all students in the program, which contribute compliance with the Curriculum Standards.
- d. Each course identified in the Matrix as contributing to compliance with a Standard and its Specifications must be referenced in the self-study narrative.
- e. For each specification, mark the following in the courses where covered: [You may mark more than one letter in any box].

Type of Course Content

I=Introduction of topic

T=Theory covered

K=Knowledge base

S=Skills practice or field experience

Depth or Emphasis of Coverage

L=Low

M=Moderate

H=Heavy

C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 3 0	C H S 3 6 0	C H S 4 4 0	C H S 3 3 0	C H S 4 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7
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Standards and Specifications												
Knowledge, Theory, Skills and Values												
1. History												
Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.												
Standard 11: The curriculum shall include the historical development of human services.												
Specifications for Standard 11												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. The historical roots of human services.	I,K M		K M				IT KS H	IT KS H	IT KS H	K M	I,K M	
b. Historical and current legislation affecting services delivery.	I,K M	I,K M	K M			K, M	IT KS H	IT KS H	IT KS H		IT K M	
c. How public and private attitudes influence legislation and the interpretation of policies related to human services.	K L	K M	I L			T,L	IT KS H	IT KS H	IT KS H	K M	IT K M	
d. The broader sociopolitical issues that affect human service systems.	I, M	I L	I L			T,L	IT KS H	IT KS H	IT KS H	K M	IT K M	

C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 3 0	C H S 3 4 0	C H S 4 3 0	C H S 3 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7
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2. Human Systems											
Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.											
Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.											
Specifications for Standard 12											
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:											
a. Theories of human development.	T M	I,T L		T L	I L	I L		IT KS H	IT KS H	IT KS H	T L
b. Small groups: 1. Overview of how small groups are used in human services settings, 2. Theories of group dynamics, and 3. Group facilitation skills.		I,K L			KS H			IT KS H	IT KS H	IT KS H	KS M
c. Changing family structures and roles.	TK M	I,K L						IT KS H	IS M	IS TK M	K M
d. An introduction to the organizational structures of communities.	I M	I,K L						IT K M	IT KS H	IT KS H	K M
e. An understanding of the capacities, limitations, and resiliency of human systems.	T M	I,K L		TK S M			K, M	IT KS H	IT KS H	IT KS H	K M
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.	T M	I,K M	K H	TK M	I L	I L	I,L	IT KS H	IT KS H	IT KS H	K M

C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 3 0	C H S 3 4 0	C H S 4 3 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7	
Course Prefixes and Numbers											

g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.	I L	I,K M	I L	KS M			KS H	IK M	IT KS H	IT KS H	K L
h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.		I,K M		KS M			KS H	IT M	IT KS H	IT KS H	
3. Human Services Delivery Systems											
Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.											
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.											
Specifications for Standard 13											
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:											
a. The range and characteristics of human services delivery systems and organizations.	I M	I,K M		I L				IT KS H	IT KS H	IT KS H	K M
b. The range of populations served and needs addressed by human services.	K, M	I,K H	K H	KS M			S, H	IT KS H	IT KS H	IT KS H	K M
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.	I M	IT K M		KS M				IT KS H	IT KS H	IT KS H	K M
d. An understanding of systemic causes of poverty and its implications.	I M	I,K L	I L	I L				IT K H	IT KS H	IT KS H	IK M

Course Prefixes and Numbers											
C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 6 0	C H S 3 4 0	C H S 4 3 0	C H S 3 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7

e. An understanding of national and global social policies and their influence on human service delivery.	I L	I,K M		I L				IT M	IT M	IT M	K M	IK M
f. Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.	I L	I,K M	IK M	I L				IT M	IT K M	IT M		I M
4. Information Literacy												
Context: The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.												
Standard 14: The curriculum shall provide knowledge and skills in information management.												
Specifications for Standard 14												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Obtain, synthesize, and clearly report information from various sources.	I L	IK S M	I M	TK S H	K M	S H		IT KS H	IT KS H	IT KS H	S M	KT H
b. Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.	I L	IK S M	I M	TK S H			K, M	IT KS H	IT KS H	IT KS H	S M	KT H
c. Upholding confidentiality and using appropriate means to share information.	I L	IK S M	I M	TK S H			K, M	IT KS H	IT KS H	IT KS H	S L	KT M
d. Using technology to locate, evaluate, and disseminate information.		I,K L		KS H		I L	K. M	IT KS H	IT KS H	IT KS H		IK M

C H S 1	C H S 2	C H S 2	C H S 2	C H S 3	C H S 3	C H S 3	C H S 4	C H S 3	C H S 4	C H S 4	C H S 2
0	0	2	2	1	6	4	3	8	4	4	1
1	1	0	4	5	0	0	0	0	0	1	7

5. Planning and Evaluation											
Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.											
Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.											
Specifications for Standard 15											
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:											
a. Knowledge and skills to analyze and assess the needs of clients or client groups.	IK S M		KS M		KS H	S, H	IT KS H	IT KS H	IT KS H	IK M	
b. Skills to develop goals, and design and implement a plan of action.	IK S M		S M		KS H	S, H	IT KS H	IT KS H	IT KS H	IK M	
c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.	I,K L		S M			S, H	IT KS H	IT KS H	IT KS H	IK M	
6. Client Interventions and Strategies											
Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.											
Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.											

Course Prefixes and Numbers											
C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 6 0	C H S 3 4 0	C H S 4 3 0	C H S 3 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7

Specifications for Standard 16											
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:											
a. Theory and knowledge bases of prevention, intervention, and maintenance strategies.	T L	TK M	I L	K M	K M	I, M	IT KS H	IT KS H	IT KS H	KT M	IK L
b. Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.		K L		KS M	S M	S M	I, M	IT KS H	IT KS H	IT KS H	IK L
c. Knowledge and skill development in the following areas: 1. Case management a. Intake interviewing b. Helping skills c. Identification and use of appropriate resources and referrals 2. Group facilitation 3. Use of consultation.		I,K M		KS H	KS H		IT KS H	IT KS H	IT KS H		IK L
7. Interpersonal Communication											
Context: The ability to create genuine and empathetic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.											
Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.											
Specifications for Standard 17											
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:											
a. Clarifying expectations.	I L	S M		KS H	KS H	KS H	K, M	IT KS H	IT KS H	IT KS H	K M

Course Prefixes and Numbers											
C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 6 0	C H S 3 4 0	C H S 4 3 0	C H S 3 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7

b. Dealing effectively with conflict.	I L	K S M		K S H	K S H	K S H	K, H	I T K S H	I T K S H	I T K S H	K M	I K M
c. Establishing rapport with clients.		I,K L	I L	S H	K S H	K S H		I T K S H	I T K S H	I T K S H	K M	I K M
d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.		I,K M	I M	K S H	K S H	K S H		I T K S H	I T K S H	I T K S H	K S M	I K T S H
8. Administrative												
Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.												
Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.												
Specifications for Standard 18												
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:												
a. Principles of leadership and management.	I L						K S H	I T M	I T M	I T M	K M	I K M
b. Human resources and volunteer management.							K S H	I T M	I T M	I T M	K M	I L
c. Grant writing, fundraising, and other funding sources.	I L		K S H				K S H	I T M	I T M	I T M	K M	I L
d. Legal, ethical, and regulatory issues, and risk management.			K M				K, H	I T M	I T M	I T M	K M	
e. Budget and financial management.			K S M				K, H	I T M	I T M	I T M	K H	

Course Prefixes and Numbers											
C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 6 0	C H S 3 4 0	C H S 3 3 0	C H S 4 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7

9. Client-Related Values and Attitudes											
Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.											
Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.											
Specifications for Standard 19											
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:											
a. The least intrusive intervention in the least restrictive environment.	I,K M		KS M	KS M	S M		IT KS H	IT KS H	IT KS H	KS M	IK M
b. Client self-determination.	I,K M		KS M	KS H	S H		IT KS H	IT KS H	IT KS H	K M	IK T M
c. Confidentiality of information.	I,K M		KS H	KS H	KS H		IT KS H	IT KS H	IT KS H	K L	IK M
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.	I,K M	K H	K H	KS H	K H		IT KS H	IT KS H	IT KS H	K M	IK T M
e. Belief that individuals, services systems, and society can change.	I,K M	I M	TK H	K H	K H	K, H	IT KS H	IT KS H	IT KS H	K L	K M
f. Interdisciplinary team approaches to problem solving.	I,K L		KS H	S H	K M	K, H	IT KS H	IT KS H	IT KS H	K L	IK L

Course Prefixes and Numbers											
C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 6 0	C H S 3 4 0	C H S 4 3 0	C H S 3 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7

g. Appropriate professional boundaries.	I,K M	I L	TK H	S H	K H	K, H	IT KS H	IT KS H	IT KS H	K M	KT H
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).	I,K M	I L	K H	KS H	K M	K, H	IT KS H	IT KS H	IT KS H	K M	KT M
10. Self-Development											
Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.											
Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.											
Specifications for Standard 20											
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:											
a. Conscious use of self.	I,K L	I M	K M	KS M	K H	S M	IT KS H	IT KS H	IT KS H	K H	KT H
b. Clarification of personal and professional values.	I,K M	K M	K H	K H	K H		IT KS H	IT KS H	IT KS H	K M	KT S H
c. Awareness of diversity.	I M	I,K M	K H	K H	KS H	K H		IT KS H	IT KS H	K M	KT M

Course Prefixes and Numbers											
C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 6 0	C H S 3 4 0	C H S 3 3 0	C H S 4 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7

d. Strategies for self-care.		I,K M			K H	K H		IT KS H	IT KS H	IT KS H	KS H	KT H
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).		IK S M		KS H		S, H	IT KS H	IT KS H	IT KS H	KS H	KT S H	

C H S 1	C H S 2	C H S 2	C H S 2	C H S 3	C H S 3	C H S 3	C H S 4	C H S 3	C H S 4	C H S 4	C H S 4	C H S 2
0	0	2	2	1	6	4	3	8	4	4	4	1
1	1	0	4	5	0	0	0	0	0	1	1	7

Field Experience

1. Field Experience

Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

Standard Number 21: The program shall provide field experience that is integrated with the curriculum.

Specifications for Standard 21

As evidence of meeting this standard, programs must:

- a. Provide a brief description of the overall process and structure of the fieldwork learning experience. X X X X
- b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week. X X X
- c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program. X X X X
- d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies. X X X X
- e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student. X X X
- f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours. X X

Course Prefixes and Numbers											
C H S 1 0 1	C H S 2 0 1	C H S 2 2 0	C H S 2 2 4	C H S 3 1 5	C H S 3 3 0	C H S 3 4 0	C H S 4 3 0	C H S 3 8 0	C H S 4 4 0	C H S 4 4 1	C H S 2 1 7

g. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.								X	X	X	
h. Demonstrate how the field experience provides the student an opportunity to progress:								X	X	X	
1. From observation to...											
2. Directly supervised client contact to...											
3. Indirectly supervised client contact to...											
4. An independent caseload OR assignment of administrative responsibility.											
i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.								X	X	X	
j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.								X	X	X	

Matrix for Required NON-HUMAN SERVICES Courses

[Table of Contents](#)

[Matrix for CHS courses](#)

Matrix Illustrating Relationship of Required Courses to Curriculum Standards Baccalaureate Degree Level

Instructions:

- f. Use as many versions of the Matrix as needed to deal with all of your required courses.
- g. Place course numbers in the header columns at the top of each page; course numbers will appear vertically
- h. The courses listed on this Matrix must include all courses required for all students in the program, which contribute compliance with the Curriculum Standards.
- i. Each course identified in the Matrix as contributing to compliance with a Standard and its Specifications must be referenced in the self-study narrative.
- j. For each specification, mark the following in the courses where covered: [You may mark more than one letter in any box].

Type of Course Content

I=Introduction of topic

T=Theory covered

K=Knowledge base

S=Skills practice or field experience

Depth or Emphasis of Coverage

L=Low

M=Moderate

H=Heavy

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
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1. History <p>Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.</p> <p>Standard 11: The curriculum shall include the historical development of human services.</p> <p>Specifications for Standard 11</p> <p>Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:</p> <ul style="list-style-type: none"> a. The historical roots of human services. b. Historical and current legislation affecting services delivery. c. How public and private attitudes influence legislation and the interpretation of policies related to human services. d. The broader sociopolitical issues that affect human service systems. 													
2. Human Systems <p>Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.</p> <p>Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.</p> <p>Specifications for Standard 12</p>													

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
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Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. Theories of human development.	I,K M	KT H											
b. Small groups: 1. Overview of how small groups are used in human services settings, 2. Theories of group dynamics, and 3. Group facilitation skills.													
c. Changing family structures and roles.			KT M										
d. An introduction to the organizational structures of communities.			KT M										
e. An understanding of the capacities, limitations, and resiliency of human systems.													
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.	IT M	KT M	KT M										
g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.			K M										
h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.			K M										
3. Human Services Delivery Systems													
Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.													
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.													

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
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Specifications for Standard 13													
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. The range and characteristics of human services delivery systems and organizations.	I,K L	I,K L	K M										
b. The range of populations served and needs addressed by human services.	I,K L	I,K L	K M										
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.	I,K L	I,K M	K L										
d. An understanding of systemic causes of poverty and its implications.	K M	I,K L	K L										
e. An understanding of national and global social policies and their influence on human service delivery.	I L		K M										
f. Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.			K M										

4. Information Literacy

Context: The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

Standard 14: The curriculum shall provide knowledge and skills in information management.

Specifications for Standard 14													
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. Obtain, synthesize, and clearly report information from various sources.	KS M	KS M	KS M										

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M
b. Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.													
c. Upholding confidentiality and using appropriate means to share information.													
d. Using technology to locate, evaluate, and disseminate information.	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M	KS M
5. Planning and Evaluation													
Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.													
Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.													
Specifications for Standard 15													
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. Knowledge and skills to analyze and assess the needs of clients or client groups.			KS M										
b. Skills to develop goals, and design and implement a plan of action.													
c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.													

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1									
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<p>6. Client Interventions and Strategies</p> <p>Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.</p> <p>Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.</p> <p>Specifications for Standard 16</p> <p>Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:</p> <ul style="list-style-type: none"> a. Theory and knowledge bases of prevention, intervention, and maintenance strategies. b. Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research. c. Knowledge and skill development in the following areas: <ul style="list-style-type: none"> 1. Case management <ul style="list-style-type: none"> a. Intake interviewing b. Individual counseling c. Identification and use of appropriate resources and referrals 2. Group facilitation 3. Use of consultation. 												
<p>7. Interpersonal Communication</p> <p>Context: The ability to create genuine and empathetic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.</p> <p>Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.</p> <p>Specifications for Standard 17</p>												

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
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Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. Clarifying expectations.													
b. Dealing effectively with conflict.													
c. Establishing rapport with clients.													
d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.													
8. Administrative													
Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.													
Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.													
Specifications for Standard 18													
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. Principles of leadership and management.	I,L												
b. Human resources and volunteer management.													
c. Grant writing, fundraising, and other funding sources													
d. Legal, ethical, and regulatory issues, and risk management.													
e. Budget and financial management.													

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
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9. Client-Related Values and Attitudes													
Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.													
Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.													
Specifications for Standard 19													
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. The least intrusive intervention in the least restrictive environment.													
b. Client self-determination.	K M												
c. Confidentiality of information.													
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.	K M	K M	K M										
e. Belief that individuals, services systems, and society can change.			K M										
f. Interdisciplinary team approaches to problem solving.													
g. Appropriate professional boundaries.													
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).													

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
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10. Self-Development													
Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.													
Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.													
Specifications for Standard 20													
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:													
a. Conscious use of self.													
b. Clarification of personal and professional values.													
c. Awareness of diversity.	K M	K M	K M										
d. Strategies for self-care.													
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).													

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
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Field Experience													
1. Field Experience													
Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.													
Standard Number 21: The program shall provide field experience that is integrated with the curriculum.													
Specifications for Standard 21													
As evidence of meeting this standard, programs must:													
a. Provide a brief description of the overall process and structure of the fieldwork learning experience.													
b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.													
c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.													
d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.													
e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.													
f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.													

Course Prefixes and Numbers	P S Y 1 0 1	P S Y 1 0 8	S O C 1 0 1										
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g. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.													
h. Demonstrate how the field experience provides the student an opportunity to progress: 1. From observation to... 2. Directly supervised client contact to... 3. Indirectly supervised client contact to... 4. An independent caseload OR assignment of administrative responsibility.													
i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.													
j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.													

II. CURRICULUM: BACCALAUREATE DEGREE

A. Knowledge, Theory, Skills, and Values

1. History

Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

Standard 11: The curriculum shall include the historical development of human services.
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Specifications for Standard 11:
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Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.

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| a. | <p>The historical roots of human services as a discipline and profession.</p> <p>Response: The historic roots of human services are covered in CHS 105 Human Services and Social Policy through in-class activities, discussion, lecture, and assigned reading (see Course Schedule; week 2 is devoted to the history of human services).</p> <p>In CHS 224 Research Methods and Writing, students read social science research articles that influenced the development of the human services field and create a detailed research proposal as a class assignment.</p> <p>In CHS 430 Family Dynamics and Interventions, students examine a variety of approaches to family therapy that have historically been utilized. Working in groups, they analyze each model and report to the class (see the course schedule and description of the group project).</p> <p>In the Field Placement courses, CHS 380 Internship includes in-class discussion following a journal assignment that requires students to become familiar with the historic roots of the agency at which they are completing their particular internships. Similarly, students in CHS 440 Practicum, learn about the history of the agency where they are completing their practicum and incorporate that into their poster presentations for CHS 441 Seminar at the end of the semester.</p> |
| b. | <p>Historical and current legislation affecting services delivery.</p> <p>Response: Historical and current legislation affecting services delivery is addressed in CHS 101 Family Studies through discussion, media presentation, lecture, and assigned reading specifically regarding family structure and the legislation that affects it. This issue is addressed briefly in most chapters, but see specifically 3/28 “Issues in Contemporary U.S. Families” and 4/4 “Economy and Family Life” in the course schedule.</p> <p>CHS 105 Human Services and Social Policy addresses this issue through reading, lecture, and discussion, particularly in Week 2, which includes coverage of Great Society programs, welfare reform and related topics.</p> |

	<p>CHS 224 Research Methods and Writing includes an exploration of research studies assessing the need for services and the effectiveness of interventions, which influence legislation. This is addressed through lecture, discussion, and assigned reading.</p> <p>CHS 340 Administration of Human Services covers legislation that affects service delivery indirectly through its influence on how agencies are administered and managed. For example, a unit on hiring includes legal issues governing this process (see course schedule) and a unit and assigned project on seeking resources (Course Requirement #6) covers legislation regarding fund-raising and finances (course schedule).</p> <p>CHS 430 Family Dynamics and Interventions examines legislation affecting service delivery through a group project where student groups analyze in-depth different models of family therapy, both current and historical. The analysis includes legislative issues affecting each approach (see the Group Project assignment for detail and a list of the models covered). Legislation affecting service delivery is also addressed in the field placement courses CHS 380 Internship, CHS 440 Practicum and CHS 441 Seminar in that students become familiar with the legislative issues affecting their particular agency. This is often a topic in the Issues Presentation project and is included in Poster Presentations about the agencies at which students complete their practicums.</p>
c.	<p>How public and private attitudes influence legislation and the interpretation of policies related to human services.</p> <p>Response: There is an emphasis on how public and private attitudes influence legislation and the interpretation of policies related to human services in CHS 101 Family Studies throughout the course as the factors influencing various aspects of family are explored through discussion, media presentation, lecture, and assigned reading. For example, the interpretation of laws related to same-sex couples, divorce and remarriage and work and family life are considered. The issue is addressed most directly and deeply in the unit on “Issues in Contemporary U.S. Families” (see course schedule).</p> <p>CHS 105 Human Services and Social Policy addresses this issue through reading, lecture, and discussion, particularly in the units on macro-level practice and social policy issues, which include detailed discussion of public attitudes towards helping(see course schedule).</p> <p>CHS 224 Research Methods and Writing includes discussions about how research on social issues is influenced by public and private attitudes and legislation (see week 2 in course schedule). This is addressed through lecture, discussion, and assigned reading.</p> <p>CHS 340 Administration of Human Services covers the influence of public and private attitudes on legislation and policy through a variety of administrative issues. For example, see the unit on “Working with a Board” in course schedule.</p> <p>CHS 430 Family Dynamics and Interventions examines the influence of public and private attitudes on legislation and policy through a group project where student groups analyze in-depth different models of family therapy, both current and historical. The analysis includes legislative issues affecting each approach (see the Group Project assignment for detail and a list of the models covered).</p> <p>This issue is also addressed in the field placement courses CHS 380 Internship, CHS 440 Practicum and CHS 441 Seminar in that students become familiar with the legislation and interpretation of policies that affects their particular agency. This is often a topic in the Issues Presentation project and is included in Poster Presentations about the agencies at which students complete their practicums.</p>

d.	<p>The broader sociopolitical issues that affect human service systems.</p> <p>Response: Sociopolitical issues, including systems of governance and economics, are addressed in CHS 101 Family Studies, particularly as they relate to family issues through historical, national, and cultural contexts. Learning is accomplished through in-class activities, discussions, media presentations, lectures, and assigned readings.</p> <p>Sociopolitical issues are also integrated throughout CHS 105 Human Services and Social Policy, particularly as they relate to the emergence of human services systems and the unit on Social Policy and Intervention (see course schedule).</p> <p>CHS 224 Research Methods and Writing includes discussions about how research on social issues is influenced by government and economic systems (see week 2 in course schedule). This is addressed through lecture, discussion, and assigned reading.</p> <p>CHS 340 Administration of Human Services covers the influence of government and economic policies on a variety of administrative issues. For example, a unit on hiring includes legal issues governing this process (see course schedule) and a unit and assigned project on seeking resources (Course Requirement #6) covers both governmental (grants) and economic issues (course schedule).</p> <p>Government and economic systems and their relationship to family dynamics are covered in CHS 430 Family Dynamics and Interventions through a group project where student groups analyze different models of family therapy. The analysis includes how each approach fits within government and economic systems (see the Group Project assignment for detail and a list of the models covered).</p> <p>Differences between systems of governance and economics is also addressed in the field placement courses CHS 380 Internship, CHS 440 Practicum and CHS 441 Seminar in that students become familiar with the governmental and economic issues affecting their particular agency. These issues are often a topic in the Issues Presentation project and are included in Poster Presentations about the agencies at which students complete their practicums.</p> <p>Required non-major course SOC 101 Introduction to Sociology includes frequent consideration of governmental and economic issues related to sociology.</p>
e.	<p>Exposure to a spectrum of political ideologies.</p> <p>Response: Exposure to a spectrum of political ideologies occurs in each unit of CHS 101 Family Studies, but see particularly “Selecting a Partner”, “Diversity in Marriages and Families”, and “Employment in Relationships” where different political perspectives on family policy are studied directly.</p> <p>In CHS 105 Human Services and Social Policy, political ideologies are central to discussions of the historical roots of helping and social policy and intervention approaches, as well as many other units, which are covered through in-class activities, discussions, media presentations, lectures, assigned readings, and out-of-class assignments. See especially the assignment “Issue Presentation and Report”.</p> <p>In addition, political ideologies and their influence on research are discussed in CHS 224 Research Methods and Writing. See particularly week 2 in course schedule on the foundations of social science research.</p> <p>Political ideologies and their relationship to family dynamics are covered in detail in CHS 430 Family Dynamics and Interventions through a group project where student groups analyze different models of family therapy. The analysis includes how each approach fits with different</p>

	<p>political ideologies (see the Group Project assignment for detail and a list of the models covered).</p> <p>Exposure to a spectrum of political ideologies also occurs in the field placement courses CHS 380 Internship, CHS 440 Practicum and CHS 441 Seminar in that students become familiar with political ideologies that affect their particular agency. These issues are often a topic in the Issues Presentation project and are included in Poster Presentations about the agencies at which students complete their practicums.</p> <p>Political ideologies, as they relate to the specific topics of the courses, are analyzed throughout the required non-major course SOC 101 Introduction to Sociology and covered tangentially in PSY 101 Introduction to Psychology.</p>
f.	<p>Skills to analyze and interpret historical data for application in advocacy and social change.</p> <p>Response: Coverage of skills to analyze and interpret historical data for application in advocacy and social change is accomplished through in-class activities, discussion, lecture, and assigned reading, in CHS 101 Family Studies. In this course, students learn about the historical and social roots of each topic addressed and consider ways that current conditions could be changed to benefit families (see particularly “Marriage Relationships,” “Same-Sex Couples” and “Family Social Policy”).</p> <p>In CHS 105 Human Services and Social Policy, the historical roots of helping are examined and the notion of advocacy is introduced through the helping process and through social policy and intervention. See especially the assignment “Issue Presentation and Report.”</p> <p>CHS 224 Research Methods and Writing is fundamentally about the application of data to influence social policy and interventions. See particularly week 2 in course schedule on the foundations of social science research and the unit on historical/comparative research (week 12). The central project for the course is that students develop a detailed Research Proposal on a topic related to human services.</p> <p>CHS 430 Family Dynamics and Interventions addresses the use of data to support different types of family therapy interventions through a group project where student groups analyze in-depth different models of family therapy, both current and historical. The analysis includes historical data on the effectiveness of each approach (see the Group Project assignment for detail and a list of the models covered).</p> <p>Skills to analyze and interpret historical data for application in advocacy and social change are also developed in the field placement courses CHS 380 Internship, CHS 440 Practicum and CHS 441 Seminar in that students practice these skills as they relate to their particular agency.</p>

2. Human Systems

Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

Specifications for Standard 12:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.

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- a. Theories of human development.

Response:

Human development theory is the primary topic of [PSY 108 Human Growth and Development](#). Human Development is introduced as a unit in [PSY 101](#). Both are required courses in the major.

Human development theory is included through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 101, 201, 224, 315/515, 360, 430, 380, 440 and 441.

Human development theory is addressed in CHS 101 (see [CHS 101 Family Studies syllabus](#), human development theories of Freud, Erikson, Piaget, and others are addressed as theoretical perspectives in the first chapter).

Human development theory is addressed in CHS 105 [Human Services and Social Policy](#) through lectures and assigned readings (see [course schedule](#)).

[CHS 224 Research Methods and Writing](#) covers theories of human development to the extent that these theories are the subject of social science research to determine their efficacy.

[CHS 315/515 Group Counseling](#) and [CHS 360 Counseling Strategies for Individuals](#) are clinical skills courses that address stages of human development in the context of therapeutic interventions (group counseling and individual counseling, respectively).

[CHS 430 Family Dynamics and Interventions](#) focuses specifically on the development of the family and the influence of the family on personal development. The [Family of Origin](#) project requires students to examine how their own family of origin has influenced their development. Students examine how different theoretical approaches to family therapy view development through the [Group Project](#).

Field Placement courses [CHS 380](#) , [CHS 440](#) and [CHS 441](#) require students to understand the developmental context of the particular clients they work with at their agencies.

- b. Small groups:

1. Overview of how small groups are used in human services settings

Response: An overview of how small groups are used in human services settings is included through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 201, 315, 380, 430, 440 and 441.

Use of small groups in human services settings is covered in CHS 315/515 Group Counseling as the fundamental topic of this course through in-class activities, discussions, media presentations, lectures, assigned readings, and out of class assignments; see [CHS 315/515 syllabus](#). This course investigates basic elements of group process and practice. The application of course material to specific groups is highlighted.

	<p>Use of small groups in human services settings is also covered in CHS 105 Human Services and Social Policy (discussions, media presentations, lectures, assigned readings, and out of class assignments; see “Team Research Assignment”).</p> <p>Use of small groups in human services settings is covered throughout CHS 380 Internship (discussions, in-class activities) and CHS 430 Family Dynamics and Interventions (in-class activities, discussions, media presentations, lectures, assigned readings, and out of class assignments). In both CHS 380 and 430, students participate in an in-class activity involving the formation of small groups and the subsequent analysis of each group’s dynamic (see Group Project in CHS 430).</p> <p>CHS 441 Seminar addresses use of small groups in discussions and is itself a small group. This course provides an opportunity for students to discuss and learn more about issues related to the practicum and to the field of human services. Similar in organization to a professional development meeting, the seminar is designed to help facilitate the transition from undergraduate school to work and/or graduate school.</p>
2.	<p>2. Theories of group dynamics</p> <p>Response: Theories of group dynamics are introduced in CHS 105 Human Services and Social Policy through lecture and discussion (see schedule on the Helping Process) and are major topics in both CHS 315/515 Group Counseling (see Week 4) and in CHS 430 Family Dynamics and Interventions.</p>
3.	<p>3. Group facilitation skills.</p> <p>Response: Skills for facilitating groups are taught through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 201, 315, 380, and 430.</p> <p>Skills for facilitating groups are taught in CHS 315/515 Group Counseling as the fundamental learning goal of this course through in-class activities, discussions, media presentations, lectures, assigned readings, and out of class assignments; see course objective 6, “Apply group process concepts and practices to specific groups such as families”, which is achieved in part by in-class practice of skills for facilitating groups.</p> <p>These skills are further explored and practiced in CHS 380 Internship (discussions, in-class activities) and CHS 430 Family Dynamics and Interventions (in-class activities, discussions, media presentations, lectures, assigned readings, and out of class assignments). In both CHS 380 and 430, students participate in an in-class activity involving the formation of small groups and the subsequent analysis of each group’s dynamic.</p> <p>Skills for facilitating groups are discussed and practiced during these activities. (CHS 430 Group Project)</p>
c.	<p>Changing family structures and roles.</p> <p>Response: Changing family structures and roles is the main topic in CHS 101 Family Studies. Each unit addresses changes and variations over time and across cultures for that topic. See especially unit on Issues in Contemporary Families.</p>

	<p>Changing family structures is also addressed in CHS 105 Human Services and Social Policy through lectures and discussions at the beginning of the course related to defining needs and helping and in the unit on special groups.</p> <p>In CHS 430 Family Dynamics and Interventions, family structures are analyzed in depth from a variety of theoretical perspectives. See the Group Project on examining models of family therapy. In the course schedule, see units on Genograms and Ecomaps, on Family as a Psychosocial System, and on Family Development. The material is covered through lecture, discussion, readings, reflections and written assignments.</p> <p>Field Placement courses CHS 380 Internship, CHS 440 Practicum, and CHS 441 Seminar require students to understand the family structures and roles of the particular clients they work with at their agencies</p> <p>A theoretical consideration of changing family structures is included in the required course SOC 101 (in-class activities, discussions, media presentations, lectures, and assigned readings).</p>
d.	<p>An introduction to the organizational structures of communities.</p> <p>Response:</p> <p>The organizational structures of communities are introduced in CHS 101 Family Studies, particularly in the units on Work and Family Life, and Family Social Policy, although the social structures of communities affect families in all areas.</p> <p>The organizational structures of communities are also addressed in CHS 105 Human Services and Social Policy through lectures and discussions, notably in the unit on Social Policy and Intervention. A community needs assessment was added as a major assignment in the course following the previous accreditation self-report.</p> <p>In CHS 430 Family Dynamics and Interventions, the organizational structures of communities are considered as they relate to family dynamics. See the unit on Family as a Psychosocial System (9/12). The material is covered through lecture, discussion, readings, reflections and written assignments.</p> <p>Field Placement courses CHS 380 Internship, CHS 440 Practicum, and CHS 441 Seminar require students to understand the organizational structures of the communities within which they work at their agencies. Each student is evaluated on their ability to “demonstrate knowledge about the customs, practices, beliefs and values of the cultures and communities within which he or she practices” (see Student Evaluation Form, Section IV.B)</p> <p>An introduction to the organizational structures of communities is included in the required course SOC 101 (in-class activities, discussions, media presentations, lectures, and assigned readings).</p>
e.	<p>An understanding of the capacities, limitations, and resiliency of human systems.</p> <p>Response:</p> <p>Theories related to the capacities, limitations and resiliency of human systems are a main topic in CHS 101 Family Studies. In particular, resiliency is covered in the unit on Stress and Crisis in Relationships. The topic is addressed through reading, lectures and discussions.</p> <p>A new elective course has been added to the curriculum recently entitled CHS 365 Coping, Resilience and Growth-Focused Counseling. It will be taught by Dr. Swisher for the first time in the spring of 2020.</p>

	<p>CHS 105 Human Services and Social Policy focuses throughout the semester on the helping process, which is fundamentally about working within the limitations of human systems to create change. See particularly chapters on the Helping Process and Social Policy and Intervention.</p> <p>In CHS 224 Research Methods and Writing, students discuss the process of conducting research, including guidelines for using human subjects, as a system. In addition they explore how the capacity and limitations of human systems can be measured.</p> <p>CHS 340 Administration of Human Services focuses on how human systems can be effectively managed and administered. This is a theme throughout the course schedule, but see particularly the classes on 2/25 Humanizing the Organization and 4/15 Team and Coalition Building.</p> <p>In CHS 430 Family Dynamics and Interventions, the capacities, limitations, and resiliency of human systems is examined in the context of family dynamics. See the Group Project investigating theoretical perspectives on family therapy. The material is covered through lecture, discussion, readings, reflections and written assignments.</p> <p>Field Placement courses CHS 380 Internship, CHS 440 Practicum, and CHS 441 Seminar require students to reflect through journal writing and reflection papers on the capacities, limitations and resiliency of human systems as they relate to the particular agency where they work.</p>
f.	<p>Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.</p> <p>Response:</p> <p>Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs is provided throughout the Counseling & Human Services Program. It is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 101, 201, 220, 224, 315/515, 360, 340, 430, 380, 440 and 441.</p> <p>The role of diversity in determining and meeting human needs is the course topic in CHS 220 Diversity and Cultural Competence. This course explores the diversity of contemporary life styles. The course examines the importance of cultural values for both individuals and their families. It addresses what it means to be culturally competent as human services professionals when working with individuals of a different race, ethnicity, socio-economic status, religion, sexual orientation or other personal life style choices. (See CHS 220 syllabus)</p> <p>The role of diversity in determining and meeting human needs is emphasized in CHS 101 Family Studies (in-class activities, discussions, media presentations, lectures, and assigned readings), in CHS 105 Human Services and Social Policy (in-class activities, discussions, media presentations, lectures, and assigned readings), and CHS 441 (discussions and assigned readings).</p> <p>The role of diversity is also covered in PSY 101 and PSY 108 (discussions, lectures, and assigned readings), and SOC 101 (discussions, lectures, and assigned readings).</p>

g.	<p>Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.</p> <p>Response: Effecting social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism is a recurring and fundamental topic in CHS 340 Administration of Human Services (in-class activities discussions, media presentations, lectures, assigned readings, and out-of-class assignment). This course focuses on the skills required for the development, delivery and administration of human services programs. It emphasizes the organizational and work related issues in human services and addresses how one effects social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.</p> <p>In CHS 105 Human Services and Social Policy a major assignment has been added on assessing the needs of a community and part of that project involves discussions of how those needs can be met through advocacy and community organization.</p> <p>Effecting social change through advocacy is also addressed in CHS 101 Family Studies (lectures and assigned readings), CHS 220 Diversity and Cultural Competence (lectures, assigned reading and discussions), CHS 380 Internship (class discussions), CHS 430 Family Dynamics and Interventions (lectures), and CHS 441 Seminar (discussions, assigned readings). CHS 224 Research Methods and Writing covers the use of research to support advocacy.</p> <p>SOC 101 also addresses this area through in-class activities discussions, media presentations, lectures, assigned readings, and out-of-class assignment.</p>
h.	<p>Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.</p> <p>Response:</p> <p>The analysis, interpretation, and effect of policies and laws at local, state, and national levels that influence services delivery systems is a recurring and fundamental focus in CHS 340/540 (in-class activities discussions, media presentations, lectures, assigned readings, and out-of-class assignment; see CHS 340 Administration of Human Services syllabus).</p> <p>It is also addressed in CHS 105 Human Services and Social Policy (in-class activities discussions, lectures, and assigned readings), CHS 224 Research Methods and Writing (the role of research in analyzing policies and influencing delivery systems), and CHS 430 Family Dynamics and Interventions (lecture).</p> <p>Field Placements CHS 380 and CHS 440.</p> <p>This area is also addressed in SOC 101 (in-class activities discussions, media presentations, lectures, assigned readings, and out-of-class assignment).</p>

3. Human Services Delivery Systems

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

Specifications for Standard 13:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.

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- a. The range and characteristics of human services delivery systems and organizations.

Response:

The range and characteristics of human services delivery systems and organizations is offered in CHS 101, CHS 105, CHS 224, CHS 430, CHS 380, CHS 440 and CHS 441.

In [CHS 101 Family Studies](#), students are introduced to this material by assigned reading and in corresponding in-class discussion and lecture. In addition, students in CHS 101 are assigned an [article review](#) which includes these issues and are given a [group assignment](#) involving written reports, individual data collection, and classroom presentations. This second assignment focuses on a human service related issue and the delivery, organization, and characteristics of services related thereto.

CHS 105 Human Services and Social Policy focuses on human services delivery systems and organizations. This subject matter is conveyed by in class activity ([CHS 105 Syllabus](#)) and through an out-of-class assignment in which students research the needs of a particular community and prepare a written report and a group oral presentation related to these issues ([Team Research Project](#)). Lecture and reading about these topics throughout the course corresponds with the class schedule provided in the [CHS 105 syllabus](#).

In [CHS 224 Research Methods and Writing](#) students develop a grant proposal narrative that reflects the intricacies of how services are planned, funded and administered.

[CHS 380 Internship](#) addresses human services delivery systems, organization, and characteristics through in-class discussion (students discuss their particular internship site systems, organizations, and characteristics) and through journaling. These topics are also covered through orientation and participation at each student's placement, in preparation of each student's portfolios, and Reflection Papers. Lecture by the instructor and several guest speakers who discuss the human services delivery systems, organization, and characteristics of their respective sites is a significant part of the CHS 380 course.

[CHS 430 Family Dynamics and Interventions](#) addresses human services delivery systems, organization, and characteristics as they are associated with treatment of family issues through lecture and corresponding outside reading (CHS 430 syllabus) and in group presentations by

	<p>students (Group Project). Finally, this specification is conveyed through lecture, readings, in-class activities and discussions in the CHS 441 “Seminar in Human Services” course and further by weekly journaling and participation in the student’s respective practicum sites.</p> <p>Required courses in other majors which address the range of human services delivery systems, organization, and characteristics include PSY 101 (lecture, class discussion, assignments, and reading.), PSY 108 (lecture, class discussion, assignments, and reading.), and SOC 101 (lecture, discussion, and reading.).</p>
b.	<p>The range of populations served and needs addressed by human services professionals.</p> <p>Response:</p> <p>The range of populations served and needs addressed by human services professionals are fundamental topics in: CHS 340 Administration of Human Services (in-class activities discussions, media presentations, lectures, assigned readings, and out-of-class assignment); CHS 105 Human Services and Social Policy (in-class activities, discussions, lectures, assigned readings, and out-of-class assignment; see the 4th unit on Special Groups, the Field Experience Assignment and the Team Research Project); CHS 220 Diversity and Cultural Competence in the context of diversity issues (in-class activities, discussions, lectures, assigned readings, and out-of-class assignment); CHS 224 Research Methods and Writing in relation to research demonstrating needs and the effectiveness of interventions (in-class activities, discussions, lectures, and assigned readings) and CHS 430 Family Dynamics and Interventions in the context of family interventions (in-class activities, discussions, lectures, assigned readings, and out-of-class assignment; see Group Project).</p> <p>It is also addressed in CHS 101 Family Studies (lectures and assigned readings.), CHS 380 Internship (in-class activities, discussions,), and CHS 441 Seminar (discussions, assigned readings.).</p> <p>Required courses in other majors which address the range of populations served and needs addressed by human services professionals include PSY 101 (lecture, class discussion, assignments, and reading.), PSY 108 (lecture, class discussion, assignments, and reading.), and SOC 101 (lecture, discussion, and reading.).</p>
c.	<p>The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.</p> <p>Response:</p> <p>The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning are presented in CHS 101, CHS 201, CHS 224, CHS 380, CHS 430, and CHS 441. In CHS 101 Family Studies, students are introduced to this material by assigned reading and in corresponding in-class discussion and lecture (Course Objectives 1, 3, and 5.). In addition, students in CHS 101 are assigned an article review which includes these issues (Article Review Assignment) and are given a group assignment involving written reports, individual data collection, and classroom presentations (Issues Presentation Assignment).</p> <p>CHS 105 Human Services and Social Policy focuses on major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning within</p>

	<p>the context of human services agencies. This subject matter is conveyed by in class activity (CHS 105 syllabus) and through an out-of-class assignment in which students research the needs of a particular community and prepare a written report and a group oral presentation related to these issues (Team Research Project). Lecture and reading about these topics throughout the course corresponds with the class schedule provided in the CHS 201 syllabus.</p> <p>CHS 224 Research Methods and Writing addresses major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning within the context of research aimed at assessing the models (See CHS 224 syllabus).</p> <p>CHS 380 Internship addresses major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning through in-class discussion (students discuss their particular internship site models) and through journaling. These topics are also covered through orientation and participation at each student's placement, in preparation of each student's portfolio, and Reflection Papers. Lecture by the instructor and several guest speakers who discuss the human services models of their respective sites is a significant part of the CHS 380 course.</p> <p>CHS 430 Family Dynamics and Interventions addresses major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning as they are associated with treatment of family issues through lecture and corresponding outside reading and in group presentations by students (Group Project).</p> <p>Finally, this specification is conveyed through lecture, readings, in-class activities and discussions in CHS 441 Seminar Seminar in Counseling & Human Services, as well as by weekly journaling and participation in the student's respective practicum sites.</p> <p>Required courses in other majors which address the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning include PSY 101 (lecture, class discussion, assignments, and reading.), PSY 108 (lecture, class discussion, assignments, and reading.), and SOC 101 (lecture, discussion, and reading.).</p>
d.	<p>An understanding of systemic causes of poverty and its implications.</p> <p>Response:</p> <p>An examination of systemic causes of poverty and its implications, is included in CHS 101, CHS 201, CHS 220, CHS 224 and CHS 430, as well as in field placements CHS 380, 440 and 441.</p> <p>In CHS 101 Family Studies, students are introduced to this material within a "Family Studies" context by assigned reading and in corresponding in-class discussion and lecture. CHS 105 Human Services and Social Policy addresses economic and social class systems including systemic causes of poverty within the context of human services agencies. This subject matter is conveyed by in class activities and assignments (Team Research Project). Lecture and reading about these topics throughout the course corresponds with the class schedule provided in the CHS 201 syllabus.</p>

	<p>CHS 220 Diversity and Cultural Competence addresses issues of economic and social class systems, including systematic causes of poverty, as a component of diversity and cultural competence. CHS 224 Research Methods and Writing includes analysis of studies documenting these social issues.</p> <p>CHS 430 addresses economic and social class systems including systemic causes of poverty as they are associated with treatment of family issues through lecture and corresponding outside reading (CHS 430 Family Dynamics and Interventions syllabus) and in group presentations by students (Group Project).</p> <p>Field Placements CHS 380 and CHS 440.</p> <p>Required courses in other majors which address the systemic causes of poverty include PSY 101 (lecture, class discussion, assignments, and reading.), PSY 108 (lecture, class discussion, assignments, and reading.), and SOC 101 (lecture, discussion, and reading.).</p>
e.	<p>An understanding of national and global social policies and their influence on human service delivery.</p> <p>Response: National and global social policies are addressed in CHS 101, CHS 201, CHS 220, and CHS 430.</p> <p>In CHS 101 Family Studies, students are introduced to this material by assigned reading and in corresponding in-class discussion and lecture (see schedule).</p> <p>CHS 105 Human Services and Social Policy addresses national and global aspects of human services (Course Objectives 3, 4, 5, and 6.). This subject matter is conveyed by in class activities, readings and discussion. Lecture and reading about these topics throughout the course corresponds with the class schedule provided in the CHS 105 syllabus.</p> <p>In CHS 220 Diversity and Cultural Competence, students complete a detailed report on a country of their choice and present it to the class. This assignment leads to discussions of global issues in human services delivery (see sample of a country report).</p> <p>CHS 430 Family Dynamics and Interventions covers these issues in the context of family systems and specifically through lecture and discussion of international study of family therapy (e.g., Milan Therapy; see schedule). Field Placements CHS 380 and CHS 440.</p> <p>Required courses in other majors which address national and global social policy issues include PSY 101 (lecture, class discussion, assignments, and reading.) and SOC 101 (lecture, discussion, and reading.).</p>
f.	<p>Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.</p> <p>Response: Constituency building and advocacy issues are introduced in CHS 105 Human Services and Social Policy and are a significant part of the Community Needs assignment. These issues are</p>

<p>also addressed in CHS 101, CHS 220, CHS 224, and CHS 430. In CHS 101 Family Studies, advocacy is covered specifically as it relates to family policies.</p> <p>CHS 220 Diversity and Cultural Competence emphasizes constituency building and advocacy in the context of diversity issues through lecture, discussion, and assignments (see specifically the Social Justice section of the schedule). CHS 224 Research Methods and Writing addresses grassroots and community development issues as they relate to compiling research to support program proposals.</p> <p>Field Placements CHS 380 and CHS 440.</p> <p>Required courses in other majors which address constituency building and advocacy include SOC 101 (lecture, discussion, and reading.).</p>
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4. Information Literacy

Context: The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

Standard 14: The curriculum shall provide knowledge and skills in information management.

Specifications for Standard 14:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: *Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.*

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- a. Obtain, synthesize, and clearly report information from various sources.

Response: (see observation of systems below)

Skills to obtain, synthesize, and clearly report information are provided in the following human services courses: CHS 101, 105, 217, 220, 224, 315, 360, 380, 430, 440, and 441.

[CHS 101 Family Studies](#) introduces the process of gathering information through library research, particularly in the [Issue Presentation project](#).

[CHS 105 Human Services and Social Policy](#) addresses skills to gather information through client observation, interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems (See Course Objectives 2, 3, 4, 5, and 7). This subject matter is conveyed by in-class activity and a group assignment also related to these issues ([Team Research Project](#)). Lectures about these topics throughout the course corresponds with the class schedule provided in the CHS 105 syllabus.

As of Fall 2019, a new course [CHS 217 Professional Development in Counseling & Human Services](#) will be required. This course will incorporate professional writing and communication skills and career-related information gathering.

[**CHS 220 Diversity and Cultural Competence**](#) addresses skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research (Course Objective 1, 2, 3, 4, and 5). This is accomplished through in-class activities and discussion, media presentations, lecture, assigned readings, and out-of-class assignments. Students obtain, synthesize and report information in the [country research project](#).

[**CHS 224 Research Methods and Writing**](#) focuses extensively on the skill of gathering information through reviewing research literature. See particularly the [critical analysis](#) assignment. This course is designated as a “writing intensive” course and the skills related to clearly communicating information that has been obtained are strongly emphasized.

[**CHS 360 Counseling Strategies for Individuals**](#) addresses skills to gather information through client observation, interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems in the context of “Counseling Strategies for Individuals” through in-class activity and discussion (Course Requirement 1), lecture and assigned readings corresponding to the syllabus “[Schedule of Classes](#)”, and out-of-class assignments (Course Requirement 3 “Papers”).

[**CHS 315 Group Counseling**](#) emphasizes the skills of gathering information through active listening, particularly in a group context (see specifically an assigned paper on group leadership).

[**CHS 380 Internship**](#) addresses skills to gather information through client observation, interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems through in-class discussion (students discuss their particular internship site approaches) and through journaling (Course Requirements/Assignments 1, 3). These topics are also covered through orientation and participation at each student’s placement, in preparation of each student’s portfolios (Course Requirements/Assignments 4.), and Reflection Papers (Course Requirements/Assignments 5.). Lecture is provided by the instructor and several guest speakers who discuss how they gather information through client observation, interviewing, active listening, consultation with others, and library or other research.

[**CHS 430 Family Dynamics and Interventions**](#) addresses skills to obtain, synthesize and report information as they are associated with treatment of family issues through lecture and corresponding outside reading (see [class schedule](#)) and in group presentations by students ([Group Project](#)). In addition, students are taught and practice how to use genograms, ecomaps, and other counseling tools for gathering information effectively ([Family of Origin Project](#)).

[**CHS 440 Practicum**](#) and [**CHS 441 Seminar**](#) emphasize skills to obtain information as part of the actual practicum placements, journaling, evaluations, and seminar.

Required courses in other majors which address skills to obtain and report information include [SOC 101](#), [PSY 101](#), and [PSY 108](#).

- b. Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.

	<p><u>Response:</u></p> <p>Skills to assess the quality of information from various sources are emphasized in all courses that require the gathering of information, which include: CHS 101, 105, 220, 224, 340, 380, 430, 440 and 441.</p> <p><u>CHS 101 Family Studies</u> includes a research project in which students need to research an issue related to families and report to the class on their findings (<u>Issue Presentation</u> assignment). <u>CHS 105 Human Services and Social Policy</u> addresses skills to gather and assess the quality of information in a number of ways (See Course Objectives 1 and 7.). This subject matter is conveyed by in class activity and a group assignment related to these issues (<u>Team Research Project</u>). Lecture about these topics throughout the course corresponds with the class schedule provided in the CHS 105 syllabus.</p> <p><u>CHS 220 Diversity and Cultural Competence</u> requires students to gather and assess the quality of information related to diverse populations (see particularly the <u>Immigrant Interview</u> and <u>Group Presentation</u> assignments). <u>CHS 224 Research Methods and Writing</u> emphasizes the critical analysis of research findings throughout the course, but see particularly the <u>Research Proposal</u> project.</p> <p><u>CHS 340 Administration of Human Services</u> addresses skills related to assessing the quality of information as a vital component of administration and management through in-class activities, discussion , lecture and assigned readings corresponding to the syllabus.</p> <p><u>CHS 380 Internship</u> addresses these skills through in-class discussion (students discuss their particular internship site approaches) and through journaling. These topics are also covered through orientation and participation at each student's placement and Reflection Papers. Lecture is provided by the instructor and several guest speakers who discuss the importance of critically assessing the quality of information.</p> <p><u>CHS 430 Family Dynamics and Interventions</u> addresses skills to assess the quality of information in relationship to treatment of family issues through lecture and corresponding outside reading (e.g., class on genograms and ecomaps) and in group presentations by students (<u>Group Project</u>). <u>CHS 440 Practicum</u> and <u>CHS 441 Seminar</u> emphasize skills to assess information as part of the actual practicum placements, journaling, evaluations, and seminar (see <u>Issue Presentation</u> and <u>Poster Presentation</u> projects).</p> <p>Required courses in other majors which address skills to assess the quality of information include <u>SOC 101</u>, and <u>PSY 101</u>. The newly created CHS 217 Professional Development in Counseling & Human Services will emphasize the development of skills related to the critical assessment of information as well.</p>
c.	<p>Upholding confidentiality and using appropriate means to share information.</p> <p><u>Response:</u></p> <p>Upholding client confidentiality and sharing information appropriately are consistently stressed throughout the program. Specific courses that include instruction on this issue include: CHS 105, 224, 315, 360, 380, 430, 440, and 441.</p>

	<p>CHS 105 Human Services and Social Policy addresses issues of confidentiality and appropriate sharing of information (Course Objective 4). This skill is covered in lecture and reading (See CHS 105 schedule, classes on “The Helping Process” and “Professional, Legal, and Ethical Issues”).</p> <p>CHS 224 Research Methods and Writing covers client confidentiality as an important consideration in the research process (Course Objective 5; Week 4 on Ethics in Social Science Research).</p> <p>Professional practice courses CHS 315 Group Counseling (Course Objective 5), CHS 360 Counseling Strategies for Individuals (Course Objective 4) and CHS 430 Family Dynamics and Interventions emphasize confidentiality as part of the treatment process.</p> <p>This skill is also an integral part of the CHS 380 Internship, CHS 440 Practicum, and CHS 441 Seminar courses and is an important part of the site requirements. Students are mentored and evaluated by their field instructor on their ability to “protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others” (See Student Field Placement Evaluation, Section III).</p>
d.	<p>Using technology to locate, evaluate, and disseminate information.</p> <p>Response:</p> <p>Skills regarding the use of technology to locate, evaluate, and disseminate information are basic expectations in all courses. Specific courses that address this issue, particularly as it relates to information literacy, include: CHS 101, 105, 217, 220, 224, 340, 380, 430, 440, and 441. Each of these courses requires a research project that involves locating and evaluating information. For example, in CHS 105 Human Services and Social Policy, the Team Research Project requires the use of technology for locating and evaluating information. CHS 224 Research Methods and Writing in particular is devoted to teaching students the skills required to effectively locate and evaluate information (see Critical Analysis assignment). In CHS 220 Diversity and Cultural Competence, students use technology to locate information for the country report assignment. In the new CHS 217 Professional Development course, students will use technology to gather and professionally present career-related information.</p> <p>The use of technology to locate and disseminate information is expected in CHS 380 Internship, CHS 440 Practicum, and CHS 441 Seminar (See syllabi and Student Evaluation item I.A.).</p>

5. Program Planning and Evaluation

Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

Specifications for Standard 15:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.

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- a. Knowledge and skills to analyze and assess the needs of clients or client groups.

Response:

The knowledge and skills to analyze and assess the needs of clients or client groups is included in: CHS 105, 224, 360, 340, 430, 380 and 440.

The objectives of [CHS 105 Human Services and Social Policy](#) include the application of skills to analyze and assess the needs of clients (Course Objectives 1 and 7). This subject matter is conveyed by in-class activities and an out-of-class assignment in which students prepare an oral and written report on the needs of a particular client group ([Team Research Project](#)). Lecture about these topics throughout the course corresponds with the class schedule provided in the CHS 105 syllabus (See [schedule](#)).

[CHS 224 Research Methods and Writing](#) incorporates the analysis and assessment of client needs as part of the [research proposal](#) process.

[CHS 360 Counseling Strategies for Individuals](#) addresses skills to analyze and assess the needs of clients within the context of individual counseling strategies (Course Objectives 2 and 3) and does so through in-class activity and discussion and out-of-class assignments (See Interview Project). CHS 360 focuses on the interviewing process as one way to analyze the needs of clients (see [schedule](#)).

[CHS 340 Administration of Human Services](#) emphasizes the analysis and assessment of the needs of clients as a recurring and fundamental topic related to the effectiveness of any human services agency (in-class activities discussions, media presentations, lectures, assigned readings, and out-of-class assignment).

[CHS 430 Family Dynamics and Interventions](#) addresses how to analyze and assess the needs of clients as it is associated with treatment of family issues through lecture and corresponding outside reading (see [schedule](#)) and in group presentations by students ([Group Project](#)) in which students design, model, and instruct the class on a specific family intervention and issues. The class then discusses how the presenting group analyzed the needs of clients, developed goals, and designed and implemented a plan of action.

Analyzing and assessing the needs of clients is addressed in [CHS 380 Internship](#) and [CHS 440 Practicum](#) as an integral part of the field placement experiences and through class discussion, assigned readings, and journaling. In CHS 380, guest speakers, who discuss how they analyze and assess the needs of clients within their respective sites, are a significant part of the course.

	<p>Required courses in other majors which emphasize the application of skills to analyze and assess the needs of clients or client groups include: SOC 101 (lecture, discussion, and reading.).</p>
b.	<p>Skills to develop goals, and design and implement a plan of action.</p> <p>Response: The skills to develop goals and design and implement a plan of action are included in: CHS 105, 224, 360, 340, 430, 380 and 440.</p> <p>The objectives of CHS 105 Human Services and Social Policy include the application of skills to develop goals and design and implement a plan of action (Course Objectives 1 and 7). This subject matter is conveyed by in-class activities and an out-of-class assignment in which students prepare an oral and written report on the needs of a particular client group that includes proposing goals and a plan of action to address those needs (Team Research Project). Lecture about these topics throughout the course corresponds with the class schedule provided in the CHS 105 syllabus.</p> <p>CHS 224 Research Methods and Writing incorporates the development of goals and design and implementation of a plan of action as part of the research proposal process.</p> <p>CHS 360 Counseling Strategies for Individuals addresses skills to develop goals and design and implement a plan of action within the context of individual counseling strategies (Course Objectives 2 and 3) and does so through in-class activity and discussion and out-of-class assignments (See Interview Project).</p> <p>CHS 340 Administration of Human Services emphasizes the development of goals and design and implement a plan of action as a recurring and fundamental topic related to the strategic planning of human services agencies (in-class activities discussions, media presentations, lectures, assigned readings; see schedule).</p> <p>CHS 430 Family Dynamics and Interventions addresses how to develop goals and design and implement a plan of action as associated with treatment of family issues through lecture and corresponding outside reading and in group presentations by students (Group Project) in which students design, model, and instruct the class on a specific family intervention and issues. The class then discusses how the presenting group developed goals, and designed and implemented a plan of action.</p> <p>Developing goals and designing and implementing a plan of action is addressed in CHS 380 Internship and CHS 440 Practicum as an integral part of the field placement experiences and through class discussion, assigned readings, and journaling. In CHS 380, guest speakers, who discuss how they develop goals and design and implement a plan of action within their respective sites, are a significant part of the course.</p>
c.	<p>Skills to evaluate the outcomes of the plan and the impact on the client or client group.</p> <p>Response: The skills to evaluate the outcomes of the plan and the impact on the client or client group are included in: CHS 105, 224, 340, 430, 380 and 440.</p>

The objectives of [CHS 105 Human Services and Social Policy](#) include the application of skills to evaluate the outcomes of the plan and the impact on the client (Course Objectives 1 and 7). This subject matter is conveyed by in-class activities and an out-of-class assignment in which students prepare an oral and written report on the needs of a particular client group that includes proposing a plan to address those needs and evaluate the outcome ([Team Research Project](#)). Lecture about these topics throughout the course corresponds with the class schedule provided in the CHS 105 syllabus (See [schedule](#)).

[CHS 224 Research Methods and Writing](#) incorporates the evaluation of outcomes as a primary measurement issue in the [research proposal](#) process.

[CHS 340 Administration of Human Services](#) emphasizes the evaluation of outcomes and the impact on the client as a recurring and fundamental topic related to the strategic planning of human services agencies (in-class activities discussions, media presentations, lectures, assigned readings; see [schedule](#)).

[CHS 430 Family Dynamics and Interventions](#) addresses how to evaluate the outcomes of the plan and the impact on the client as associated with treatment of family issues through lecture and corresponding outside reading and in group presentations by students ([Group Project](#)) in which students design, model, and instruct the class on a specific family intervention and issues. The class then discusses how the presenting group evaluated the outcomes of the intervention.

Evaluating the outcomes of the plan and the impact on the client is addressed in [CHS 380 Internship](#) and [CHS 440 Practicum](#) as an integral part of the field placement experiences and through class discussion, assigned readings, and journaling. In CHS 380, guest speakers, who discuss how they evaluate the outcomes of interventions within their respective sites, are a significant part of the course.

6. Client Interventions and Strategies

Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.

Specifications for Standard 16:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: *Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.*

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| a. | Theory and knowledge bases of prevention, intervention, and maintenance strategies.
Response: |
|----|---|

	<p>The application of prevention, intervention, and maintenance strategies is a fundamental principle that is covered in the following courses: CHS 101, 105, 224, 315/515, 360, 340, 430, 380, 440 and 441.</p> <p>The theoretical basis for prevention and intervention strategies is introduced in CHS 101 Family Studies (schedule) first two weeks).</p> <p>In CHS 105 Human Services and Social Policy, in depth consideration of the goals and purpose of the helping process emphasize prevention and the goal of achieving maximum autonomy.</p> <p>CHS 224 Research Methods and Writing treats this goal as an important outcome measure for assessing programs (see the research proposal project).</p> <p>The application of prevention, intervention, and maintenance strategies is a primary focus of both CHS 315/515 Group Counseling (as an outcome of group process) CHS 360 Counseling Strategies for Individuals (related to individual counseling).</p> <p>In CHS 340 Administration of Human Services, the application of prevention, intervention, and maintenance strategies is analyzed as a vital part of effectively administering an agency (see Strategic Plan Appraisal in schedule).</p> <p>CHS 430 Family Dynamics and Interventions addresses these strategies as associated with the treatment of family issues and in group presentations by students (Group Project) in which students design, model, and instruct the class on a specific family intervention model. The class then discusses how the presenting group addressed the application of prevention, intervention, and maintenance strategies through their intervention program.</p> <p>Prevention, intervention, and maintenance strategies are addressed in CHS 380 Internship and CHS 440 Practicum as an integral part of the field placement experiences and through class discussion, assigned readings, and journaling. In CHS 380, guest speakers, who discuss these strategies within their respective sites, are a significant part of the course. Students are evaluated on their ability to “demonstrate knowledge of how individuals and/or families develop and function” and “apply meaningful connection between classroom learning and experience in the field” (See Student Field Placement Evaluation, Section VI).</p> <p>Required courses in other majors which address theory and knowledge bases for interventions include PSY 101 and PSY 108 (taught through in-class activity and discussion, in-class media presentation, lecture, assigned readings, and out-of-class assignments).</p>
b.	<p>Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.</p> <p>Response: The following human services courses include skill training in how to assess and analyze the needs of clients or client groups: CHS 105, 224, 315/515, 360, 340, 430, 380, and 440.</p> <p>The objectives of CHS 105 Human Services and Social Policy emphasize analyzing and addressing the needs of specific clients or client groups (Course Objectives 2, 3, 4, 5, 7, and 8.).</p>

	<p>This subject matter is conveyed by in-class activities and an out-of-class assignment in which students prepare an oral and written report on the needs of a particular client group using observation, interviewing, active listening, consultation, and research (Team Research Project). Lecture about these topics throughout the course corresponds with the class schedule provided in the CHS 105 syllabus.</p> <p>CHS 224 Research Methods and Writing focuses on assessing and analyzing client needs as related to designing and proposing an intervention strategy (see research proposal project).</p> <p>CHS 315 Group Counseling addresses how to assess the needs of clients and client groups through observation, interviewing and active listening within the context of Group Counseling. All course objectives relate to this skill, but see specifically #6. The skills are conveyed through in-class activity and discussion, out-of-class assignments (Course Requirements #3 Papers and #5 Group Proposal), corresponding assigned readings, and lecture, as detailed in the course syllabus.</p> <p>CHS 360 Counseling Strategies for Individuals addresses how to assess the needs of clients through observation, interviewing and active listening through in-class activity and discussion, lecture and assigned readings corresponding to the syllabus. CHS 360 focuses on the interviewing process as one such intervention modality (see schedule).</p> <p>CHS 430 Family Dynamics and Interventions addresses assessing the needs of families through observation, interviewing and active listening through lecture and corresponding outside reading (see schedule) and in group presentations by students (Group Project) in which students design, model, and instruct the class on a specific family intervention.</p> <p>Using various strategies to assess and analyze the needs of clients or client groups is addressed in CHS 380 Internship and CHS 440 Practicum as an integral part of the field placement experiences and through class discussion, assigned readings, and journaling. In CHS 380, guest speakers, who discuss intervention approaches within their respective sites, are a significant part of the course. Students are evaluated on their ability to “apply meaningful connection between classroom learning and experience in the field” (See Student Field Placement Evaluation, Section VI).</p>
c.	<p>Knowledge and skill development in:</p> <ol style="list-style-type: none"> 1. Case management <ol style="list-style-type: none"> a. Intake interviewing <p>Response: Intake interviewing is addressed in the following human services courses: CHS 105, 315/515, 360, 430, 380, and 440.</p> <p>In CHS 105 Human Services and Social Policy, students learn about intake interviewing through the Team Research Project. The topic is covered in numerous classes (see schedule).</p> <p>This skill is a primary objective and focus of CHS 315/515 Group Counseling (Course Objective 6, schedule chapters 2 and 4) and CHS 360 Counseling Strategies for Individuals (Course Objective 2, Course Requirement #3 –Interview Projects, and schedule chapters 3-6).</p>

In [CHS 430 Family Dynamics and Interventions](#), students learn about intake interviewing within the context of family interventions ([Group Project Presentation](#) and classes on interviewing techniques (e.g., genograms)).

[CHS 380 Internship](#) and [CHS 440 Practicum](#) involve class or seminar experiences in conjunction with field placement experiences in which intake interviewing techniques are learned and practiced. Students are mentored and evaluated by their field instructors on their ability to apply appropriate techniques learned in courses. For example, the student: “Applies key concepts, perspectives, methods, and values related to human services” and “Displays understanding of how services are delivered to individuals and families” (See [Student Field Placement Evaluation](#), Section VI).

b. Helping skills

Response:

Helping skills are addressed in all of the following human services courses: CHS 105, 315, 360, 430, 380, and 440.

In [CHS 105 Human Services and Social Policy](#), students learn basic listening skills and the importance of establishing a helping relationship. The topic is covered in numerous classes (see [schedule](#)).

This skill is the primary objective and focus of the two counseling skills courses: [CHS 315 Group Counseling](#) and [CHS 360 Counseling Strategies for Individuals](#) (All Course Objectives and classes).

In [CHS 430 Family Dynamics and Interventions](#), students learn about helping skills within the context of family interventions ([Group Project Presentation](#) and classes on counseling techniques).

[CHS 380 Internship](#) and [CHS 440 Practicum](#) involve class or seminar experiences in conjunction with field placement experiences in which helping skills are practiced and refined, as appropriate to the particular site. Students are mentored and evaluated by their field instructors on their ability to apply appropriate techniques learned in courses. For example, the student: “Applies key concepts, perspectives, methods, and values related to human services” and “Displays understanding of how services are delivered to individuals and families” (See [Student Field Placement Evaluation](#), Section VI).

c. Identification and use of appropriate resources and referrals

Response:

The identification and use of resources and referrals is a component of all counseling skills courses, including: CHS 105, 315, 360, 430, 380, and 440.

In [CHS 105 Human Services and Social Policy](#), students are introduced to the importance of connecting clients to appropriate resources and the process of making referrals. The topic is covered in numerous classes (see [schedule](#)).

The use of resources and referrals is covered in depth in [CHS 315 Group Counseling](#) (see particularly Theories and Techniques (Ch. 4) and Groups in the Community (Ch. 11) in the [schedule](#)) and [CHS 360 Counseling Strategies for Individuals](#) (see particularly weeks 11 and 13 on treatment planning and designing the way forward in the [schedule](#)).

In [CHS 430 Family Dynamics and Interventions](#), students learn about external resources and referrals as they pertain to supporting families ([Group Project Presentation](#) and classes on supporting the family).

[CHS 380 Internship](#) and [CHS 440 Practicum](#) involve class or seminar experiences in conjunction with field placement experiences that help students see the value of external resources and referrals, as appropriate to the particular site. Students are mentored and evaluated by their field instructors on their ability to apply appropriate techniques learned in courses. For example, the student: “Applies key concepts, perspectives, methods, and values related to human services” and “Displays understanding of how services are delivered to individuals and families” (See [Student Field Placement Evaluation](#), Section VI).

2. Group facilitation

Response:

Group facilitation is addressed in the following human services courses: CHS 105, 315/515, 430, 380, and 440.

In [CHS 105 Human Services and Social Policy](#), students learn basic skills related to group facilitation and counseling through classroom instruction and the [Team Research Project](#). The topic is covered in numerous classes (see [schedule](#)).

This skill is the primary objective and focus of [CHS 315 Group Counseling](#) (All Course Objectives and classes).

In [CHS 430 Family Dynamics and Interventions](#), students learn about group facilitation within the context of family interventions ([Group Project Presentation](#) and classes on counseling techniques).

[CHS 380 Internship](#) and [CHS 440 Practicum](#) involve class or seminar experiences in conjunction with field placement experiences in which group facilitation techniques are practiced and refined, as appropriate to the particular site. Students are mentored and evaluated by their field instructors on their ability to apply appropriate techniques learned in courses. For example, the student: “Applies key concepts, perspectives, methods, and values related to human services” and “Displays understanding of how services are delivered to individuals and families” (See [Student Field Placement Evaluation](#), Section VI).

3. Use of consultation.

Response:

The use of consultation is addressed through in-class activities and discussions, media presentations, lectures, assigned readings, and out-of-class assignments in the following human services courses: CHS 105, 430, 380, and 440.

	<p>In CHS 105 Human Services and Social Policy, students learn about different approaches to the use of consultation through the Team Research Project assignment and through reading, discussion, and lecture related to “Professional, Legal and Ethical Issues.”</p> <p>In CHS 430 Family Dynamics and Interventions, students are introduced to the use of consultation within the context of “Family Dynamics and Intervention” (classes on family counseling, e.g., Milan Therapy which is a model of therapeutic consultation.).</p> <p>CHS 380 Internship and CHS 440 Practicum involve class or seminar experiences in conjunction with field placement experiences in which the use of consultation is learned and practiced. (See Student Field Placement Evaluation, Section III and VI).</p>
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7. Interpersonal Communication

Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Specifications for Standard 17:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: *Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.*

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a.	<p>Clarifying expectations.</p> <p>Response:</p> <p>Clarifying expectations is addressed through in-class activities and discussions, lectures, assigned readings, and out-of-class assignments in the following human services courses: CHS 101, 105, 224, 315/515, 360, 340, 430, 380, 440, and 441.</p> <p>In CHS 101 Family Studies, students learn about effective communication in relationships, which includes clarifying expectations (see schedule, unit on Communication).</p> <p>In CHS 105 Human Services and Social Policy, students learn about different approaches to clarifying expectations in classes addressing “Defining Roles and Problems” and “The Helping Process.”</p> <p>CHS 224 Research Methods and Writing addresses clarifying expectations as a step in the process of social science research (see the research proposal project; week 2 class topic).</p> <p>The clinical skills courses of CHS 315 Group Counseling and CHS 360 Counseling Strategies</p>
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	<p>for Individuals both focus on clarifying expectations as an essential component of establishing a helping relationship and setting therapeutic goals. For CHS 315, see weeks 5 and 6 on Forming a Group and Initial Stage of a Group. For CHS 360, see chapters 2 – 6, but especially chapter 4 on Working at Mutual Understanding, as well as the two interview projects.</p> <p>Clarifying expectations is an important part of CHS 340 Administration of Human Services and is taught as a leadership and management style within a human services agency (Course Objectives 2, 4, 5 and 9; Course Requirement 2 “Team Project/Strategic Plan Appraisal”).</p> <p>In CHS 430 Family Dynamics and Interventions, students are introduced to clarifying expectations within the context of “Family Dynamics and Intervention” (Group Project Presentation and classes on strategic and structural approaches to family therapy).</p> <p>The skill of clarifying expectations is addressed in CHS 380 Internship and CHS 440 Practicum / CHS 441 Seminar as a part of the field placement experiences and through class discussion, assigned readings, and journaling. Students are evaluated on their ability to “help others by using basic counseling/listening skills, as appropriate” and “Applies key concepts, perspectives, methods, and values related to human services” (See Student Field Placement Evaluation, Section VI).</p>
b.	<p>Dealing effectively with conflict.</p> <p>Response:</p> <p>Dealing effectively with conflict is addressed through in-class activities and discussions, lectures, assigned readings, and out-of-class assignments in the following human services courses: CHS 101, 105, 224, 315/515, 360, 340, 430, 380, 440, and 441.</p> <p>In CHS 101 Family Studies, students learn about dealing effectively with conflict in relationships (see classes on Communication and on Stress and Crisis in Relationships).</p> <p>In CHS 105 Human Services and Social Policy, students learn about different approaches to dealing with conflict in classes addressing “Defining Roles and Problems” and “The Helping Process.”</p> <p>CHS 224 Research Methods and Writing addresses dealing with conflict as a skill that is sometimes necessary in proposing and implementing social science research (see the research proposal project; week 2 class topic).</p> <p>The clinical skills courses of CHS 315 Group Counseling and CHS 360 Counseling Strategies for Individuals both focus on techniques for dealing with conflict in a therapeutic context. For CHS 315, see classes on group stages, particularly the Transition Stage of a Group. For CHS 360, see chapters 2 – 6, but especially chapter 6 on Client Self-Challenging, as well as the two interview projects.</p> <p>Dealing effectively with conflict is an important part of CHS 340 Administration of Human Services and is taught as a leadership and management style within a human services agency (Course Objectives 2, 4, 5 and 9; Course Requirement 2 “Team Project/Strategic Plan Appraisal”).</p>

	<p>In CHS 430 Family Dynamics and Interventions, students are introduced to conflict management within the context of “Family Dynamics and Intervention” (Group Project Presentation and classes on systemic and structural approaches to family therapy).</p> <p>The skill of dealing effectively with conflict is addressed in CHS 380 Internship and CHS 440 Practicum / CHS 441 Seminar as a part of the field placement experiences and through class discussion, assigned readings, and journaling (see Issue Presentation assignment in CHS 441). Students are evaluated on their ability to “help others by using basic counseling/listening skills, as appropriate” and “Applies key concepts, perspectives, methods, and values related to human services” (See Student Field Placement Evaluation, Section VI).</p>
c.	<p>Establishing rapport with clients.</p> <p><u>Response:</u></p> <p>Establishing rapport with clients is addressed through in-class activities and discussions, lectures, assigned readings, and out-of-class assignments in the following human services courses: CHS 105, 220, 224, 315/515, 360, 430, 380, 440, and 441.</p> <p>In CHS 105 Human Services and Social Policy, students learn about the importance of establishing rapport with clients as part of classes addressing “Defining Roles and Problems” and “The Helping Process.”</p> <p>CHS 220 Diversity and Cultural Competence emphasizes diversity and understanding each person’s unique characteristics as a prerequisite for establishing rapport. See particularly the Immigrant Interview project.</p> <p>In CHS 224 Research Methods and Writing, students learn that establishing rapport is an essential step in conducting effective research (see the research proposal project; week 2 and week 4 class topics).</p> <p>The clinical skills courses of CHS 315 Group Counseling and CHS 360 Counseling Strategies for Individuals both emphasize techniques for establishing rapport in a therapeutic context. For CHS 315, see classes on group stages, particularly the topic of Forming a Group. For CHS 360, see chapters 2 – 6, but especially chapters 3&4 on Empathetic Presence and Responding, as well as the two interview projects.</p> <p>In CHS 430 Family Dynamics and Interventions, students learn techniques for establishing rapport in the context of family therapy. This is a component of all the models of family therapy (Group Project Presentation) and is included in the material on Adopting a Family Relationship Framework.</p> <p>The skill of establishing rapport with clients is addressed in CHS 380 Internship and CHS 440 Practicum / CHS 441 Seminar as a part of the field placement experiences and through class discussion, assigned readings, and journaling (see Issue Presentation assignment in CHS 441). Students are evaluated on their ability to “help others by using basic counseling/listening skills, as appropriate” and “Applies key concepts, perspectives, methods, and values related to human services” (See Student Field Placement Evaluation, Section VI).</p>

d.	<p>Developing and sustaining behaviors that are congruent with the values and ethics of the profession.</p> <p>Response:</p> <p>Developing and sustaining behaviors that are congruent with the values and ethics of the profession is addressed in the following human services courses: CHS 105, 220, 224, 315/515, 360, 430, 380, 440, and 441.</p> <p>In CHS 105 Human Services and Social Policy, students are introduced to the values and ethics of the helping profession through in-class activities and discussions, lectures, assigned readings (see class topics Defining Roles and Problems, The Helping Process, and Professional and Ethical Issues), as well as through the Team Research assignment.</p> <p>CHS 220 Diversity and Cultural Competence emphasizes the value of openness to diversity and understanding each person's unique characteristics. See particularly the Immigrant Interview project.</p> <p>In CHS 224 Research Methods and Writing, students learn the values and ethics associated with conducting social science research (see the research proposal project; week 2 and week 4 class topics).</p> <p>The clinical skills courses of CHS 315 Group Counseling and CHS 360 Counseling Strategies for Individuals both emphasize helping students to develop and sustain therapeutic behaviors that are congruent with the values and ethics of the profession. For CHS 315, see classes on all group stages and week 3 on Ethical and Legal Issues in Group Counseling. For CHS 360, see chapters 2 – 6, but especially chapter 2 on the Helping Relationship and the Values That Drive It.</p> <p>In CHS 430 Family Dynamics and Interventions, students practice techniques that are congruent with the values and ethics of the profession in the context of family therapy. This is a component of all the models of family therapy (Group Project Presentation) and is included in the material on Adopting a Family Relationship Framework.</p> <p>Developing and sustaining behaviors that are congruent with the values and ethics of the profession is one of the primary purposes of field experience courses CHS 380 Internship and CHS 440 Practicum / CHS 441 Seminar in which students can practice these skills. Students are evaluated on their ability to “Exhibit professional attitudes and behaviors” including “Exhibits consistent ethical behavior” (See Student Field Placement Evaluation, Section III).</p>
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8. Administrative

Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Specifications for Standard 18:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.

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- a. Principles of leadership and management.

Response:

The principles of leadership and management are primarily addressed by the required course **CHS 340/540 Administration of Human Services**. The issue is presented through in-class activities and discussions, lectures, assigned readings, in-class media presentation, and out-of-class assignments in the following human services courses: CHS 340/540, 430, 380, 440, and 441.

Leading and managing organizations is a main focus and objective of [CHS 340/540 Administration of Human Services](#) (see all Course Objectives; Course Requirement 2 - “Team Project/Strategic Plan Appraisal” and Course Requirement 6 – “Seeking Resources Project”) and is addressed through assigned reading, lecture, in-class activities and in-class discussions on a myriad of topics relating to managing organizations (See [course schedule](#)).

In [CHS 430 Family Dynamics and Interventions](#) students are introduced to principles of administering clinical programs through the [group project](#) analyzing the application of various family therapy approaches.

[CHS 380 Internship](#), [440 Practicum](#), and [441 Seminar](#) involve class or seminar experiences and field placement experiences in which managing organizations through leadership and strategic planning is observed and practiced. Students are mentored and evaluated by their field instructor on their ability to demonstrate a professional attitude and behavior and follow the agency's policies and procedures (See [Student Field Placement Evaluation](#), Section III). Students report on how the agency they worked in dealt with this issue as part of their final [poster presentation](#) for CHS 441.

- b. Human resources and volunteer management.

Response:

Human resources issues and volunteer management are primarily addressed by the required course **CHS 340/540 Administration of Human Services**. The issue is presented through in-class activities and discussions, lectures, assigned readings, in-class media presentation, and out-of-class assignments in the following human services courses: CHS 340/540, 430, 380, 440, and 441.

Human resources issues and volunteer management are covered in depth in [CHS 340/540 Administration of Human Services](#) (see all Course Objectives; Course Requirement 2 - “Team Project/Strategic Plan Appraisal” and Course Requirement 6 – “Seeking Resources Project”) and are addressed through assigned reading, lecture, in-class activities and in-class discussions on a myriad of topics relating to supervision (See [course schedule](#)). The importance of

	<p>volunteers is included in units on staff management, funding strategies, and humanizing the organization.</p> <p>In CHS 430 Family Dynamics and Interventions students are introduced to principles of administering clinical programs through the group project analyzing the application of various family therapy approaches.</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which supervision and human resource management is observed and practiced. Students are mentored and evaluated by their field instructor on their ability to demonstrate a professional attitude and behavior and follow the agency's policies and procedures (See Student Field Placement Evaluation, Section III). Students report on how the agency they worked in dealt with this issue as part of their final poster presentation for CHS 441.</p>
c.	<p>Grant writing, fundraising, and other funding sources.</p> <p>Response:</p> <p>Grant writing, fundraising, and funding sources are primarily addressed by the required course CHS 340/540 Administration of Human Services and are also a component of the grant proposal project in CHS 224. The issue is presented through in-class activities and discussions, lectures, assigned readings, in-class media presentation, and out-of-class assignments in the following human services courses: CHS 224, 340/540, 380, 440, and 441.</p> <p>Grant writing and funding are a main focus and objective of CHS 340/540 Administration of Human Services (specifically Course Requirement 6 – “Seeking Resources Project”) and is the focus of a major course assignment on seeking resources. The topic is covered through assigned reading, lecture, in-class activities and in-class discussions relating to grant writing and funding (See course schedule).</p> <p>In CHS 224 Research Methods and Writing, students learn in-depth about using research to support the writing of a grant narrative. They develop a detailed research proposal with attention to funding issues.</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which the funding of programs is observed firsthand and students are often able to participate in fundraising initiative, depending on their placement site. Students report on how the agency they worked in dealt with this issue as part of their final poster presentation for CHS 441. (See Student Field Placement Evaluation, Section III).</p>
d.	<p>Legal, ethical, and regulatory issues, and risk management.</p> <p>Response:</p> <p>Legal, ethical, and regulatory issues and risk management are primarily addressed by the required course CHS 340/540 Administration of Human Services. The issue is presented through in-class activities and discussions, lectures, assigned readings, in-class media presentation, and out-of-class assignments in the following human services courses: CHS 224, 340/540, 430, 380, 440, and 441.</p>

	<p>Legal, ethical, and regulatory issues and risk management is a main focus and objective of CHS 340/540 Administration of Human Services (see all Course Objectives; Course Requirement 2 - “Team Project/Strategic Plan Appraisal” and Course Requirement 6 – “Seeking Resources Project”) and is addressed through assigned reading, lecture, in-class activities and in-class discussions relating to legal, ethical and regulatory issues (See course schedule, particularly the units on ethical issues in management and working with a board or trustees).</p> <p>In CHS 224 Research Methods and Writing, students learn about legal and regulatory issues specifically related to research with human subjects. They develop a detailed research proposal that specifies how these issues will be addressed.</p> <p>In CHS 430 Family Dynamics and Interventions, students are introduced to principles of administering clinical programs through the group project analyzing the application of various family therapy approaches.</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which legal and regulatory issues and risk management may be observed and practiced. Students are mentored and evaluated by their field instructor (See Student Field Placement Evaluation, Section III). Students report on how the agency they worked in dealt with this issue as part of their final poster presentation for CHS 441.</p>
e.	<p>Budget and financial management.</p> <p>Response:</p> <p>Budget and financial management issues are primarily addressed by the required course CHS 340/540 Administration of Human Services and are also a component of the grant proposal project in CHS 224. The issue is presented through in-class activities and discussions, lectures, assigned readings, in-class media presentation, and out-of-class assignments in the following human services courses: CHS 224, 340/540, 380, 440, and 441.</p> <p>Budgetary and financial management are a main focus of CHS 340/540 Administration of Human Services (specifically Course Requirement 6 – “Seeking Resources Project”) and is the focus of a major course assignment on seeking resources. The topic is covered through assigned reading, lecture, in-class activities and in-class discussions relating to budget and financial management (See course schedule).</p> <p>In CHS 224 Research Methods and Writing, students learn about using evidence to justify a proposed budget in the writing of a grant narrative. They develop a detailed research proposal with attention to financial issues.</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which the financial management of programs is observed firsthand and students are sometimes directly engaged in the financial operations of the agency, depending on their placement site. Students report on how the agency they worked in dealt with this issue as part of their final poster presentation for CHS 441. (See Student Field Placement Evaluation, Section III).</p>

9. Client-Related Values and Attitudes

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for Standard 19:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.

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- a. The least intrusive intervention in the least restrictive environment.

Response:

Choosing the least intrusive intervention in the least restrictive environment is a principle that is taught through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 224, 315/515, 360, 430, 380, 440 and 441.

This skill is addressed through readings, lectures, and discussions in [CHS 105 Human Services and Social Policy](#) (see topics on Foundational Concepts, the Roles and Functions of HS Workers, and Theoretical Issues in Working with Individuals and Families in the [course schedule](#)).

In [CHS 224 Research Methods and Writing](#), students learn to apply social science research techniques to assessing programs that use the least intrusive intervention in the least restrictive environment. Students develop a detailed [research proposal](#) that specifies how the research will be conducted.

This principle is a primary objective and focus of the clinical skills courses: [CHS 315/515 Group Counseling](#) within the context of group counseling techniques (Course Objective 6); [CHS 360](#) in the context of individual counseling techniques (see interview projects and [class schedule](#)); and [CHS 430 Family Dynamics and Interventions](#) in the context of family therapy (see [group assignment](#) analyzing the application of family therapy models).

[CHS 380 Internship](#), [440 Practicum](#), and [441 Seminar](#) involve class or seminar experiences and field placement experiences in which choosing the least intrusive intervention in the least restrictive environment can be observed and practiced. Students are mentored and evaluated by their field instructor on their ability to demonstrate specific professional attitudes and behaviors (See [Student Field Placement Evaluation](#), Section III).

- b. Client self-determination.

Response:

Client self-determination is a principle that is taught through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following

	<p>human services classes: CHS 105, 224, 315/515, 360, 430, 380, 440 and 441.</p> <p>This skill is addressed through readings, lectures, and discussions in CHS 105 Human Services and Social Policy (see schedule and topics such as Foundational Concepts and Theoretical Issues).</p> <p>In CHS 224 Research Methods and Writing, students learn to apply social science research techniques to evaluate programs that emphasize client self-determination. Students develop a detailed research proposal that specifies how the research will be conducted.</p> <p>This principle is a primary objective and focus of the clinical skills courses: CHS 315/515 Group Counseling within the context of group counseling techniques (Course Objective 6; schedule of topics on Ethical Issues and Theories); CHS 360 in the context of individual counseling techniques (see interview projects and class schedule); and CHS 430 Family Dynamics and Interventions in the context of family therapy (see group assignment analyzing the application of family therapy models).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which client self-determination is observed and practiced. Students are mentored and evaluated by their field instructor on their ability to demonstrate specific professional attitudes and behaviors (See Student Field Placement Evaluation, Section III).</p>
c.	<p>Confidentiality of information.</p> <p>Response:</p> <p>Confidentiality of information is a principle that is emphasized throughout the program and is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 224, 315/515, 360, 430, 380, 440 and 441.</p> <p>This skill is addressed through readings, lectures, and discussions in CHS 105 Human Services and Social Policy (schedule, specifically units on Foundational Concepts and Ethical Issues).</p> <p>In CHS 224 Research Methods and Writing, students learn about the importance of maintaining the confidentiality of information while conducting social science research (see Week 4). Students develop a detailed research proposal that includes a description of how information will be kept confidential.</p> <p>This principle is a primary objective and focus of the clinical skills courses: CHS 315/515 Group Counseling within the context of group counseling techniques (Course Objective 5; schedule); CHS 360 in the context of individual counseling techniques (see interview projects and schedule); and CHS 430 Family Dynamics and Interventions in the context of family therapy (see group assignment analyzing the application of family therapy models).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which confidentiality of information is observed and practiced. Students are mentored and evaluated by their field instructor on their ability to demonstrate</p>

	specific professional attitudes and behaviors, including maintaining the confidentiality of client records (See Student Field Placement Evaluation , Section III).
d.	<p>The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.</p> <p>Response: The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity is emphasized throughout the program and is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 220, 224, 315/515, 360, 430, 380, 440 and 441.</p> <p>This skill is addressed through readings, lectures, and discussions in CHS 105 Human Services and Social Policy (specifically as part of Foundational Concepts and Ethical Issues).</p> <p>CHS 220 Diversity and Cultural Competence is devoted primarily to the goal of developing openness and a better understanding of the diversity of others. See all course objectives, the course schedule, and group presentation and immigrant interview assignments.</p> <p>In CHS 224 Research Methods and Writing, students learn how to conduct social science research in a way that upholds the integrity and dignity of diverse subjects (see Week 4). Students develop a detailed research proposal that specifies how these issues will be addressed.</p> <p>This principle is a primary objective and focus of the clinical skills courses: CHS 315/515 Group Counseling within the context of group counseling techniques (Course Objective 4; schedule); CHS 360 in the context of individual counseling techniques (see interview projects and schedule); and CHS 430 Family Dynamics and Interventions in the context of family therapy (see group assignment analyzing the application of family therapy models).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which the worth and uniqueness of individuals is a central operating principle. Students are mentored and evaluated by their field instructor on their ability to demonstrate specific culturally sensitive behavior (See Student Field Placement Evaluation, Section IV).</p> <p>An emphasis on the worth and uniqueness of individuals in the context of social structures is a concept introduced in SOC 101, a required course in other departments. The topic is taught through in-class activity and discussion, in-class media presentation, lecture, assigned readings, and out-of-class assignments.</p>
e.	<p>Belief that individuals, services systems, and society can change.</p> <p>Response: The belief that individuals, services systems, and society can change is a fundamental tenant of the Counseling & Human Services program and is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 220, 224, 315/515, 360, 430, 340, 380, 440 and 441.</p>

	<p>This belief is addressed through readings, lectures, and discussions in CHS 105 Human Services and Social Policy (classes on Foundational Concepts and the Role and Function of HS Workers in the schedule).</p> <p>CHS 220 Diversity and Cultural Competence emphasizes the belief that individuals, services systems, and society can change through an analysis of interactions between diverse groups of people. See all course objectives, the course schedule, and group presentation and immigrant interview assignments.</p> <p>In CHS 224 Research Methods and Writing, students investigate techniques for measuring the changes that occur when various interventions are applied. Students develop a detailed research proposal that specifies how these changes will be measured.</p> <p>This belief is a primary objective and focus of the clinical skills courses: CHS 315/515 Group Counseling within the context of group counseling techniques (Course Objectives; classes on stages of groups); CHS 360 in the context of individual counseling techniques (see interview projects and schedule); and CHS 430 Family Dynamics and Interventions in the context of family therapy (see group assignment analyzing the application of family therapy models).</p> <p>CHS 340 Administration of Human Services focuses on the administrative issues related to managing change (see entire course schedule).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which many types of change is observed and practiced. Students are mentored and evaluated by their field instructor on their ability to exhibit a number of characteristics related to managing change (See Student Field Placement Evaluation, Section II - IV).</p>
f.	<p>Interdisciplinary team approaches to problem solving.</p> <p>Response:</p> <p>Interdisciplinary team approaches to problem solving is emphasized throughout the program and is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 224, 315/515, 360, 430, 340, 380, 440 and 441.</p> <p>This approach is addressed through readings, lectures, and discussions in CHS 105 Human Services and Social Policy (team research project).</p> <p>In CHS 224 Research Methods and Writing, students learn about the design of social science research, which usually involves working in interdisciplinary teams. Students develop a detailed research proposal that describes how they will work with others to implement the research.</p> <p>Working with treatment teams is a primary objective and focus of the clinical skills courses: CHS 315/515 Group Counseling within the context of group counseling techniques (Course Objective 3; schedule); CHS 360 in the context of individual counseling techniques (see interview projects and schedule); and CHS 430 Family Dynamics and Interventions in the</p>

	<p>context of family therapy (see group assignment analyzing the application of family therapy models).</p> <p>CHS 340 Administration of Human Services focuses on the management issues related to working in teams (see entire course schedule).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which students participate directly in interdisciplinary teams. Students are mentored and evaluated by their field instructor on their ability to demonstrate specific professional attitudes and behaviors related to working in teams (See Student Field Placement Evaluation, Section III and V).</p>
g.	<p>Appropriate professional boundaries.</p> <p><u>Response:</u></p> <p>Appropriate professional boundaries are emphasized throughout the program, particularly as a component of professional behavior and expectations, and are specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 220, 224, 315/515, 360, 430, 340, 380, 440 and 441.</p> <p>Appropriate professional boundaries are addressed through readings, lectures, and discussions in CHS 105 Human Services and Social Policy (schedule), see specifically Foundational Concepts and Roles of HS Workers).</p> <p>CHS 220 Diversity and Cultural Competence emphasizes the importance of maintaining appropriate professional boundaries as an aspect of cultural competence. See course objectives, the course schedule, and group presentation and immigrant interview assignments.</p> <p>In CHS 224 Research Methods and Writing, students investigate a variety of social science research techniques that all include strict adherence to maintaining appropriate professional boundaries as a researcher. Students develop a detailed research proposal that specifies how these issues will be addressed.</p> <p>Maintaining appropriate professional boundaries is emphasized throughout the clinical skills courses: CHS 315/515 Group Counseling within the context of group counseling techniques (Course Objective 5); CHS 360 in the context of individual counseling techniques (see interview projects and class schedule); and CHS 430 Family Dynamics and Interventions in the context of family therapy (see group assignment analyzing the application of family therapy models).</p> <p>CHS 340 Administration of Human Services addresses appropriate professional boundaries in the management of agencies and staff (see entire course schedule).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which students observe and practice appropriate professional boundaries. Students are mentored and evaluated by their field instructor on their ability to demonstrate specific professional attitudes and behaviors related to professional boundaries (See Student Field Placement Evaluation, Section III and V).</p>

- h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

Response:

The ethical standards outlined by the National Organization for Human Services (NOHS) and the Council for Standards in Human Service Education are part of the [CHS Student Handbook](#) which is given to every human services major before they enter the Program. Each new student signs a [form](#) acknowledging receipt of the handbook and agreeing to abide by the ethical standards. The standards are also incorporated into the [behavioral indicators](#) (3.D.) which are prerequisite for field experiences.

The NOHS ethical standards are integrated throughout the curriculum and are specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 220, 224, 315/515, 360, 430, 340, 380, 440 and 441.

Ethical standards are addressed through readings, lectures, and discussions in [CHS 105 Human Services and Social Policy](#) (Course Objective #4; unit on Ethical Issues in [course schedule](#)).

[CHS 220 Diversity and Cultural Competence](#) emphasizes the importance the ethical standards in dealing with others as a component of cultural competence. See course objectives, the course schedule, and [group presentation](#) and [immigrant interview](#) assignments.

In [CHS 224 Research Methods and Writing](#), students learn about ethical requirements of social science research (see Week 4). Students develop a detailed [research proposal](#) that follows ethical guidelines.

Adhering to the NOHS code of ethics is emphasized throughout the clinical skills courses: [CHS 315/515 Group Counseling](#) within the context of group counseling techniques (Course Objective 5); [CHS 360](#) in the context of individual counseling techniques (Course Objective 4); and [CHS 430 Family Dynamics and Interventions](#) in the context of family therapy (see [group assignment](#) analyzing the application of family therapy models).

[CHS 340 Administration of Human Services](#) addresses the application of ethical standards in administering Human Services agencies, including managing staff, interacting with the community and offering services to clients (see entire course schedule, particularly unit on ethical issues).

[CHS 380 Internship](#), [440 Practicum](#), and [441 Seminar](#) involve class or seminar experiences and field placement experiences in which students practice applying ethical standards in a professional setting. Students are mentored and evaluated by their field instructor on their ability to demonstrate specific professional attitudes and behaviors related to ethical behaviors (See [Student Field Placement Evaluation](#), Section III.D., IV and V).

10. Self-Development

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for Standard 20:

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

NOTE: Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and/or specific assignments for verification.

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- a. Conscious use of self.

Response:

The conscious use of self is emphasized throughout the Human Services Program. It is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 220, 224, 315/515, 360, 430, 340, 380, 440 and 441.

Included in the [CHS 105 Human Services and Social Policy](#) course objectives are the objectives that the student “describe how personal, ethical, and legal issues affect the delivery of human services” (#4) and “specify how his/her personal values and goals relate to a career in human services” (#6.). In addition, conscious use of self is explored through assigned readings, lecture, and in-class activities (particularly the unit on the helping relationship, see [schedule](#)).

[CHS 220 Diversity and Cultural Competence](#) emphasizes the conscious use of self as a component of cultural competence, particularly a focus on self-awareness and the influence of one's own culture on perceptions and actions. See course objectives, the course schedule, and [group presentation](#) and [immigrant interview](#) assignments.

In [CHS 224 Research Methods and Writing](#), students learn about the conscious use of self as it relates to the influence a researcher can have on the data being collected (see Week 10). Students develop a detailed [research proposal](#) that accounts for the influence of self.

The conscious use of self as a therapeutic tool is emphasized in all the clinical skills courses: [CHS 315/515 Group Counseling](#) within the context of group counseling techniques (process analysis paper; [schedule](#)); [CHS 360](#) in the context of individual counseling techniques (Course Objective 1; interview papers; [schedule](#)); and [CHS 430 Family Dynamics and Interventions](#) in the context of family therapy (see [family of origin](#) assignment; Genograms and Ecomaps; and [group project](#) analyzing the application of family therapy models).

[CHS 340 Administration of Human Services](#) focuses on administrative issues, including personal leadership and the use of self to form relationships and manage effectively (see Course

	<p>Objective #1; course schedule).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which the conscious use of self is learned and practiced. Objective 2 of the CHS 380 course is that the students “analyze their own natural style of helping and its impact.” Students in the CHS 380 course use journaling, portfolios, and a substantial Reflection Paper which incorporates several self-assessment tools to broaden and explore their conscious use of self (Course Requirements 3, 4, and 5). In all field placements, students are mentored and evaluated by their field instructor partly on their ability to accept constructive criticism, analyze interpersonal strengths and weaknesses, and develop personal goals and objectives (See Student Field Placement Evaluation, Section II). Students also evaluate themselves using this tool.</p> <p>The journaling and reflection papers in CHS 440 and 441, as well as the seminar discussions, readings, issue presentation, lecture, development of the professional portfolio, and poster presentation are all designed to promote conscious use of self.</p>
b.	<p>Clarification of personal and professional values.</p> <p>Response:</p> <p>The clarification of personal and professional values is emphasized throughout the Human Services Program. It is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 220, 224, 315/515, 360, 430, 380, 440 and 441.</p> <p>Included in the CHS 105 Human Services and Social Policy course objectives are the objectives that the student “describe how personal, ethical, and legal issues affect the delivery of human services” (#4) and “specify how his/her personal values and goals relate to a career in human services” (#6.). In addition, clarification of values is explored through assigned readings, lecture, and in-class activities related to self-assessment and becoming a helper and the helping process (see schedule).</p> <p>CHS 220 Diversity and Cultural Competence addresses the clarification of values in the context of diversity and cultural competence. Objective 1 of this course articulates that students should be able to “identify one’s own ethnic heritage, history or cultural background, values and assumptions and how this can affect one’s experience as a practitioner”. This is amplified by Course Requirement 4 “Cultural Autobiography”.</p> <p>In CHS 224 Research Methods and Writing, students learn about the clarification of values as it relates to the values that are attached to social science research (see Week 10). Students develop a detailed research proposal that addresses the values and motivation behind the research.</p> <p>The clarification of personal and professional values is emphasized in all the clinical skills courses: CHS 315/515 Group Counseling within the context of group counseling techniques (process analysis paper); CHS 360 in the context of individual counseling techniques (Course Objective 1; interview papers); and CHS 430 Family Dynamics and Interventions in the context of family therapy (see family of origin assignment; Genograms and Ecomaps; and group project analyzing the application of family therapy models).</p>

	<p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which the clarification of personal and professional values is emphasized. Objective 2 of the CHS 380 course is that the students “analyze their own natural style of helping and its impact.” Students in the CHS 380 course use journaling, portfolios, and a substantial Reflection Paper which incorporates several self-assessment tools to help explore personal values (Course Requirements 3, 4, and 5). In all field placements, students are mentored and evaluated by their field instructor partly on their ability to accept constructive criticism, analyze interpersonal strengths and weaknesses, and develop personal goals and objectives (See Student Field Placement Evaluation, Section II). Students also evaluate themselves using this tool.</p> <p>The journaling and reflection papers in CHS 440 and 441, as well as the seminar discussions (“Understanding Yourself”), readings, issue presentation, lecture, development of the professional portfolio, and poster presentation are all designed to help students clarify their personal and professional values.</p>
c.	<p>Awareness of diversity.</p> <p>Response:</p> <p>Awareness of diversity is emphasized throughout the Counseling & Human Services Program. It is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 101, 105, 220, 224, 315/515, 360, 430, 380, 440 and 441.</p> <p>Course objective 4 of CHS 101 Family Studies requires that each student be able to “articulate the diversity of family life issues both domestically and internationally. Diversity issues are addressed throughout the course and specifically in the assigned reading, lecture, media presentations, and class discussions. See particularly units on gender, selecting a partner, and same sex couples.</p> <p>Awareness of diversity is addressed through readings, lectures, and discussions in CHS 105. Included in the CHS 105 Human Services and Social Policy course objectives is the objective that the students “articulate how diversity among individuals, families, and communities may affect the delivery of human services” (# 3). In addition, awareness of diversity is explored through assigned readings, lecture, and in-class activities (units on special groups in need of services and multi-cultural issues).</p> <p>CHS 220 Diversity and Cultural Competence is devoted primarily to an awareness of diversity. See all course objectives, the course schedule, and group presentation and immigrant interview assignments.</p> <p>In CHS 224 Research Methods and Writing, students learn about the role of diversity in social science research (see weeks 2, 4 and the unit on comparative research in week 12). Students develop a detailed research proposal that includes a consideration of diversity in the research design.</p> <p>An awareness of diversity is a primary objective and focus of the clinical skills courses: CHS</p>

	<p>315/515 Group Counseling within the context of group counseling techniques (Course Objectives 1 and 4 and schedule); CHS 360 in the context of individual counseling techniques (see interview projects and schedule); and CHS 430 Family Dynamics and Interventions in the context of family therapy (see group assignment analyzing the application of family therapy models, family of origin project, and Course Objective 5 “demonstrate sensitivity to differences in family structure and social, economic and cultural background”).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which an awareness of diversity is a primary objective. Students are mentored and evaluated by their field instructor on their ability to demonstrate specific culturally sensitive behavior (See Student Field Placement Evaluation, Section IV). Objective 4 of the CHS 380 course is that the students “demonstrate sensitivity to diversity.” Students in the CHS 380 course use journaling, portfolios, and a substantial Reflection Paper which incorporates several self-assessment tools to broaden and explore their awareness of diversity (Course Requirements 3, 4, and 5).</p> <p>The journaling and reflection papers in CHS 440 and 441, as well as the seminar discussions (“Understanding Yourself”), readings, issue presentation, lecture, and poster presentation are all designed to help students increase their awareness of diversity.</p> <p>An emphasis on the worth and uniqueness of individuals is also stressed in PSY 108, and SOC 101, required courses in other departments. The topic is taught through in-class activity and discussion, in-class media presentation, lecture, assigned readings, and out-of-class assignments.</p>
d.	<p>Strategies for self-care.</p> <p>Response:</p> <p>Strategies for self-care are emphasized throughout the Counseling & Human Services Program. They are specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 224, 315/515, 360, 430, 380, 440 and 441.</p> <p>CHS 105 Human Services and Social Policy addresses strategies for self-care through class exercises, discussions, lecture, and readings related to classes defining helping and the role of the Human Services worker.</p> <p>Strategies for self-care is an important component of all the clinical skills courses: CHS 315/515 Group Counseling within the context of group counseling techniques (process analysis paper; schedule); CHS 360 in the context of individual counseling techniques (schedule); and CHS 430 in the context of family therapy (group project analyzing the application of family therapy models and related assignments, readings, lecture, and media presentations designed to promote increased self-awareness, reflection, and discussion of ways students can experience strategies for self-care both in the context of their own families and in working with other families; family of origin project).</p> <p>CHS 380 Internship, 440 Practicum, and 441 Seminar involve class or seminar experiences and field placement experiences in which strategies for self-care are emphasized. Objective 2 of the CHS 380 course is that the students “analyze their own natural style of helping and its impact.”</p>

	<p>Students in the CHS 380 course use journaling, portfolios, and a substantial Reflection Paper which incorporates several self-assessment tools to help improve their strategies for self-care (Course Requirements 3, 4, and 5). In all field placements, students are mentored and evaluated by their field instructor partly on their ability to accept constructive criticism, analyze interpersonal strengths and weaknesses, and develop personal goals and objectives (See Student Field Placement Evaluation, Section II). Students also evaluate themselves using this tool.</p> <p>The journaling and reflection papers in CHS 440 and 441, as well as the seminar discussions (“Understanding Yourself”), readings, issue presentation, lecture, and poster presentation are all designed to help students strengthen their strategies for self-care. One class session in CHS 441 focuses on burnout and self-care strategies (“Advanced Tools for Staying Engaged”).</p>
e.	<p>Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).</p> <p>Response:</p> <p>The reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) is emphasized throughout the Counseling & Human Services Program. It is specifically addressed through in-class activities and discussions, lecture, in-class media presentation, assigned reading and out-of-class activities in the following human services classes: CHS 105, 224, 340, 430, 380, 440 and 441.</p> <p>Students complete a Professional Portfolio project throughout their curriculum. They begin the portfolio in CHS 217, developing a resume and describing agencies they have visited. In CHS 380 they add to the portfolio based on self-assessment inventories and their experiences in Internship. The portfolio is completed in CHS 441 and it designed to reflect their professional accomplishments and personal insights throughout the program.</p> <p>CHS 105 Human Services and Social Policy course objectives include: 4) “describe how personal, ethical, and legal issues affect the delivery of human services” and 6) “specify how his/her personal values and goals relate to a career in human services”. In addition, reflection on professional self is explored through assigned readings, lecture, and in-class activities specifically related to the role of self in establishing a helping relationship.</p> <p>In CHS 224 Research Methods and Writing, students complete a project demonstrating competency that reflects their professional self when they develop a detailed research proposal related to an aspect of the human services field.</p> <p>In CHS 340 Administration of Human Services, students complete two projects related to professional self: they work as a group to design a strategic plan and they write a formal proposal seeking resources (Course Requirements 2 and 6).</p> <p>The CHS 430 Family Dynamics and Interventions course objectives include the expectations that the student be able to 2) “articulate how one’s family history influences perceptions of family processes” and 5) “demonstrate sensitivity to differences in family structure and social, economic and cultural background.” Related assignments, readings, lecture, and media presentations are designed to promote reflection on professional self (Family of Origin Project).</p>

[CHS 380 Internship](#), [440 Practicum](#), and [441 Seminar](#) involve class or seminar experiences and field placement experiences in which the reflection on professional self is learned and practiced. Objective 2 of the [CHS 380](#) course is that the students “analyze their own natural style of helping and its impact”. Students in the CHS 380 course use journaling, portfolios, and a substantial Reflection Paper which incorporates several self-assessment tools to broaden and explore their reflection on professional self (Course Requirements 3, 4, and 5). The journaling, discussions, readings, [issue presentation](#), lecture, [professional portfolio](#), and [poster presentation](#) of the CHS 441 course are also designed to promote reflection on professional self.

B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

Standard 21: The program shall provide field experience that is integrated with the curriculum.

Specifications for Standard 21:

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As evidence of meeting this standard, programs must:

- a. Provide a brief description of the overall process and structure of the fieldwork learning experience.

Response: (See [Field Placement Handbook](#))

Internship During their junior year, students spend 90 hours (two mornings a week or two afternoons a week) participating in a field experience in a professional human services setting ([CHS 380 Internship](#)). This placement provides students with the opportunity to apply the knowledge and skills they have learned in the program. Concurrently, they explore professional issues in a seminar that meets one hour each week. The internship is an important precursor to the practicum, which is a much more extensive and intensive experience. In the fall of their junior year, students meet with the Field Placement Coordinator to determine eligibility and to discuss placement interests. The Field Placement Coordinator then suggests appropriate agencies for students to contact for an interview.

Practicum During their senior year, students spend a full semester in a 9-credit (410 hours) field experience in a professional human services setting ([CHS 440 Practicum](#)). [Note the 12-credit hour option (540 hours) was recently eliminated, since it was determined that the extra hours did not add to the value of the experience, but did add significantly to student stress levels. Some students who entered the program under the previous curriculum are still completing the 12-credit practicum, but most are being advised into the 9-credit practicum.] Like the internship, the practicum experience allows students to apply the knowledge and skills learned throughout the program. In the practicum, students function much like entry level staff members and are valued members of service teams. Concurrently, students enroll in [CHS 441](#), a 3-credit course entitled Seminar in Counseling & Human Services. The seminar provides students an opportunity to discuss and reflect upon issues that may arise during the practicum. Topics that are covered include the role of the student in a professional setting as well as issues that pertain to the field of human services.

Students develop personal learning objectives and document progress toward meeting the objectives by journaling with their faculty supervisor. As part of the seminar, students augment individual portfolios developed in prior human services courses and present a discussion of their experience at the end of the semester. Additional assignments may be required for the courses or from the human services agency.

The semester before Practicum, students meet with the Field Placement Coordinator to determine eligibility and to discuss placement interests. The Field Placement Coordinator then suggests an appropriate agency or agencies for students to contact for an interview.

Guidelines All placements must be approved by the Field Placement Coordinator. If currently employed at a human services agency, students may not complete their internship or practicum *as part of their current position of employment*, but may arrange for a separate and distinct field placement experience within the agency, if approved by the Field Placement Coordinator. A limited number of agencies may offer paid field placements. Such placements are acceptable with the approval of the Field Placement Coordinator.

Written Learning Contract. A written learning contract for each student is developed and agreed to by the student, the University, and the field instructor. Through their seminar experiences, students are encouraged to write learning objectives in behavioral terms that describe specific actions and activities. Field instructors collaborate with the students in writing the objectives, and the University Supervisor approves them.

Student Field Placement Evaluation. Students in field placements are guided and evaluated by their field instructors and by themselves using the Student [Field Placement Evaluation](#). The field placement evaluation tool consists of six goals, which are also the goals of the Program. Each goal is accompanied by a list of behavioral objectives. Goals and objectives are evaluated as “Below”, “Meets”, or “Exceeds” Expectations, and evaluators have space to comment on each goal or objective if desired.

Students and field instructors each complete the evaluation tool midway through the semester and at the end of the semester. Field instructors write overall comments at midpoint, and both field instructors and faculty supervisors write overall, final comments. In addition, field instructors recommend a grade of Pass or Fail at the end of the semester. The University Supervisor, however, has the final say in determining a student’s grade.

In creating the Student Field Placement Evaluation, we attempted to make it uncomplicated for the field instructor to fill out and, at the same time, comprehensive enough to provide in-depth information about the student’s performance in his or her field placement. Information from students, field instructors, and advisory board members was instrumental in its development. Comments from field instructors, the Advisory Board, and faculty members indicate that the tool is user friendly both for those who are making the evaluations and for those who are interpreting the results. This spring the evaluation was modified slightly to reflect revised program goals.

Agency Evaluation by Student. Students in field placements evaluate their placement sites by using the Agency Evaluation by Student. This tool consists of 9 criteria to which students respond Strongly Agree, Agree, Disagree, Strongly Disagree, or Not Enough Data to Evaluate. Four additional items permit students to comment on additional aspects of the agency. Finally, students are asked whether they would recommend the placement to another student.

	<p>Students complete the tool at the end of their field experience and submit it to the University Supervisor who, in turn, gives it to the Field Placement Coordinator. Please see Appendix 4 for a copy of the instrument, or click here (students complete the survey online).</p> <p><i>University Supervisor Evaluation by Student.</i> Students in field placements evaluate their University Supervisors. This tool consists of 13 criteria to which students respond Strongly Agree, Agree, Disagree, Strongly Disagree, or No Opinion. A section for Additional Comments and/or Suggestions is provided. See Appendix 8, or click here (students complete the survey online).</p>
b.	<p>Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.</p> <p><u>Response:</u> Students are granted academic credits for field placements. The number of credits is contingent upon the number of field work hours. One credit hour is the equivalent of 3 hours of field work per week for 15 weeks (one semester). Thus, students who participate in the internship of 90 hours (six hours per week for 15 weeks) receive two credit hours (plus one credit for meeting in class one hour per week). Students who participate in the practicum of 410 hours (27 hours per week for 15 weeks) receive 9 credit hours, and students who participate in the practicum of 540 hours (36 hours per week for 15 weeks) receive 12 credit hours [the 540 hour option is being eliminated for entering students].</p>
c.	<p>Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.</p> <p><u>Response:</u> Field experiences are an integral part of each student's total educational process. Their format and duration vary according to the particular student's status in the program.</p> <p>Students' exposures to agencies begin early in the program, when, as a requirement for CHS 217 Professional Development in Counseling & Human Services, students visit two different human services agencies and interview a human service worker at each agency. In addition to the information collected during the interview, students are encouraged to tour the agencies and collect written documents (e.g., brochures, pamphlets, printed forms) describing the facility which can be shared in class. Students present oral and written reports about their agencies.</p> <p>Some type of field experience is incorporated into most courses in the program. For example, students in CHS 220 Diversity and Cultural Competence interview and write about someone who is part of a family that relates to a topic the class is discussing, such as a person who is an immigrant or whose parent/parents have immigrated to the United States. Each student in CHS 360 Counseling Strategies for Individuals conducts an interview with a "client" and submits an audio recording and a systematic analysis of the interview.</p> <p>Although not a requirement of the program, many human services students receive direct exposure to agencies through their participation in the Human Services Club. As part of their involvement in the club, students are responsible for both organizing and participating in various activities such as the Stevenson University Fair, and the Johns Hopkins University Children's House, which provides housing for the families of critically ill children.</p>

d.	<p>Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.</p> <p>Response:</p> <p>The Field Placement Handbook, which each student receives before participating in a field placement, includes all necessary information pertaining to the field placement and thus functions as a field work manual. The Field Placement Handbook is revised on a yearly basis. Information about field placements, including prerequisites, can also be found in the CHS Student Handbook.</p>
e.	<p>Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.</p> <p>Response:</p> <p>A list of agencies where students complete field placements is in the Appendix. Most of the agencies do not require a formal contract, but sample agreements with Kennedy Krieger Institute and Sheppard Pratt, two of our larger field placement sites, are included. These agreements have not changed in the past five years. A more recent agreement with Baltimore County DSS is here. Upon the placement of a student with an agency, the Field Placement Coordinator sends a letter of agreement to the agency confirming the placement and summarizing expectations, along with a copy of the Field Placement Handbook, which discusses all aspects of the field placement.</p>
f.	<p>Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.</p> <p>Response:</p> <p>See syllabi for CHS 380 Internship and CHS 441 Seminar. Students meet in class weekly in CHS 380 and at least every other week in CHS 441 Seminar (for Practicum).</p>
g.	<p>Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.</p> <p>Response:</p> <p>During the junior year of the Program, students spend 90 hours participating in a field experience in a human services setting as part of CHS 380 Internship. During the senior year of the Program, students spend a full semester in a 9-credit (410 hours) or 12-credit (540 hours) field experience as part of CHS 440 Practicum in Counseling & Human Services. Thus, their total field experience hours will be at least 500 or 630 hours, all completed in their junior and senior years (See syllabi for these courses).</p>
h.	<p>Demonstrate how the field experience provides the student an opportunity to progress from:</p> <ol style="list-style-type: none"> 1. Observation to 2. Directly supervised client contact to 3. Indirectly supervised client contact to 4. An independent caseload OR assignment of administrative responsibility. <p>Response:</p> <p>Both the Internship (CHS 380) and Practicum (CHS 440) experiences typically provide students the opportunity to begin with observation and progress first to directly supervised client contact and then to indirectly supervised client contact and finally to independent caseloads or</p>

	<p>assignment of administrative responsibility. For example, one student's practicum experience was with the Baltimore County Department of Social Services' Adoption and Foster Care Unit. The student began by observing other workers' interactions with clients, reading case files, and talking with her co-workers. Next, she was supervised as she interacted with clients. During the last two months of her field placement, she had the opportunity to have her own cases; in particular, she worked very closely with two children in foster care/pre-adoptive placements. A young female teen that she mentored responded very positively to her interventions, and an emotionally disturbed 10-year old boy delighted in working on his Lifebook with her. The student also supervised visitations between children and their birthparent(s).</p> <p>Every semester, the Field Placement Coordinator reviews evaluations of placement sites completed by students and summaries of their experiences in order to assess the nature of their assignments and duties while at the site. The Field Placement Coordinator also reviews reports submitted by University Supervisors based on their visits to sites. When new sites are acquired or current sites fail to provide either an assignment of an independent caseload or assignment of administrative responsibilities within the agency, the Field Placement Coordinator contacts the site to ensure appropriate assignment of caseload or administrative responsibilities. Field placement sites which are not able provide assignments of independent caseloads or assignments of administrative responsibilities within the agency are removed from the catalog.</p>
i.	<p>Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.</p> <p><u>Response:</u> All University Supervisors have no less than one degree above the level of certificate or degree of the students they are supervising. A master's degree is the minimum acceptable degree to be a University Supervisor.</p>
j.	<p>Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.</p> <p><u>Response:</u> For each student's internship (CHS 380), the Field Placement Coordinator maintains open lines of communication with field instructors and students. This person communicates with each intern through his or her responses to the student's periodic journal entries and through leading the weekly internship seminar. Students in practicums (CHS 440) communicate on a weekly basis through journal entries to an assigned University Supervisor and corresponding University Supervisor replies. University supervisors attend some seminar meetings and may also communicate by telephone with students in addition to their visit(s) to the site. At least one site visit to meet with the student and field instructor is a requirement of University Supervisors.</p> <p>Journal entries are required because of the power inherent in them. The Field Placement Coordinator, University Supervisors and students have found journaling to be extremely helpful to students in analyzing and processing their experiences. Their reflections allow students to make connections between classroom information and their field experiences, and also between what they're doing in the field and actual learning. In addition, students' journal entries allow</p>

the Field Placement Coordinator and University Supervisor to assess the student's ability to meet course and personal objectives, and to communicate with students about their field experiences.

Field instructors are given the Field Placement Coordinator's and University Supervisor's telephone number at the beginning of the placement with instructions to telephone if needed. University Supervisors visit the agency at the midpoint of the semester to confer with the student and the field instructor a minimum of one time during the placement. With input from the field instructor, the University supervisors evaluate the student's overall performance and provide a final course grade of "Pass" or "Fail".

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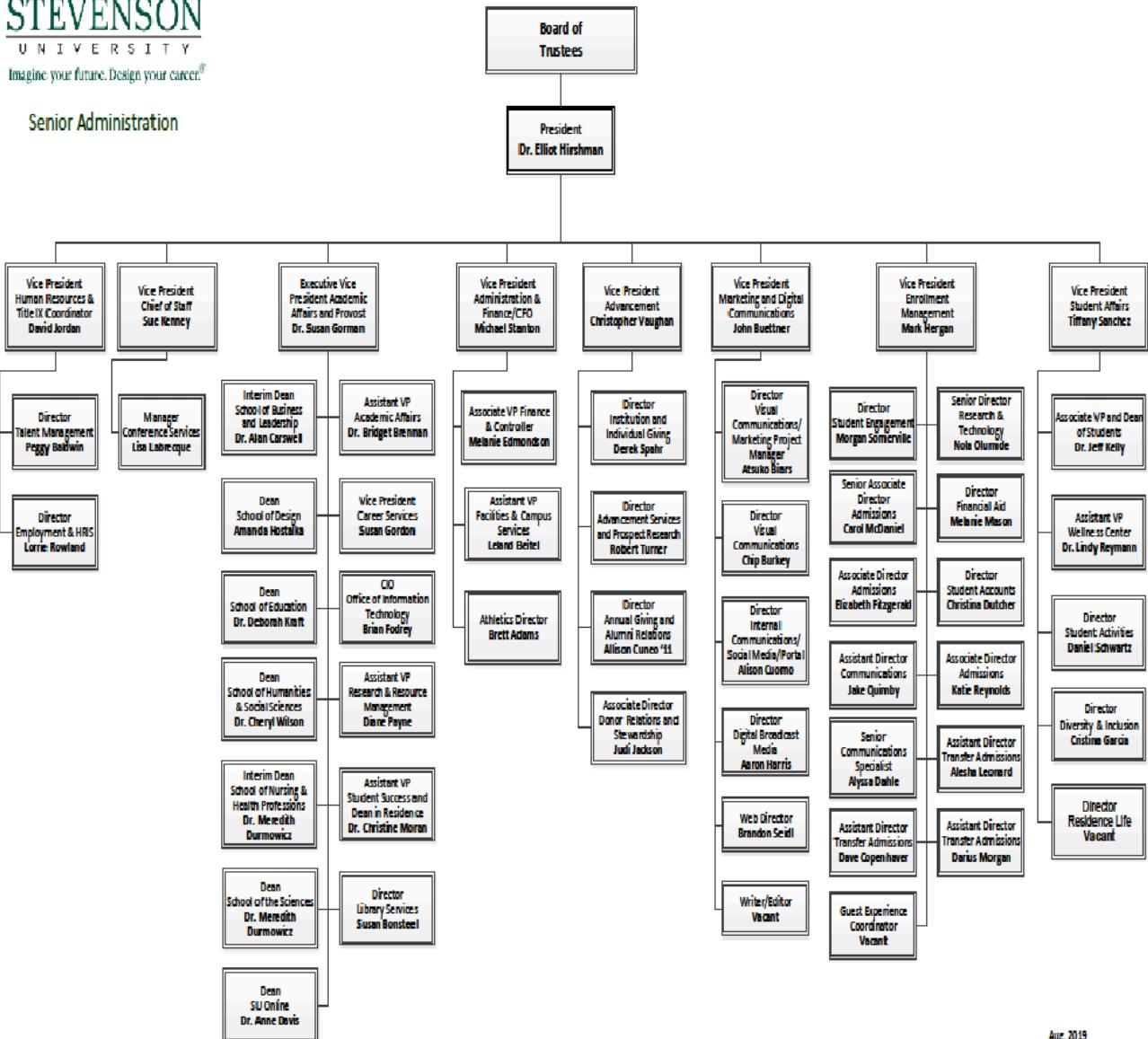
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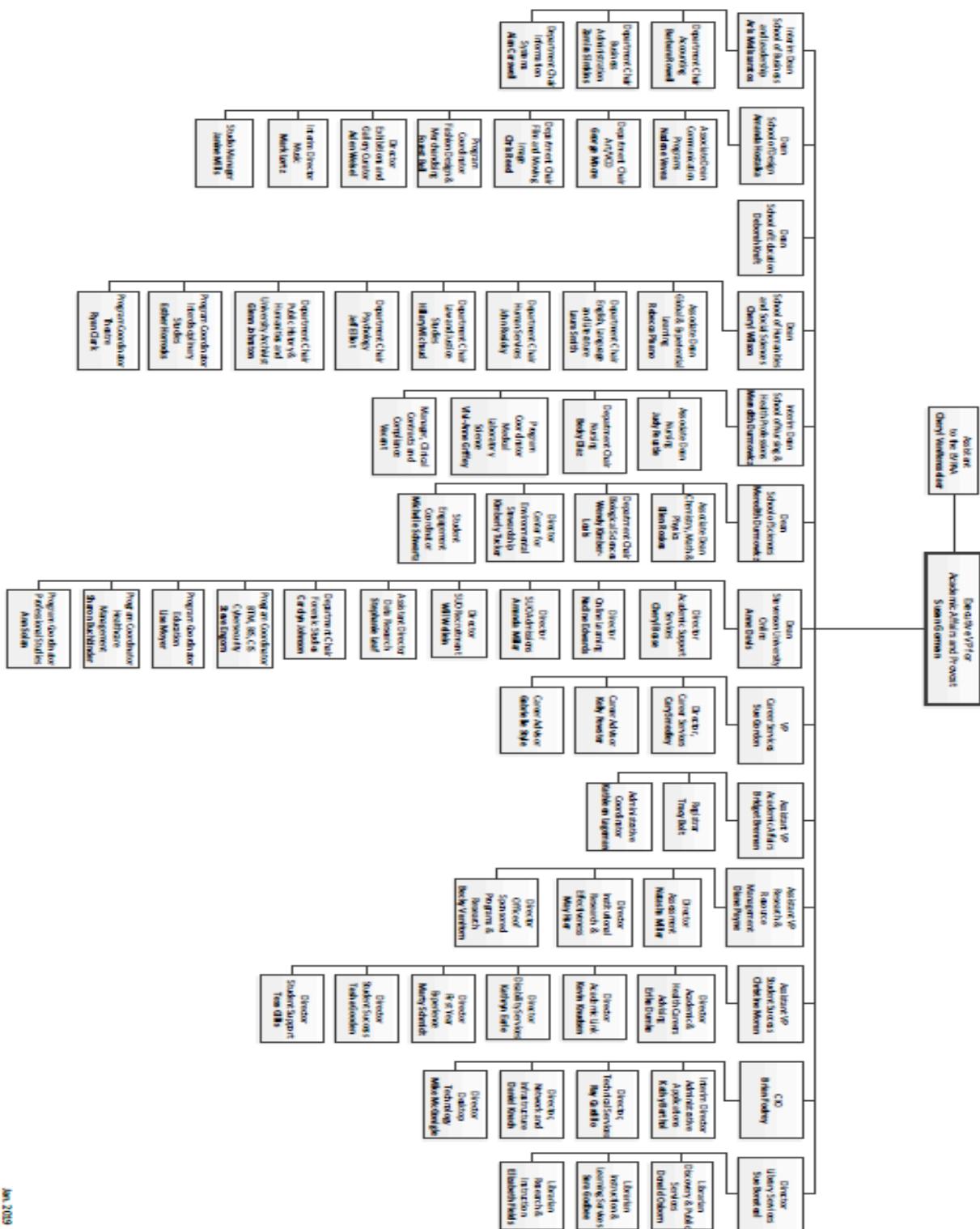
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Aug 2019

ACADEMIC AFFAIRS ORGANIZATIONAL CHART



Introduction

Standard 2c

University Mission, Vision, and Values

Our Mission, Vision, & Values

Motto

Pro Discendo, Pro Vivendo

For Learning, For Living

Our Mission

The University is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

Vision

The University will become a national leader in collaborative career-focused liberal arts education and will equip its graduates to visualize and achieve excellence in a dynamic global community.

Values

The core values of the university provide a foundation for faculty, staff, and students to fulfill the mission and achieve the vision of the institution. The values are focused on community, learning, integrity, and excellence.

Promoting a sense of community, the University embraces the common bonds and obligations within and beyond the campus while respecting individual and cultural differences.

Fostering learning, the University promotes the pursuit of theoretical and practical knowledge while encouraging a life well-lived—a lifelong philosophy of informed, critical thinking to meet evolving challenges and opportunities.

Instilling integrity, the University requires acting with dignity and honesty while adhering consistently to the University's ethical codes.

Achieving excellence, the University lauds superior performance while recognizing the importance of persistence toward goals.

Strategies

Academic Affairs

The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation, and by establishing a solid liberal arts foundation.

Student Life

The University will engage its community in creative, intellectual, social, and athletic experiences, and it will foster a campus climate characterized by intellectual rigor, wellness, diversity, civility, and environmental consciousness, as well as self-awareness, and national and global awareness.

University

Stevenson is an innovative institution of higher education that will fulfill its mission, advance its vision, and integrate its values with the engaged support of its faculty, students, staff, and others.

Financial Resources

The University will enhance its financial resources by increasing revenues, aligning costs with strategic initiatives, identifying additional opportunities, and responding effectively to any associated challenges.

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

From website 6/26/19: <https://www.stevenson.edu/about/mission-vision-values/>

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Recent Graduates from the Human Services Program

Class of Fall 2018



Class of Spring 2019



Introduction 3b

University Student Learning Goals

The Stevenson Educational Experience (SEE) Student Learning Goals and Outcomes

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

Outcomes, Goal 1:

The SU graduate will be able to:

- Communicate ideas through fine or performing arts by applying aesthetic principles and engaging in creative thinking.
- Demonstrate quantitative literacy by applying mathematical strategies to analyze, model, and solve complex situations, and use data to communicate effectively.
- Apply critical thinking skills to explore issues, ideas, and/or artifacts by examining evidence, questioning assumptions, and acknowledging different perspectives before formulating conclusions.
- Solve problems using scientific methods by formulating and testing hypotheses, analyzing data, and drawing appropriate conclusions.
- Function effectively as part of a team to solve problems by communicating in constructive ways.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

Outcomes, Goal 2:

The SU graduate will be able to:

- Interpret creative texts and/or works considering multiple interpretative perspectives and ways of reading.
- Demonstrate an ability to adapt messages to contexts, audiences, and purposes using competent communication.
- Use language choices that are thoughtful, appropriate, and generally support the effectiveness of the message being communicated in varied contexts.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

Outcomes, Goal 3:

The SU graduate will be able to:

- Examine the complex dynamics of human systems by describing behavioral, interpersonal, or social phenomena both qualitatively and quantitatively and applying multiple perspectives in order to explain those phenomena.

- Examine the complex dynamics of natural systems by describing biological, chemical, or physical phenomena, interpreting data or patterns in data, and drawing conclusions using the appropriate scientific method.
- Examine the complex dynamics of human or natural systems by analyzing texts or cultural artifacts and applying multiple perspectives (cultural, ethical, or disciplinary) in order to communicate perceptions of human experience.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

Outcomes, Goal 4:

The SU graduate will be able to:

- Compare life experiences and academic knowledge to infer situational similarities and differences and connect examples, facts, or theories from more than one field of study or perspective.
- Apply skills, abilities, theories, or methodologies gained in one situation to a new situation.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

Outcomes, Goal 5:

The SU graduate will be able to:

- Imagine and articulate a personal direction following realistic self-appraisal and reflection.
- Utilize professional skills and tools to navigate challenges and opportunities.
- Demonstrate the discipline expertise necessary to be competitive in a chosen career.
- Demonstrate competency in technology appropriate to the discipline.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

Outcomes, Goal 6:

The SU graduate will be able to:

- Think critically about complex ethical issues.
- Practice the highest ethical standards of a profession.
- Complete academic or professional assignments in an ethical manner.
- Engage in behaviors that constitute a pattern of personal integrity.

From 2019-2020 catalog:

<http://stevenson.smartcatalogiq.com/2019-2020/Undergraduate-Catalog/Academic-Information/The-SE-E-Student-Learning-Goals-and-Outcomes>

Prior Accreditation Letter

Introduction 4a

(see next page)



Council for Standards in Human Service Education

Assuring the quality, consistency, and relevance of human service education programs.
<http://www.cshse.org>

3337 Duke Street, Alexandria, VA 22314-5219
571-257-3959; info@cshse.org

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President
Chestnut Hill College*

*Jacquelyn Kaufmann, MS, HS-BCP
Vice President Program Accreditation
Elgin Community College (ret.)*

*Gigi Franyo-Ehlers, PhD, HS-BCP
Vice President Publications
Stevenson University*

*Jean Kennedy, MA, LMHC, HS-BCP
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Quinsigamond Community College*

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*Shawn Worthy PhD, HS-BCP
Regional Director, Southwest
Metropolitan State University of Denver*

*Lori Connors-Tadros, PhD
Public Member
Rutgers University*

November 5, 2014

Dr. John Rosicky, Chair
Human Services Program
Stevenson University
1525 Greenspring Rd.
Stevenson, MD. 21153

Dear Dr. Rosicky:

As you know, the Council for Standards in Human Service Education (CSHSE) Board met on October 20-22, 2015 to review accreditations and reaccreditations. It is my pleasure to inform you that the Human Services Program at Stevenson University has been reaccredited for the period of October, 2014 through October, 2019.

PROGRAM STRENGTHS

The readers and site visitors for your program identified many strengths to include:

1. The apparent value of the Human Services Program to the Stevenson campus;
2. The applied, experiential focus of the program which is consistent with the overall focus and mission of Stevenson University;
3. The diverse disciplinary backgrounds of the faculty;
4. The strong emphasis on faculty availability for advisement;
5. The involvement of adjunct faculty in departmental and student matters;
6. Students, alumni, and staff from community agencies reporting being very pleased with both the content of the program and the personal commitment from faculty;
7. The numerous field placements and support for students in practicum;
8. The involvement of the advisory committee, and the value placed on input from that committee;
9. A well-written, comprehensive self-study.

REQUIREMENTS FOR NEXT ACCREDITATION

Following are areas that will need to be included or remediated in your next self-study:

- **Standard 11.c Historical and current legislation affecting service delivery**

Include more emphasis on social policy, both present issues as well as how legislation has shaped existing services (or lack of).

- **Standard 12.g Processes to effect social change through advocacy work at all levels of society including community development, community and grass-roots organizing, and local and global activism**
Include advocacy and social change for marginalized populations. Such advocacy can occur in the context of a human service agency but also by assisting and empowering individuals and community groups/organizations/churches to effectively advocate for resources and services that address their needs and concerns.
- **Standard 14.g Knowledge, theory, and skills are included, analyzed, and applied in the curriculum in regard to: performing and elementary community needs assessment:**
Include a greater emphasis in the program on community development in contrast to the strong emphasis on service delivery within human services agencies.
- **Standard 14.h Knowledge, theory, and skills are included, analyzed, and applied in the curriculum in regard to conducting a basic program evaluation:**
Include more direct instruction on designing and conducting a program evaluation and on understanding research, in order to effectively identify, understand, and utilize evidence based practices.

Congratulations on continuing to be one of our exemplary accredited programs! Please include a copy of this letter in your next self-study.

A Certificate of Accreditation, signed by Elaine Green, President of CSHSE will be forthcoming.

Sincerely,

Jacquelyn Kaufmann, MS, HS-BCP
Vice President of Accreditation

Cc: Dr. Paul Lack, CAO, Stevenson University
Dr. Jim Sallvucci, Dean, Stevenson University
Dr. Elaine Green, President, CSHSE
Dr. Donald Unger, Lead, CSHSE

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[Standard 1](#) and [4a and 8a](#)

Counseling & Human Services Department: Program Purpose and Outcomes

Program Purpose

The SU Counseling & Human Services Department prepares students to become effective professionals in the helping disciplines. The program focuses on skill development, problem solving, and the application of research and best practice principles. Students learn to help others and to prepare thoughtfully and systematically for their careers. To meet these commitments, the Counseling & Human Services Department offers its students a broad curriculum, learning experiences and professional activities beyond the classroom, and high levels of student-faculty interaction and collaboration.

Program Outcomes

Upon completion of the Counseling & Human Services program, graduates will be able to:

1. Synthesize and appropriately apply key concepts, methods and values in human services to professional situations, independently and with minimal supervision.
2. Apply research findings to analyze common problems encountered in the human services field and develop appropriate solutions.
3. Exhibit consistent professional attitudes and behaviors in applied human services settings.
4. Exhibit culturally sensitive behavior in professional human services settings.
5. Exhibit effective and appropriate interpersonal skills in professional human services settings.
6. Based on comprehensive self-evaluation and feedback from faculty and supervisors, develop individualized professional development goals and objectives.

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[Standard 1](#)

Brochure

STEVENSON'S COUNSELING AND HUMAN SERVICES

STEVENSON UNIVERSITY
SCHOOL OF HUMANITIES
AND SOCIAL SCIENCES

COUNSELING AND HUMAN SERVICES

STEVENSON UNIVERSITY
SCHOOL OF HUMANITIES
AND SOCIAL SCIENCES

T Y B T H B

**FOR MORE INFORMATION
PLEASE CONTACT:**

John Rosicky, Ph.D.
Chair, Department of
Counseling and Human Services
Phone: 443-384-2289
Email: jrosicky@stevenson.edu

STEVENSON
UNIVERSITY
Photo: www.fotosearch.com

Why Study Counseling and Human Services?

Through a combination of rigorous coursework and more than 600 hours of supervised internships, you will learn and practice skills needed to effectively help people in need and launch rewarding careers in:

- » Counseling
- » Social Services
- » Addictions
- » Child Welfare
- » Gerontology
- » Public Welfare
- » Human Resources

Courswork will include direct training in individual and group counseling skills, family dynamics, addition, and administration of human services programs. You will apply these skills in a required internship and full-time practicum experience at agencies that fit your interests. You may elect to pursue tracks in addiction and mental health (leading to professional certification), or child, adolescent, and family services.



INTERNSHIPS

- Hospital Wrap
- Simpson Health System
- Kennedy Krieger Institute
- Min. Manor Investment Co.
- Brightview Long Term Care
- Johns Hopkins Hospital

[Table of Contents](#)**Standard 1e**

Enrollment and Graduate Trends

STEVENSON UNIVERSITY Counseling & Human Services Program Fall 2010 - Fall 2019										
Admissions Report										
	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Number of Applicants	45	64	64	66	47	69	58	41	34	30
Number Accepted	25	40	43	42	27	24	29	20	24	21
Number Attending	12	14	20	13	6	6	8	5	8	6
External Transfers	11	11	8	9	11	8	8	6	3	11

Source: Admissions files

Number of Majors:	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Spr 19
Human Services	145	150	168	168	141	138	100	86	82	78
Human Services Certificate		23	18	24	20	15	15	13	13	

Number of Minors:	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Spr 19
# Minors	7	8	4	4	9	10	12	20	16	16

Source: Student files

Note: Data for 2010 through 2018 represent official frozen data (10/15 snapshot).

Number of Graduates:	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
# Graduates	42	50	33	46	35	56	35	28	24

Note: Degrees awarded information is reported based on the following MHEC definition:

July 1st of a given year through June 30th of the subsequent year.

Source: MHEC Degrees Awarded Report

Graduation and Retention

Retention of Freshmen, Fall-to-Fall: 86%

Graduation rates

4-year	53%
5-year	66%
6-year	70%
Average GPA of Graduates:	3.25

Student Satisfaction

Overall Program on 5-point scale 4.70

Demographic Information for Current Majors

Gender	83% female
Average Age	22 years old
Housing	55% resident
Ethnicity	54% White
	29% Black
	5% Hispanic
	3% Asian
	9% other/multiple

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Standard 1f and 2e

COUNSELING & HUMAN SERVICES—2019-2020
Suggested Sequence (not a substitute for the Degree Audit)

<u>First Year - First Semester</u>		<u>Credits</u>	<u>First Year - Second Semester</u>		<u>Credits</u>
FYS	100 First Year Seminar	1	CHS	101 Family Studies	3
CHS	105 Human Services & Social Policy (SL)	3	ENG	152 Introduction to Literature	3
CM	XX Communication Arts Elective	3	MATH	136 Introduction to Statistics	4
ENG	151 English Composition	3	or PSY	136 Stats for Behav. and Social Sci.‡(4)	
PSY	101 Introduction to Psychology	3	SOC	101 Introduction to Sociology	3
XXX	Fine Arts Elective	3	PSY	108 Human Growth and Develop.	3
<u>Second Year - First Semester</u>			<u>Second Year - Second Semester</u>		
CHS	217 Prof. Devl. in Couns & Hum Srv*	3	CHS	220 Diversity & Cultural Comp.*	3
CHS	270 Psychopharm. and Addictions	3	CHS	315/515 Group Counseling*	3
XXX	Focused Elective/Track**	3	XXX	Focused Elective/Track**	3
XXX	Lab. Science (BIO 104 recommended)	4	XXX	Math or Science Elective‡	3-4
XXX	Humanities Elective***	3	XXX	Humanities Elective***	3
<u>Third Year - First Semester</u>			<u>Third Year - Second Semester</u>		
CHS	224 Research Methods & Writing	3	CHS	340/540 Admin. of Human Svrs*	3
CHS	360 Counseling Strategies for Indiv.*	3	CHS	380 Internship in CHS*	3
XXX	Focused Elective/Track**	3	XXX	Focused Elective/Track**	3
XXX	Humanities Elective***	3	XXX	Humanities Elective***	3
XXX	General Elective/Minor/Prof. Minor	3	XXX	General Elective/Minor/Prof. Minor	3
<u>Fourth Year - First Semester</u>			<u>Fourth Year - Second Semester</u>		
CHS	430 Family Dynamics & Interventions*	3	CHS	440 Practicum in CHS	9
XXX	Focused Elective/Track**	3	CHS	441 Seminar in CHS	3
XXX	General Elective/Minor/Prof. Minor	3			
XXX	General Elective/Minor/Prof. Minor	3			
XXX	General Elective/Minor/Prof. Minor	3			

*Course offered ONLY during semester indicated (Fall or Spring). SL = Service Learning course

** Focused electives are courses related to Counseling & Human Services. A list of relevant courses is distributed each semester by the department. *At least two focused electives must be CHS courses, if not in a track.*

***Humanities Electives: Students must select 4 courses from at least three different disciplines (History, Literature, Philosophy, Foreign Language and Religion). See list of approved SEE courses.

‡ Students electing to take PSY 136 as a statistics course, must take MATH 135 as math/science elective

Students electing to complete an ***optional*** Track must include the listed courses as focused electives AND complete CHS 440 at a site related to their track:

<u>Addictions & Mental Hlth Cns Track</u>	<u>Child, Adolescent & Family Svcs Track</u>	<u>Community Health Track</u>
CHS 370 Ethics in Counseling	CHS 275 Services for Children & Youth	CMH 210 Intro. to Comm Health
CHS 371 Assess. & Trtmt of Add.	PSY 206 Child Development	CMH 3XX Healthcare Admin
PSY 215 Psychopathology	CHS 362 Trauma & Crisis Intervention OR	CMH 3XX Seminar in Comm Hlth
<i>2 additional Focused Electives</i>	CHS 365 Coping, Resilience & Growth Focused Counseling <i>2 additional Focused Electives</i>	CM 2XX Health Communication BIO 2XX Nutrition BIO 332 Epidemiology

Counseling & Human Services Department

Focused Electives for 2018 Catalog and Forward

CJUS 101	Introduction to Criminal Justice
CJUS 265	The Juvenile Justice System (Prereq.: CJUS 101)
CM 310	Conflict Resolution and Negotiation (Prereq.: CM 101)
GEO 112	Human Geography
CHS 235	Adult Development and Aging
CHS 250	Topics (may be taken multiple times for credit if topic is different)
CHS 275	Services for Children and Youth
CHS 362	Trauma & Crisis Intervention
CHS 365	Coping, Resilience and Growth Focused Counseling
CHS 370	Ethics in Counseling
CHS 371	Assessment & Treatment of Addictions
INDSC 350	Topics in Interdisciplinary (Prereq: ENG 152 and sophomore status)
LAW 259	Child and Family Law
MGT 204	Principles of Management
MGT 224	Principles of Entrepreneurship (Prereq: MGT 204)
MGT 310	Organizational Behavior (Prereq: MGT 204 or CHS 340)
MGT 318	Human Resources Management
POSCI 102	American Government (Prereq: ENG 151)
POSCI 205	State & Local Government (Prereq: ENG 152)
PSY 206	Child Development
PSY 208	Human Sexuality (Prereq.: PSY 101)
PSY 215	Psychopathology (for those in new Counseling & Human Services program)
PSY 216	Child Psychopathology (Prereq.: PSY 215)
PSY 221	Infant & Child Socioemotional Development (Prereq.: PSY 108)
PSY 250-254	Topics in Psychology
PSY 260	Behav. Approaches to Change (Prereq.: PSY 101)
PSY 261	Biological Psychology (Prereq.: PSY 101)
PSY 262	Social Psychology (Prereq.: PSY 101)
SL 101	Community at Your Classroom (Service Learning)
SOC 102	Contemporary Social Problems (Prereq: ENG 151)
SOC 203	Sociology of Minority Groups
SOC 206	Sociology of Women

Counseling & Human Services

Schedule of Elective Course Offerings

The following schedule of courses is for planning purposes only and is subject to change.

All Counseling & Human Services majors must take five Focused Electives, at least two of which need to be CHS courses chosen from the offerings below. Students who opt to complete a track must take the specific courses indicated by asterisks below as part of their five Focused Electives.

Fall (every year)

CHS 275 Services for Children & Youth*
CHS 371 Assessment & Treatment of Addictions**

Fall (even years only)

CHS 250 Topics: Disabilities

Fall (odd years only)

CHS 250 Topics: Family Violence

Spring (every year)

CHS 370 Ethics in Counseling**

Spring (odd years only)

CHS 250 Topics: *rotating topic*
CHS 362 Trauma & Crisis Intervention*

Spring (even years only)

CHS 235 Adult Development & Aging
CHS 365 Coping, Resilience & Growth
Focused Counseling*

* Required in the **Child, Adolescent and Family Services Track**. Students in this track must take either CHS 362 or CHS 365.

(Students in this track are also required to take PSY 206, which is offered every semester)

** Required in the **Addictions and Mental Health Counseling Track**

(Students in this track are also required to take PSY 215, which is offered every semester)

Rotating topics in Spring of odd years may include the following:

- Therapeutic Recreation
- Divorce and Remarriage
- Death and Dying
- Human Trafficking

[Table of Contents](#)[Standard 1f](#)**SEE-Certified General Education Courses
Counseling and Human Services Major****Fine Arts (One course needed from any area)**

ART 106 Art History
ART 110 Design I
ART 116 Drawing I
*ART 241 Creative Devl in Young Childr.
(spring)
*ART 242 Creative Devl in Elem. Educ. (fall)
*ENG 224 Intro. to Creative Writing
ENG 225 Topics in Creative Writing

FMI 101 Cinema I
FMI 211 Basic Screenwriting (spring)
FMI 231 Film and Moving Image History

MUS 102 Chorus (2 credits)
MUS 105 Orchestra (2 credits)
MUS 170 Exploring Elem. of Music/Ukulele
MUS 201 Intro. to Music History
MUS 260 Music Technology I
MUS 275 American Musical Traditions
MUS 290 Band (2 credits)

PHOTO 140 Black&White Film Photography
PHOTO 141 Digital Photography
THEA 103 Beginning Acting
THEA 121 Intro to Theatre

Communication (One course needed; if more than one taken, can count as focused elective)

CM 101 Public Speaking
*CM 115 Interpersonal Communication
* CM 120 Human Communication

Math/Science

- A lab science and MATH 136 Statistics are required; choose one additional math or science class
- If PSY 136 Statistics for Behav. and Social Sci. is taken in place of MATH 136 Intro. to Statistics, then MATH 135, MATH 137, or MATH 215 must be taken as third math/science course.

Mathematics

MATH 135 Introduction to Math Reasoning
(3 credits, every semester)

MATH 137 College Algebra

MATH 215 Math and Art (travel course)

Biology

*BIO 104 Human Body and Contemp. Health
(4 credits, Fall and Spring semesters)

* recommended laboratory science course

BIO 113/113L General Biology

(4 credits, Fall and Spring semesters)

Forensic Science

FSCI 100 Intro. to Forensic Science (non-lab)
(3 credits, Fall and Spring semesters)

* Recommended courses for Counseling and Human Services

Physics (Physical Science)

PHYS 115 Earth & Space Science
(4 credits, Fall and Spring semesters)

PHYS 125 Astronomy

(4 credits, Spring only)

Environmental Science

ENV 150 Society and the Environment
(non-lab) (3 credits, Fall only)

ENV 165 Science of the Chesapeake Bay
(4 credits, Spring only)

Humanities (Need 4 courses from 3 of the 4 categories)

History

ART 205 Art History Survey (prereq.: ART 106)
FDES 274 History of Fashion
FMI 231 Film and Moving Image History
HIST 105 World History I
HIST 106 World History II
HIST 109 US History I
HIST 110 US History II
HIST 210 African Amer. History
HIST 211 Topics in History
*HIST 220 Amer. History & Comm. Srv
HIST 230 Amer. Women's History
HIST 238 History of Baltimore
HIST 265 History of the Family
HIST 270 Revolutionary America
HIST 311 Topics: General History (HIST prereq.)
HIST 330 Riches, Radicals &Reformers 1877-1920 (HIST prereq.)
HIST 336 American Civil War (HIST prereq.)
THEA 240 Theatre History I

Literature

ENG 240 Historical Perspectives
ENG 256 Intro to Digital Publishing
ENG 281 Topics in Lit. (see specific sections)
ENG 282 Youth Literature (restricted to Educ.)
ENG 286 The Short Story
ENG 287 Poetry
ENG 288 Drama
ENG 289 The Novel

Philosophy

*CM 205 Communication Ethics
*CM 211 Intercultural Communication
PHIL 101 Intro. to Philosophy
PHIL 104 Logic
PHIL 215 Ethics
*PHIL 220 Applied Philosophy & Comm. Srv
PHIL 260 Aesthetics
PHIL 265 Philosophical Topics

Religion

REL 116 Survey of New Testament
REL 202 World Religions
REL 225 Exploring Third World Religions
REL 265 Comparative Religious Thought
REL 270 Contemporary Religion in Amer.
*REL 275 Topics in Religion (Religion and Community Service topic recommended)
REL 280 Jesus of Nazareth
REL 285 Exploring Western Religions
REL 290 Exploring Eastern Religions

Foreign Language

FR 101/102 Elementary French I/II
FR 201/202 Intermediate French I/II
SP 101/102 Elementary Spanish I/II
SP 201/202 Intermediate Spanish I/II

The following courses have a prerequisite of a 200-level literature course:

ENG 340 Period Studies
ENG 381 Themes in Literature
ENG 385 Lit. Genres: Special Topics

* Recommended courses for Counseling and Human Services

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STEVENSON
UNIVERSITY
COUNSELING & HUMAN SERVICES DEPARTMENT
Advisory Board

Name/Title	Address	Phone	E-Mail Address
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STEVENSON
UNIVERSITY
COUNSELING & HUMAN SERVICES DEPARTMENT

Advisory Board Minutes
February 15, 2019
8:30 – 10:00

MEMBERS PRESENT: Loretta Elizalde, Tom Flis, Arthur Hill, Lauren Minnich, Human Services Club Representative (Alyssa Livesay), Mayaugust Finkenberg, Tom Swisher, Lauri Weiner, and John Rosicky.

Introductions: All members introduced themselves and their roles at their places of employment.

Welcome: Dr. Cheryl Wilson extended her welcome and thanks to the board members for their participation and talked about the departmental move to the Owings Mills campus.

Approval of Minutes: Minutes from the September meeting were reviewed and approved.

Human Services Club: Club representative, Alyssa Livesay, reported on the club's activities and plans. The club hosted a week of events in the fall sponsored by the National Alliance on Mental Illness (NAMI). They also participated in a "Senior Prom" at Brightview and raised \$210 for the Out of Darkness Walk in the Inner Harbor. During finals week they hosted an arts and crafts night. The club collected donations for Mt. Washington Pediatric Hospital. They will do another arts and crafts night in the spring plan to participate in a "Walk for Wishes" event. This semester the club plans to decorate and distribute "Together we Rise" duffle bags to children in foster care. An education session on domestic violence is planned in association with the House of Ruth. The club is working to bring in more members and increase participation.

Dr. Wilson mentioned grant money that is available to support club activities that incorporate art. John mentioned the "stress bottles" that the club created, along with the First Year Seminar group, during Mustangs Make a Difference Day. Tom Flis from Sheppard Pratt volunteered to speak at any club activities about internship opportunities. A suggestion was made about partnering with other clubs for activities.

Field Experiences Summary: Mayaugust Finkenberg reported on field placements this semester. Currently, 28 students are in internships and 17 students are in practicum placements. There are no new placements for practicum students this semester, but a new site near campus is working with an intern: Maximum Day Services, a medical day treatment and substance abuse program. Six students are at Sheppard Pratt, four are at St. Vincent's and three are at St. Elizabeth School.

Department Overview

Department Move: The department has successfully transitioned to the Owings Mills North campus and all were welcomed to our new home. Having classes on this campus has already helped with enrollments and we are looking forward to continued growth. We continue to work on making our space more welcoming. Loretta suggested signage to help people find the offices.

Program Revisions: The name of the department has been changed to Counseling & Human Services. Course designators will be changed to CHS starting this fall. Mayaugust described how the new Trauma and Crisis Intervention course is going and said that students were enthusiastic, including several criminal justice majors who add a different perspective on crisis. This course will be offered every other spring semester. Next spring Tom will be teaching another new course on coping, resilience and growth-focused counseling. He spoke about plans for that course. Mayaugust will be teaching Professional Development in Counseling & Human Services for the first time in the fall. This course will include a speakers series about career opportunities and the development of professional portfolios. We talked about moving to the use of ePortfolios. Several free options are available. Members of the board thought that was a good idea and mentioned that other schools, including Johns Hopkins, are using them. Arthur will send contact information on someone who is using them. Blackboard was suggested as a possible resource, as well as asking other chairs and contacting career services at SU.

January Term Trips: John described his January term trip to Ecuador with students, which was successful. We hope to continue offering these experiences.

Reaccreditation: This semester, John will be working on writing a self-report on the status of the department for CSHSE reaccreditation. The board may need to provide supporting information.

Enrollment Statistics: Statistics on student enrollment continue to show a downward trend (see attached chart). This spring we have a total of 78 majors and 20 minors. We need to make continuing efforts to recruit students and emphasize the unique strengths of the Counseling & Human Services program through marketing and publicity efforts. The name change and move to the OM campus should be helpful in that regard.

Advisory Board Input:

Loretta announced that she can take students seeking field experience now that she has moved into a new location in Pikesville. She is developing a number of groups, including men's and women's groups, LGBT, couples, families and first responders. Lauren said that the Target program is very happy with SU students who are working there, including Chris and Abbey. Sheppard Pratt has a total of 15 interns and almost half of them are from Stevenson. A trauma unit at SP is something that students from the Trauma and Crisis Intervention class may be interested in exploring. Arthur mentioned that Project Search, near

Johns Hopkins, is a program that seeks to place individuals with disabilities. There may be internship opportunities there – Arthur will send contact information to Mayaugust.

Upcoming Events:

- All are invited to the senior poster session on May 6 at 5:30 in the Rockland Banquet Room on the Owings Mills campus.
- An honors induction ceremony will take place in April (details to follow).
- A panel of our alumni and representatives from a couple of graduate schools will be speaking with our current practicum students on Feb. 25 at 6:00

NEXT MEETING: Friday, September 20, 2019 at 8:30 in MAC N120 on OMN campus.

ADJOURNMENT 9:30 am

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STEVENSON
UNIVERSITY
HUMAN SERVICES DEPARTMENT

Advisory Board Minutes
September 21, 2018
8:30 – 10:00

MEMBERS PRESENT: Lisa Boone, Debbie Boyce, Candice Edwards, Loretta Elizalde, Tom Flis, Arthur Hill, Erika Rue, Kathea Smith, Human Services Club President (Nicole Rogers), Mayaugust Finkenberg, Lauri Weiner, and John Rosicky.

Welcome: Dr. Cheryl Wilson was not able to attend, but extended her welcome and thanks to the board members for their participation.

Approval of Minutes: Minutes from the February meeting were reviewed and approved.

Introductions: All members introduced themselves and their roles at their places of employment.

Human Services Club: Club representative, Nicole Rogers (President), reported on the club's activities and plans for future events. Events include a "Senior Prom" and recreation evening at Brightview, a weeklong series of NAMI events, serving meals at Hopkins House, and sponsoring several guest speakers. Club officers are now primarily from the major, but there is a continuing need to increase membership and participation in the club.

Field Experiences Summary: Mayaugust Finkenberg reported on field placements this semester. Currently, a small group of 7 students are completing their practicum placements and will graduate in December. Sites where students are working include: Irvine Nature Center, Target Community Services, Urban Alliance, the Shaffer Center, Gilchrist Hospice, Baltimore County Public Schools and the SU Office for Student Success.

Department Overview

Department Move to Owings Mills: The department will be moving from the Greenspring campus to the Owings Mills North campus in January. Our offices will be located on a hallway near the Center for Environmental Stewardship and the Sarah Manning Greenhouse.

Program Revisions: A new professional development course has been created and will be offered in place of our professional writing class. Some of the writing projects related to careers (resume, cover letter, portfolio) will be moved to this class. Other writing assignments (literature review, needs assessment, grant proposal narrative) will be incorporated into the research methods course, which will become a writing intensive course.

CHS 270 Psychopharmacology and Addiction will now be a required course and PSY 215 Psychopathology will become a focused elective (required in the Addictions and Mental Health track).

Two new electives that were created based partly on student interest expressed in a survey, will be offered in coming semesters: Trauma & Crisis Intervention and Coping, Resilience & Positive Psychology. Mayaugust is working on and will teach the former. Tom is working on and will teach the latter.

NOHS Conference: The National Organization for Human Service's annual conference will be in Philadelphia this year. Two students have been selected to accompany the department and present a poster on the incorporation of field experiences into Human Services programs. The students are: Izzy Ramsland and Annie Lerch.

January Term Trips: This January we will combine with a Service Learning course to run a trip to Quito, Ecuador that John will lead, along with Rebecca Pisano, head of the service learning and travel study programs.

Graduate Survey Results: Feedback from graduating seniors last fall was reviewed. Students consistently point to their field experiences, and to faculty, as the most beneficial parts of the program. Partly in response to student concerns, the number of hours required for the practicum will be limited to 410 (9 credit hours). This is already the most common option for students, but the 12-credit hour (540 hour, 39 hour/week) option will be eliminated.

Enrollment Statistics: Statistics on student enrollment continue to show a downward trend (see attached chart). This semester we have a total of 83 majors and 16 minors. We need to make continuing efforts to recruit students and emphasize the unique strengths of the Human Services program through marketing and publicity efforts. In discussing the enrollment

statistics, Kathea suggested getting information from the admissions office about students who are accepted into Stevenson but end up going somewhere else and what schools they ultimately attend.

Board Input and Suggestions

All members for the advisory board described current events at their places of employment. Lisa Boone gave an update on community college transfer issues and the status of a 4 year degree option, which is on hold for now. Recruitment efforts and conversion rates seem to benefit from personal touches. Arthur Hill reported that Kennedy Krieger has a new CEO and is seeking interns for their programs. Sheppard Pratt has a new administration and is offering diverse internship experiences, coordinated by new board member Tom Flis. He advocated for a focus on BCBA certification, since there is a great need. St. Elizabeth School is expanding its teaching space into the laundry building, which is being renovated. Debbie Boyce will be leaving the advisory board, but was thanked for her years of dedicated commitment to the Human Services program at SU. She brought Erika Rue to the meeting, who will be replacing her on the advisory board. Candice Edwards described governmental issues and reported that changes at the federal level have led to noticeable decreases in funding for TANF and other social welfare programs, as well as an increase in restrictions. There has been a crackdown on child support for non-custodial parents in the state and an increase in eligibility for daycare.

Upcoming Events: All are invited to the senior poster session on December 3 at 5:30 in the Pavilion on the Greenspring campus.

NEXT MEETING: Friday, February 15, 2019 at 8:30 on the Owings Mills campus

ADJOURNMENT 10:00 am

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STEVENSON

UNIVERSITY
HUMAN SERVICES DEPARTMENT

Advisory Board Minutes
February 16, 2018
8:30 – 10:00

MEMBERS PRESENT: Lisa Boone, Debbie Boyce, Bunny Ebling, Candice Edwards, Loretta Elizalde, Arthur Hill, Lauren Minnich, Kathea Smith (by phone), Human Services Club President (Nigel Moore), Mayaugust Finkenberg, Tom Swisher, Lauri Weiner, and John Rosicky.

Welcome: Dr. Cheryl Wilson was not able to attend, but extended her welcome and thanks to the board members for their participation.

Approval of Minutes: Minutes from the September meeting were reviewed and approved.

Introductions: All members introduced themselves and their roles at their places of employment.

Human Services Club: Club representative, Nigel Moore (President), reported on the club's activities from the Fall semester, which included the "Senior Prom" at Brightview, a weeklong series of NAMI events, serving meals at Hopkins House in November, and making PBJ and hygiene bags to distributed in Baltimore. This spring the club has planned an Earth Day event, will return to Brightview for a recreation evening (possibly bingo), will read to kids, sponsor several guest speakers, and participate in the Super Hero walk for Maryland. Nigel expressed a desire to expand club membership and get more Human Services majors involved (most active members are in nursing and biochemistry and most are juniors and seniors). There is a need to increase membership and participation in the club.

Field Experiences Summary: Mayaugust Finkenberg reported on field placements this semester. Currently, 21 students are in internships and 17 students are in practicum placements. Sites where students are working include: Project Youth and JHU, Senior Housing at Sunrise Assisted Living in Columbia, Turn Around – an agency dealing with human trafficking, International Social Services (this placement has been affected by the metro closure), House of Ruth, Mentoring Mentors (a program founded and run by alumnus Alphonso Mayo), and programs dealing with domestic violence and teen pregnancy. We are anticipating 9 students in practicum next fall.

Department Overview

Department Name Change: The program name change to "Counseling and Human Services" has been approved and will become official over the summer. It is hoped that the change will help with recruiting students.

Graduate Survey Results: Feedback from graduating seniors last spring was reviewed. Students consistently point to their field experiences, and to faculty, as the most beneficial parts of the program. Partly in response to student concerns, the number of hours required for the practicum will be limited to 410 (9 credit hours). This is already the most common option for students, but the 12-credit hour (540 hour, 39 hour/week) option will be eliminated.

Program Modifications: In response to student feedback and a departmental faculty retreat in December, we are proposing several program modifications and board input was solicited. In

addition to reducing the practicum hours, we have changed the name of the addictions course to Psychopharmacology and Addictions and will be requiring it of all majors. The name of CHS 315 has been changed to Group Counseling (from Group Processes and Practices). We polled our current students on which topics classes they would be most interested in taking. The results are attached and were reviewed in the meeting. We discussed potential topics and advisory board members shared a number of helpful ideas. Related to the low interest expressed by students in classes on aging, Lisa Boone indicated that at CCBC a certificate in Elder Care runs because it is offered online and attracts a number of returning students who are currently working. A course in Crisis Intervention, including anger de-escalation, conflict resolution, mediation skills, and burnout issues, was strongly endorsed, with Arthur Hill noting that Kennedy Krieger has employees take Crisis Prevention and Intervention (CPI) training. Candice Edwards suggested that a course related to immigrants, homeless and diverse populations, including at least 5 hours of out-of-class experience, would be useful for students. Some of this is currently covered in the required CHS 220 Diversity and Cultural Competence. The growing importance of Applied Behavioral Analysis and the BCBA certification in the field was stressed. This material is included in current counseling courses, but could be developed into a separate course.

Other program modifications we discussed were:

- Requiring that at least one focused elective be an CHS course (this idea was endorsed by the board);
- Moving a majority of the **professional writing** requirement into the Research Methods course (all agreed that writing was an important skill that needs to be retained in the program) and revamping the current professional writing course into a **sophomore Career Seminar**, which could offer an opportunity for outside speakers from local agencies and graduate programs (Bunny Ebling asked about our connection to the MSW program at UMB and stressed the importance of students knowing about the MSW degree);
- Requiring a course on **Psychopharmacology and Addictions** (the course is currently a focused elective in the Addictions track);
- Removing the required LAW 259 Child and Family Law course; much of that material will be covered in CHS 275 Services for Children and Youth and the CHS 201 Intro to Human Services will incorporate more material on legal and social policy issues;
- Move **PSY 215 Psychopathology** into the Addiction & Mental Health track, so it is no longer a required course for all majors.

January Term Trips: The trip that Lauri Weiner had organized to Arizona in January to engage in social service projects on the Navaho Nation did not get enough students to run. We will continue to offer opportunities for international social work in the Winterim. Next January we will probably combine with the Service Learning office to run a trip to Quito, Ecuador. Mayaugust has raised the possibility of a trip to Indonesia the following year.

Enrollment Statistics: Statistics on student enrollment continue to show a downward trend (see attached chart). This spring we have a total of 83 majors and 20 minors. We need to

make continuing efforts to recruit students and emphasize the unique strengths of the Human Services program through marketing and publicity efforts.

Upcoming Events: All are invited to the Honors Induction ceremony on April 11 at 6:00 and to the senior poster session on April 30 at 5:30, both events are in the Pavilion on the Greenspring campus.

NEXT MEETING: Friday, September 21, 2018 at 8:30 in Campanella Room

ADJOURNMENT 10:00 am

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STEVENSON

UNIVERSITY
HUMAN SERVICES DEPARTMENT

Advisory Board Minutes
September 22, 2017
8:30 – 10:00

MEMBERS PRESENT: Ted McCadden (for Lisa Boone), Debbie Boyce, Bunny Ebling, Loretta Elizalde, Arthur Hill, Lauren Minnich, Human Services Club President (Nigel Moore), Kathea Smith, Mayaugust Finkenberg, Tom Swisher, Lauri Weiner, and John Rosicky.

Welcome: Dr. Cheryl Wilson, Dean of Humanities and Social Sciences, welcomed the advisory board and thanked the board for their participation.

Introductions: All members introduced themselves and their roles at their places of employment.

Approval of Minutes: Minutes from the February meeting were reviewed.

Human Services Club: Club representative, Nigel Moore (President), reported on the club's upcoming activities, which include the "Senior Prom" at Brightview and serving meals at Hopkins House in November. Nigel expressed a desire to expand club membership, particularly within the Human Services department and to develop a transition plan for after

he graduates in May. The club maintains a Facebook page and website where photos of their activities can be posted.

Field Experiences Summary: Mayaugust Finkenberg reported on field placements this semester. Currently, 12 students are in practicum placements in a variety of placement sites, including the Baltimore Child Abuse Center, Kennedy Krieger, St. Elizabeth School, Mtn. Manor, Sheppard Pratt, and the Y of Central Maryland. We are anticipating 20 students in practicum next semester and 22 in internship. Mayaugust is currently working with students to find placements and already has three confirmed. New sites being developed include Project Youth at Johns Hopkins, Turn Around (a program dealing with human trafficking), and International Social Services. Ted described the field placements at CCBC related to addiction counseling.

Department Overview

Department Name Change: A proposal to change the name of the program to “Counseling and Human Services” has been submitted to MHEC. We are awaiting approval. This change should help us to recruit students into the program. The general consensus at the meeting was that this would be a positive change. It will be important for the program to be clear in all materials that students will NOT become licensed counselors once they complete the program.

Program Move to Owings Mills: It is likely that academic programs will be moving from the Greenspring campus to the Owings Mills campus in the next couple of years. This is in order to consolidate programs at the OM campus, so students do not have to travel between campuses, and to take advantage of recent expansion on the OM campus. Several people expressed sadness at possibly leaving the lovely Greenspring campus. It currently looks like this would not happen until at least next summer.

NOHS Conference: Department faculty will be attending the National Organization for Human Services conference in Des Moines on Oct. 18-21. Two students, Elizabeth Brown and Rebecca Rohe, will accompany the department and present a poster at the conference.

January Term Trip: Lauri Weiner will be leading a group of students to Arizona in January to engage in social service projects on the Navaho Nation, if she gets enough students to run the trip.

Articulation Agreements: Agreements with CCBC and AACC have been updated and signed. We will continue to pursue partnerships and welcome students from community colleges to campus.

Graduate Survey Results: Feedback from graduating seniors last spring were reviewed. Students consistently point to their field experiences, and to faculty, as the most beneficial parts of the program. However, some concern was expressed by students about the difficulty of completing the number of hours required and not getting paid. We discussed the possibility of reducing the number of required hours, but there was also a commitment to

maintaining this vital part of the program. It will continue to be important to help students navigate finding a balance between work and practicum.

Enrollment Statistics: Statistics on student enrollment continue to show a downward trend (see attached chart). This fall we have a total of 87 majors and 20 minors. We need to make continuing efforts to recruit students and emphasize the unique strengths of the Human Services program through marketing and publicity efforts. Kathea Smith offered to help by calling accepted students when the time is appropriate. She also suggested getting information from the admissions office about where accepted students decide to go if they don't choose Stevenson, and why. Nigel suggested service events at local high schools.

Board Input: Board members described current issues at their places of employment and provided updates on a variety of personal and professional issues. All of their input is greatly appreciated.

Upcoming Events: All are invited to the senior poster session on 12/4 at 5:30 in the Pavilion on the Greenspring campus.

NEXT MEETING: Friday, February 16, 2018 at 8:30 in Campanella Room

ADJOURNMENT 10:00 am

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STEVENSON
UNIVERSITY
COUNSELING & HUMAN SERVICES DEPARTMENT

PROGRAM EVALUATION PLAN

A. Measures and Timing

Evaluation is a critical part of the Counseling & Human Services Department. The needs of our communities, both our external community (agencies) and our internal community (students), are evaluated extensively and frequently through both quantitative and qualitative measures.

1. QUANTITATIVE MEASURES. Quantitative measures and the timing for each are as follows:

- a. Agency Evaluation by Student – At end of field placement
- b. Course Evaluation by Student – At conclusion of fall and spring semester courses
- c. Field Placement Prerequisites Checklist – Prior to fall and spring field placements
- d. Graduate Acceptance by Graduate Programs – Annually at conclusion of spring semester
- e. Graduate Evaluation by Employer – Every five years (1 year after graduation)
- f. Program Evaluation by Senior – Immediately after completion of program
- g. Program Evaluation/Student Field Placement Evaluation by Student and Field Instructor – At midpoint and end of field placement
- h. Student Assessment by Faculty (Behavioral Indicators) – Commencing when student joins major.
- i. University Faculty Supervisor Evaluation by Student – At end of field placement.

2. QUALITATIVE INFORMATION. Qualitative information and the timing for each are as follows:

- a. Advisory Board Meetings - One meeting per semester plus unscheduled communication
- b. Faculty Evaluation by Department Chair – Course syllabi and objectives are reviewed every semester. Faculty members are observed when eligible for promotion. Faculty Professional Development Plans are reviewed and discussed with faculty members during the annual Performance Appraisal Meeting.
- c. Faculty Meetings - One meeting per month plus unscheduled communication

- d. Focus Groups of Graduates – At completion of program
- e. Midterm Faculty Evaluation by Student – At midpoint of fall and spring semester courses
- f. Program Evaluation by Student (Focus Group) – At completion of program
- g. Responses to additional open-ended questions on all quantitative measures listed above –
Timing varies as shown above

B. Dissemination of Results

The Department Chair is responsible for developing and coordinating program assessment procedures. Thus, the results obtained from the sources listed above are collected and disseminated by him/her to the appropriate individuals and groups. The results are indicative of the current relevance of the educational objectives and the effectiveness of the program and curriculum.

1. RESULTS DISSEMINATED TO FACULTY MEMBERS AND TO ADVISORY BOARD MEMBERS

- a. Agency Evaluation by Student
- b. Focus Group Report (Information pertinent to recipients)
- c. Graduate Acceptance by Graduate Programs
- d. Graduate Evaluation by Employer
- e. Program Evaluation by Graduate
- f. Program Evaluation by Senior
- g. Program Evaluation/Student Field Placement Evaluation

2. RESULTS DISSEMINATED TO FIELD PLACEMENT COORDINATOR

- a. Agency Evaluation by Student
- b. Field Placements Prerequisites Checklists
- c. Focus Group Report (Information pertinent to recipient)
- d. Student Field Placement Evaluation
- e. University Faculty Supervisor Evaluation by Student

3. RESULTS DISSEMINATED TO INDIVIDUAL FACULTY MEMBERS

- a. Classroom Observation by Department Chair
- b. Course Evaluation by Student
- c. Focus Group Report (Information pertinent to recipient)

4. MIDTERM COURSE EVALUATION

Administered, collected and reviewed by individual faculty member

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STEVENSON UNIVERSITY

COUNSELING & HUMAN SERVICES DEPARTMENT

Evaluation Results 2018-2019

Commentary on Evaluation Results

The results of the 2018-2019 Counseling & Human Services Program Evaluation confirm that the present curriculum and field experiences are effective in meeting the program mission, “to provide students with an educational foundation that will prepare them for meaningful and effective careers within the human services field and successful continuation of their education.” Student field placement evaluations also indicate that the program goals are being met.

Twenty four students graduated in the 2018-2019 academic year. This is slightly lower than the previous year, but represents a stabilization in the decline of graduates, which is similar to the pattern for the number of majors. (see report below). The official number of majors for the Fall of 2019 will be reported on the census date of October 15. A new cohort of certificate students at Sheppard Pratt will be starting this fall, but the exact number is not known at this time.

Number of Graduates:

	2013-1 4	2014-1 5	2015-1 6	2016-1 7	2017-1 8	2018-1 9
# Graduates	46	35	56	35	28	24

Admissions Report

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Number of Applicants	47	69	58	41	34	30
Number Accepted	27	24	29	20	24	21
Number Attending	6	6	8	5	8	6
Transfer Students	11	8	8	6	3	11

Number of Majors:	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019

Human Services	141	138	100	86	82	78
Fulltime:Parttime	136:5	133:5	98:2	83:3	78:4	75:2
Human Services Certificate	24	20	15	15	13	xx

Number of Minors:

# Minors	9	10	12	20	16	16
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On the Program Evaluation Form and in the Senior Focus Groups, students praised their CHS courses and the Human Services faculty. Some suggestions related to the curriculum included an expansion of topics course offerings and tracks to include such areas as: child life, disabilities and special education, counseling for children and youth, and school counseling.

Several students questioned the usefulness of some of the general education courses and the administration and counseling courses for those not interested in pursuing those areas. The change in department name was generally positively received.

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COUNSELING & HUMAN SERVICES DEPARTMENT

(Summary of Results 2018-2019 Academic Year – 24 Seniors Responded)

Part 1 – Please respond anonymously to the following questions. Please explain your response for any item with which you disagree.

	Item	Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1	This program fulfilled my expectations.	92%	8%			
2	The topics/courses were appropriate.	88%	12%			
3	I received appropriate academic support from the Human Services faculty.	96%			4%	
4	My field experiences supported concepts covered in class.	84%	16%			
5	The program helped me develop self-understanding.	88%	12%			
6	I would recommend this program to other students/professionals.	96%				4%

How would you rate this program overall?

- Excellent 80%
- Very Good 20%
- Good 0%
- Fair 0%
- Poor 0%

Part 2 – Summary of Responses to Short-Answer Items

1. What did you feel was the most worthwhile part of this program? Why?

Field experiences (internship and practicum) were highlighted in the responses to the first question (over 75% of students mentioned this). Students appreciated the opportunity to apply their classroom learning. Several students mentioned the support and guidance they received and how much they learned about themselves. Some specific courses/experiences were mentioned by individual students, such as the addiction courses, administration of human services, and student presentations.

2. What did you feel was the least worthwhile part of this program? Why?

Many students indicated that there was no part of the program that was not worthwhile. Five students noted that the textbook for practicum was redundant and could have been used in the internship. A few students felt that the demands were overwhelming, particularly the practicum hours, while others indicated that the internship had too few hours to be effective. Individual students mentioned specific courses and experiences (statistics, focused electives/budgeting class, the portfolio, and too much group work).

3. Suggestions for improving the program:

Only a few seniors offered suggestions for improving the program, but one theme was the expansion of course offerings and tracks. Suggestions included: more counseling classes, therapeutic play, disabilities, trauma and more psychology courses. One student suggested that University Supervisors visit sites more often and early in the semester to catch problems early. Another student requested more graduate school articulations.

4. Explanation for disagreement with items on the checklist (Please list item number.):

None

STEVENSON
UNIVERSITY
HUMAN SERVICES DEPARTMENT

**Agency Evaluation by Students
 (Summary of Results, 2018-2019 Academic Year – 24 Students Responded)**

Date: December 2018, May 2019

Directions: The following tool is to be completed by the student at the end of the field experience. Mark an X in one box on each line.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. The agency was adequate for meeting course objectives.	61%	39%			
2. An adequate orientation was provided by the agency.	58%	35%		3%	3%
3. The agency rules and regulations were explained clearly.	71%	26%	3%		
4. The field instructor was available to discuss issues or concerns related to the experience.	52%	45%		3%	
5. The field instructor was well prepared and organized.	52%	35%	10%	3%	
6. The field instructor encouraged student questions and comments.	77%	20%		3%	
7. The field instructor provided useful feedback during the semester.	68%	22%	10%		
8. The staff was helpful and supportive to students.	77%	23%			
9. The staff holds a positive attitude toward students and learning.	77%	20%			3%

Would you recommend this placement to another student?

- Yes: 87% (21 students)
- No: 13% (3 students)

Summary of Results for Agency Evaluation

A majority of students (87%) indicated that they would recommend their placement to another student. Four students (13%) would not recommend their placement to another student. The CHS chair and the field placement coordinator have examined specific issues and visited one site. For those sites that may not be beneficial to all students, placements will be made selectively.

Seniors listed a wide variety of duties at their placements. They observed and assisted supervisors, and planned, implemented, and assessed activities. Many reported that they were responsible for general “office work” such as data entry and filing. Other duties included intake and outreach and communication with clients, employees within the organization, and the public.

Students listed many qualities that are necessary for success in the placements. Adaptability (flexibility), willingness to learn, and patience were noted in most responses. Other traits include empathy, ability to work independently, and good communication skills (including listening skills).

Seniors commented on the challenges they met in the final field experience. These included slow periods when there wasn’t much to do and a variety of job stresses.

Most students noted the support they received from staff at their sites and from their University Supervisors. In general, students described the experience as challenging and rewarding.

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**UNIVERSITY
COUNSELING & HUMAN SERVICES DEPARTMENT
Graduate Acceptance by Graduate Programs**

Recent graduates have been accepted by the following graduate programs:

- University of Maryland, Baltimore - School of Social Work
- Loyola University – Counseling Psychology; Pastoral Counseling
- Stevenson – Healthcare Management
- Stevenson – Community Based Education and Leadership
- Johns Hopkins – Clinical Mental Health Counseling
- Salisbury University – Social Work
- University of Maryland, College Park - Psychology
- McDaniel College – Human Services Management
- University of Baltimore – Human Services Administration; Nonprofit Management
- University of Baltimore – Criminal Justice
- Morgan State University – Social Work
- Bowie State University – Counseling Psychology
- Chicago School of Professional Psychology – Applied Behavior Analysis
- SUNY Buffalo – School of Social Work
- West Chester University – Social Work
- SUNY Stony Brook – School of Social Welfare

STEVENSON

UNIVERSITY COUNSELING & HUMAN SERVICES DEPARTMENT

Student Field Placement Evaluations

Graduating Students

Summary of Results for Student Field Placement Evaluation

The final Student Field Placement Evaluations in CHS 440 Practicum in Human Services were used to assess student performance on all 6 program outcomes, which were directly rated by the students' field supervisors. The goals were broken down into specific behaviors that supervisors rated as 'Below' 'Meets' or 'Exceeds' Expectations. Supervisors could make optional comments on each item and gave overall comments at the end of each evaluation. As background, for this course students are working at area agencies for either 410 hours or 540 hours over the semester (about 29 hrs/week or 39 hrs/week). Students work with the Field Placement Coordinator, Dr. Finkenberg, to select theirs sites; they report weekly to University Supervisors who oversee their progress is placements; but it is their supervisors at the agencies who complete the evaluations. Evaluations for all graduates (35 students combined in fall of 2016 and spring of 2017) were reviewed by both the Department Chair (John Rosicky) and the Field Experience Coordinator (Mayaughst Finkenberg). The percentage of students who meet or exceed each item was calculated. Comments were reviewed and shared with faculty, but were not included in the analysis.

All students either met or exceeded expectations for each of the six goals rated on the Student Field Placement Evaluation /survey. The field instructors' comments were positive and supportive. Students were commended for their professionalism, dedication, enthusiasm and persistence. Many students demonstrated openness to feedback and constructive criticism and a willingness to learn. In general students exhibited a high degree of caring for the people they were working with and their efforts were appreciated by clients and staff.

	FIELD INSTRUCTOR'S EVALUATION			COMMENTS (OPTIONAL)	
	EXPECTATIONS				
	BELOW	MEETS	EXCEEDS		
GOAL I: Applies research findings to analyze problems antions between classroom and develop appropriate solutions.		43%	57%		

BEHAVIORAL OBJECTIVES:				
A. Demonstrates basic technological competence.		29%	71%	
B. Demonstrates the ability to obtain, evaluate and use information to solve problems.		33%	67%	
GOAL II: Develops professional goals and objectives.		32%	68%	
BEHAVIORAL OBJECTIVES:				
A. Accepts constructive criticism and attempts to make appropriate adjustments		33%	67%	
B. Analyzes interpersonal strengths and weaknesses through completion of a self-evaluation.		43%	57%	
C. Develops personal goals and objectives and shares them with the field instructor.		100%	-	
D. Exhibits attitudes and behaviors related to self-care and wellness.		32%	68%	
E. Seeks guidance from the field instructor.		24%	76%	
GOAL III: Exhibits professional attitudes and behaviors interacting		33%	67%	
BEHAVIORAL OBJECTIVES:				
A. Demonstrates punctuality.	3%	32%	65%	
A. Dresses appropriately.		100%	-	
A. Exhibits constructive use of time.		29%	71%	
B. Exhibits consistent ethical behavior.		100%	-	
C. Follows the agency's policies and procedures.		33%	67%	
D. Performs the duties, responsibilities, and other professional obligations specified by the field instructor.		29%	71%	
E. Protects the right to privacy and confidentiality, except when doing so would cause harm to the client or others.		38%	62%	
F. Speaks and writes professionally		48%	52%	
G. Uses initiative in interpreting and following instructions		33%	67%	
GOAL IV: Exhibits culturally sensitive Behavior		29%	71%	
BEHAVIORAL OBJECTIVES:				

A. Demonstrates an awareness of diversity by adapting helping approaches to the needs of others' culture.		32%	68%	
B. Demonstrates knowledge about the customs, practices, beliefs and values of the cultures and communities within which he or she practices		39%	61%	
C. Exhibits openness and a non-judgmental attitude related to individual, cultural, and global differences		33%	67%	
D. Provides services w/o discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status		29%	71%	
GOAL V: Exhibits effective and appropriate interpersonal skills		37%	63%	
BEHAVIORAL OBJECTIVES:				
A. Communicates effectively with others, both orally and in writing		42%	58%	
B. Demonstrates caring, respect, empathy, and genuineness when interacting with others		32%	68%	
C. Establishes appropriate rapport with others		23%	77%	
GOAL VI: Synthesizes and applies key concepts, methods and values in human services to professional situations		48%	52%	
BEHAVIORAL OBJECTIVES:				
A. Applies key concepts, perspectives, methods, and values related to human services		48%	52%	
B. Displays understanding of how services are delivered to individuals and families		35%	65%	
C. Helps others by using basic counseling/listening skills, as appropriate		32%	68%	

These data indicate that all students in their senior practicum were rated by their supervisors as meeting or exceeding expectations on all of the learning outcomes. Nine of the supervisors gave the student they rated all "exceeds" ratings. In general, about twice as many students were given "exceeds" ratings as "meets", but there was some variation on individual items. Items II.C., III.B. and III.D. were meant to be yes/no ratings, so the "exceeds" option was crossed out, but raters did not consistently use the "meets" option on these items; those who did respond used the

“meets” option, so those items were 100% “meets”. Items III.H. on speaking and writing professionally and VI.A. on applying key concepts were close to 50/50 “meets”/”exceeds”, indicating that students did slightly less well on these skills. A professional writing course was added to the curriculum as a required course in 2014. Still, their performance was strong with no students being rated as below expectations. One student was given a “Below” expectations rating on punctuality, but still met expectations on Goal III. One student was identified as struggling with punctuality.

We will continue to emphasize professionalism in all program courses and settings. In the future, this may not be the best instrument to assess student attainment of goals. We plan to examine student professional portfolios, which are developed in their seminar course, as well as an assignment from the capstone clinical skills course (CHS 430 Family Dynamics and Interventions). This will hopefully give us better data to distinguish areas of difficulty for students.

In 2018, professional portfolios of seniors were analyzed.

Program outcomes assessed:

2. Based on comprehensive self-evaluation and feedback from faculty and supervisors, develop individualized professional development goals and objectives.
3. Exhibit consistent professional attitudes and behaviors in applied human services settings.
6. Synthesize and appropriately apply key concepts, methods and values in human services to professional situations, independently and with minimal supervision.

Methodology:

Professional portfolios were collected from one of the two CHS 441 Seminar in Human Services courses that graduating seniors complete in conjunction with their practicum experience in their last semester. A total of 10 portfolios were examined (59% of graduating students). Each portfolio was rated independently by two faculty members on each of the three outcomes, using the attached rubric and a 3-points scale. Ratings were: Inadequate/No Evidence (0), Adequate/Satisfactory (1), and Excellent (2). Raters gave the same ratings on 83% of the items. When ratings were different, they were averaged together.

Data Summary:

The average scores on each outcome are listed below. On all measures, half or more artifacts were rated as adequate. An addition 30-40% were rated as excellent. Three artifacts were rated as inadequate by at least one rater (one for professional development goals and two for professional attitudes and behaviors).

Criteria/Performance Rating Scoring points	Inadequate/ No Evidence 0	Adequate/ Satisfactory 1	Excellent 2	Score
Develops individualized professional development goals and objectives	Average Rating:	1.3		Rater 1 Score: _____ Rater 2 Score: _____
Exhibits consistent professional attitudes and behaviors in applied human services settings	Average Rating:	1.2		Rater 1 Score: _____ Rater 2 Score: _____
Synthesizes and appropriately applies key concepts, methods and values in human services to professional situations	Average Rating:	1.45		Rater 1 Score: _____ Rater 2 Score: _____

Identify which areas show the greatest difficulties with learning and which show the least:

The application of key concepts, methods and values (Objective #6) was most evident in these artifacts. All artifacts were rated as adequate or excellent by both faculty raters.

The demonstration of professional attitudes and behaviors (Objective #3) was rated based on professionalism of writing and presentation. Two artifacts were judged to be inadequate by at least one of the raters. While 80% of artifacts were rated as adequate or excellent, there was less consistency on this objective than on others.

Use of Results (to impact course, program, assessment process, etc.):

Students continue to struggle with consistently demonstrating professionalism in their writing and electronic communications. While most of them are able to maintain an acceptable degree of professionalism, this is an area that we will continue to emphasize. A new course was recently created (CHS 217 Professional Development in Counseling & Human Services) that will stress the importance of professionalism. We also continue to offer writing-intensive courses that require students to practice good writing skills.

**SU Office of Institutional Research & Assessment
Human Services 2009-2010 class: 6 respondents
December 2015**

Survey questions	2015 Results
1. Primary enrollment status at Stevenson:	
Traditional Student (Day)	100% (6)
Accelerated/online student (GPS)	0
2. Did you transfer to Stevenson from another college?	
No	67%
Yes	33%
3. What was the highest degree you received from Stevenson University?	
Bachelor's Degree	100%
Master's Degree	0
4. Do you hold any professional designations (C.P.A, R.N., C.F.P., A.S.C.P., etc.)	
No	50%
Yes (CAC-AD, HSBCP, LGSW)	50%
5. Indicate the highest degree you currently hold:	
Bachelor's Degree	50%
Master's Degree	50%
Doctoral degree	0
Professional degree (M.D., J.D., etc.)	0
6. Are you currently employed?	
Yes, full-time	83%
Yes, part-time	17%
No, seeking employment	0
No, not seeking employment	0
7. Where is your current place of employment?	
Maryland	83%

Survey questions	2015 Results
District of Columbia	0
Northern Virginia (suburbs of DC)	0
Neighboring state (DE, NJ, PA, WV, elsewhere in VA)	17%
Other state or country:	0

8. To what extent is your current job related to your major or area of study at Stevenson?	
Directly related	67%
Somewhat related	33%
Not related, but is not important to me	0
Not related, but I would like a job related to my major	0

9. How well did Stevenson prepare you for your current job?	
Excellent preparation	67%
Good preparation	33%
Fair preparation	0
Poor preparation	0
Uncertain	0

10. What is your annual salary in your current job?	
Less than \$20,000	17%
\$20,000 to \$29,999	0
\$30,000 to \$39,999	33%
\$40,000 to \$49,999	17%
\$50,000 to \$59,999	0
\$60,000 to \$69,999	33%
\$70,000 or more	0

11. If you were to do it over, how likely are you to major in the same field again?	
Very likely	33%
Likely	67%
Unsure	0
Unlikely	0
Not Likely	0

12. If you were to do it over, would you attend Stevenson University again?	
Very likely	33%
Likely	67%
Unsure	0

Survey questions		2015 Results
Unlikely		0
Not Likely		0

13. Please rate your level of satisfaction with your achievement in the followings skills or areas:

Skills	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
a. Critical Thinking skills	67%	33%	0	0	0
b. Oral communication	83%	17%	0	0	0
c. Written communication	83%	17%	0	0	0
d. Diversity awareness	33%	50%	17%	0	0
e. Information literacy	67%	33%	0	0	0
f. Quantitative skills	50%	50%	0	0	0
g. Scientific reasoning	33%	50%	17%	0	0
h. Technology literacy	50%	33%	17%	0	0

14. How would you rate your overall education at Stevenson University?

Excellent	83%
Good	17%
Fair	0
Poor	0

15. Where do you currently live?

Maryland	67%
Elsewhere (Pennsylvania, Virginia)	33%

16. Gender

Female	100%
Male	0

17. Race/Ethnicity

African-American/Black	17%
American Indian/Alaska Native	0
Asian American/Asian	0

Survey questions	2015 Results
Hispanic	0
White/Caucasian	83%
Other	0

18. Citizenship status	
U.S. citizen	100%
Permanent U.S. resident	0
Non-resident	0

**SU Office of Institutional Research & Assessment
Human Services 2013-2014 graduating class: 8 respondents
December, 2015**

Survey questions	2015 Results*
1. Primary enrollment status at Stevenson:	
Traditional Student (Day)	100% (8)
Accelerated/online student (GPS)	0

2. Did you transfer to Stevenson from another college?	
No	88%
Yes, from a Maryland community college	12%
Yes, from a Maryland four-year college or university	0
Yes, from an out-of-state college or university	0

3. What was the <u>highest</u> degree you received from Stevenson University?	
Bachelor's Degree	100%
Master's Degree	0

4. Are you currently employed?	
Yes, full-time	75%
Yes, part-time	25%
No, seeking employment	0
No not seeking employment	0

5. Select your current occupation from the list below:	
Educator (teacher, professor)	0
Engineer or Architect (engineering technician)	0
Financial (accountant, broker, financial analyst)	12%
Health Professional	25%

Survey questions	2015 Results*
Information Systems (programmer/analyst, computer/software engineer, electronic technician)	0
Legal Professional or Law Enforcement	0
Manager, Executive, Proprietor	0
Sales or Marketing (retail, real estate)	12%
Scientist (physical, research, statistician, analyst)	0
Skilled trades (clerical, laborer, service occupation)	0
Social Worker	25%
Other Professional	25%

6. Where is your current place of employment	
Maryland	75%
District of Columbia	0
Northern Virginia (suburbs of DC)	0
Neighboring state (DE, NJ, PA, WV, elsewhere in VA)	12%
Other state or country (specifically: Delaware)	13%
7. What is your annual salary in your current job?	
Less than \$20,000	12%
\$20,000 to \$29,999	38%
\$30,000 to \$39,999	50%
\$40,000 to \$49,999	0
\$50,000 to \$59,999	0
\$60,000 to \$69,999	0
\$70,000 or more	0

8. To what extent is your current job related to your major or area of study at Stevenson?	
Directly related	50%
Somewhat related	25%
Not related, but is not important to me	0
Not related, but I would like a job related to my major	25%

9. Was a Bachelor's degree required in order to obtain your current job?	
Yes	37%
No	63%
Not sure	0

10. How well did Stevenson prepare you for your current job?	
Excellent preparation	12%

Survey questions	2015 Results*
Good preparation	63%
Fair preparation	25%
Poor preparation	0
Uncertain	0

11. How well did Stevenson prepare you for graduate or professional study?	
Excellent preparation	12%
Good preparation	25%
Fair preparation	0
Poor preparation	0
Uncertain	0
I have not enrolled in graduate/professional study	63%

12. Would you have been financially able to complete your degree without the financial aid you received?	
I did not receive any type of financial aid	0
Yes, without major financial hardship to me and/or my family	0
Yes, with major financial hardship to me and/or my family	63%
No, I would not have been financially able to complete my degree	37%

13. How likely are you to major in the same field again?	
Very Likely	63%
Likely	12%
Unsure	12%
Unlikely	0
Not Likely	12%

14. How likely are you to attend Stevenson University again?	
Very Likely	25%
Likely	37%
Unsure	25%
Unlikely	13%
Not Likely	0

15. How would you rate your overall education at Stevenson University?	
Excellent	50%
Good	50%
Fair	0
Poor	0

Survey questions	2015 Results*
16. Where do you currently live?	
Maryland	75%
Elsewhere (specifically: Delaware, New Jersey)	25%
17. Gender	
Female	100%
Male	0
18. Race/Ethnicity	
African-American/Black	12%
American Indian/Alaska Native	0
Asian American/Asian	13%
Hispanic	0
White/Caucasian	75%
Other	0
19. Citizenship status	
U.S. citizen	100%
Permanent U.S. resident	0
Non-resident	0

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[Standard 5](#)

Human Services Student Handbook

STEVENSON

U N I V E R S I T Y

COUNSELING & HUMAN SERVICES STUDENT HANDBOOK

2018-2019



Accredited by the Council for Standards in Human Service Education

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U N I V E R S I T Y

Dear Student,

By choosing to major in Counseling & Human Services you have indicated that you want to be in a profession that focuses on helping individuals overcome problems in order to live fuller, more productive, lives. We have carefully structured the courses you will take and the field placements you will experience to ensure that when you graduate you will be well equipped to assume a position in human services. You will be eligible, upon graduation, to obtain your professional credential as a Human Services – Board Certified Practitioner (HS-BCP). In addition, you will be well prepared to continue your education in graduate programs such as guidance and counseling, social work, human services, marriage and family therapy, and counseling.

We believe that you will find the process of attaining these outcomes to be intellectually stimulating and enjoyable, thanks largely to a dedicated team of faculty members who combine academic excellence, professional experience in the field, and an enthusiasm for teaching. Most importantly, however, every faculty member in Counseling & Human Services is sincerely interested in each student as an individual. We demonstrate this caring both in the classroom and outside of the classroom.

We hope that this handbook will act as an introduction to the department and will answer many of the questions you might have. You are responsible for the information contained in the handbook, including understanding and adhering to the Ethical Standards of Human Services Professionals described in Appendix B, so please read it carefully and refer to it as you progress through the department.

All of us in the Counseling & Human Services Department look forward to working with you!

Sincerely,

John Rosicky

John Rosicky, Ph.D.
Department Chair and Professor
Counseling & Human Services Department

SECTION I:

GENERAL INFORMATION ABOUT THE COUNSELING & HUMAN SERVICES DEPARTMENT

MISSION AND DESCRIPTION OF THE COUNSELING & HUMAN SERVICES DEPARTMENT

Mission

The mission of the Counseling & Human Services Department is to provide students with an educational foundation that will prepare them for meaningful and effective careers within the human services field and successful continuation of their education.

Purpose

The Counseling & Human Services Department prepares students to become effective professionals in the helping disciplines. The program focuses on skill development, problem solving, and the application of research and best practice principles. Students learn to help others and to prepare thoughtfully and systematically for their careers. To meet these commitments, the Counseling & Human Services Department offers its students a broad curriculum, learning experiences and professional activities beyond the classroom, and high levels of student-faculty interaction and collaboration.

The Counseling & Human Services program is designed to give students a comprehensive understanding of how individuals and families develop and function. Students also acquire the skills necessary to provide services to individuals and families. Therefore, the coursework, in addition to courses that fulfill the University's requirements, is composed of (1) courses that emphasize the development and functioning of individuals and families, (2) courses that focus on the skills required to help individuals and families, and (3) field work.

The curriculum incorporates theory, research, and application, with field experience as a crucial part of the courses. In addition to the required courses, students choose five **focused electives** that allow them to tailor their program to meet their individual needs and interests. These electives are courses that have been approved by faculty members in the department as being relevant to a career in human services, but are not specific requirements.

Students may pursue a Bachelor of Science or a Bachelor of Arts degree in Counseling & Human Services. The Bachelor of Arts degree requires the completion of at least two courses in a foreign language at the intermediate level or above.

DEPARTMENT ACCREDITATION

The Counseling & Human Services Department is nationally accredited by the Council for Standards in Human Service Education. By achieving accreditation, the Department has been nationally recognized as a program whose competence warrants public and professional confidence.

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UNIVERSITY

COUNSELING & HUMAN SERVICES DEPARTMENT

Required Courses for Majors in Human Services

Development and Functioning
of Individuals and Families
(Emphasis on content mastery
and critical thinking)

CHS 101	Family Studies
CHS 217	Professional Development in Human Services
CHS 220	Diversity and Cultural Competence in Human Services
CHS 224	Research Methods and Writing
CHS 270	Psychopharmacology and Addictions
PSY 101	Introduction to Psychology
PSY 108	Human Growth and Development
SOC 101	Introduction to Sociology

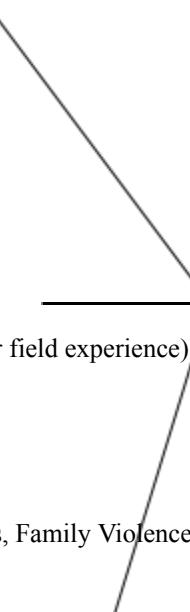
Delivery of Services to
Individuals and Families
(Emphasis on development of
skills)

CHS 201	Human Services and Social Policy
CHS 315/515	Group Counseling
CHS 340/540	Administration of Human Services
CHS 360	Counseling Strategies for Individuals
CHS 380	Internship in Human Services (90-hour field experience)
CHS 430	Family Dynamics and Interventions

Five Focused Electives
(Relevant to human services
but not required)

Examples:

CHS 235	Adult Development & Aging
CHS 250	Topics in Human Services (Disabilities, Family Violence)
CHS 275	Services for Children and Youth
CHS 362	Trauma & Crisis Intervention



CHS 440 PRACTICUM IN HUMAN SERVICES
(410-hour field experience)
CHS 441 SEMINAR IN HUMAN SERVICES

CHS 365	Coping, Resilience and Positive Psychology
CHS 370	Ethics in Counseling
CHS 371	Assessment & Treatment of Addictions

Additional General Education Courses Required by SU

TRACKS

Two optional tracks are available for majors in Human Services. *The courses within the tracks are open to all students.* If students follow a track and would like the track to appear on their Degree Audit and on their transcript, they must declare the track by completing and returning a Declaration Form to the Registrar's Office. Students are *not* required to declare a track.

ADDICTIONS and MENTAL HEALTH COUNSELING TRACK

This track is for students interested in working with clients who have substance use disorder and other mental health issues. This track provides the academic work required for certification by the Maryland Board of Professional Counselors and Therapists as a Certified Associate Counselor-Alcohol & Drug (CAC-AD). Certification requires additional supervised work experience following graduation. The additional requirements for certification can be found on the website for the Maryland Board of Professional Counselors and Therapists, www.dhmh.state.md.us/bopc

In addition to the required core curriculum for the Counseling & Human Services Department, students pursuing this track must complete the following courses as focused electives:

PSY 215 – Psychopathology
CHS 370 – Ethics in Counseling
CHS 371 – Assessment and Treatment of Addictions
CHS 440 – Practicum in Human Services (Placement in an addictions counseling agency)

CHILD, ADOLESCENT and FAMILY SERVICES TRACK

This track is for students interested in pursuing careers directly related to children and families. The track emphasizes social services available to support families, such as child protective services, adoption and foster care systems, school-based support, and support for families in need. Emphasis is placed on child development, crisis intervention, coping skills and resiliency.

In addition to the required core curriculum for the Counseling & Human Services Department, students pursuing this track must complete the following courses as focused electives:

PSY 206 – Child Development
CHS 275 – Services for Children and Youth
CHS 362 – Trauma & Crisis Intervention OR CHS 365 Coping, Resilience & Positive Psych.
CHS 440 – Practicum in Human Services (Placement in an agency focusing on children, adolescents, or families)

HUMAN SERVICES DEPARTMENT PURPOSE, GOALS AND OBJECTIVES

Revised 2/21/14

Purpose

The SU Counseling & Human Services Department prepares students to become effective professionals in the helping disciplines. The program focuses on skill development, problem solving, and the application of research and best practice principles. Students learn to help others and to prepare thoughtfully and systematically for their careers. To meet these commitments, the Human Services Department offers its students a broad curriculum, learning experiences and professional activities beyond the classroom, and high levels of student-faculty interaction and collaboration.

[\[Handbook\]](#)

Goals and Objectives

The Counseling & Human Services Department has six overall goals that identify the expected competencies for graduates of the department. Each goal has corresponding objectives that further specify the expected outcomes for graduates. These goals and objectives are the basis for the field work evaluation tool, which measures student success in field placements and is the primary tool for evaluating student success in the major.

Upon completion of the Counseling & Human Services program, graduates will be able to:

1. Apply research findings to analyze common problems encountered in the human services field and develop appropriate solutions.

Objectives/Outcomes

- Demonstrate basic technological competence.
- Describe the role and importance of ethics in social research.
- Obtain, evaluate, and use academic research literature to analyze issues in human service settings.

2. Based on comprehensive self-evaluation and feedback from faculty and supervisors, develop individualized professional development goals and objectives.

Objectives/Outcomes

- Accept constructive criticism and attempt to make appropriate adjustments.
- Analyze one's own interpersonal strengths and weaknesses and their application to therapeutic settings.
- Develop personal goals and objectives.
- Exhibit attitudes and behaviors related to self-care and wellness.
- Seek guidance from faculty and supervisors.

3. Exhibit consistent professional attitudes and behaviors in applied human services settings.

Objectives/Outcomes

- Demonstrate punctuality, appropriate dress, and constructive use of time.
- Exhibit consistent ethical behavior in applied human services settings.
- Follow all policies and procedures of field experience agency.
- Perform the duties, responsibilities and other professional obligations specified by field experience agency conscientiously.
- Protect clients' right to privacy and confidentiality, except when such confidentiality would cause harm to client or others.
- Speak and write professionally in applied human services settings.
- Use initiative in interpreting and following instructions in applied human services settings.

4. Exhibit culturally sensitive behavior in professional human services settings.

Objectives/Outcomes

- Demonstrate an awareness of diversity by adapting helping approaches to reflect the needs of clients' culture.
- Explain and appraise the customs, practices, beliefs and values of the cultures and communities within which he or she practices.
- Exhibit openness and a non-judgmental attitude related to individual, cultural, and global differences.
- Provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation, or socioeconomic status.

5. Exhibit effective and appropriate interpersonal skills in professional human services settings.

Objectives/Outcomes

- Communicate effectively with others, both orally and in writing.
- Demonstrate caring, respect, empathy, and genuineness when interacting with others.
- Establish appropriate rapport with clients.

6. Synthesize and appropriately apply key concepts, methods and values in human services to professional situations, independently and with minimal supervision.

Objectives/Outcomes

- Apply key concepts, perspectives, methods, and values related to human services.
- Display understanding of how services are delivered to individuals and families.
- Help others by using appropriate counseling skills in an applied human services setting.

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U N I V E R S I T Y
[\[Handbook\]](#)
COUNSELING & HUMAN SERVICES—2018-2019
Suggested Sequence (not a substitute for the Degree Audit)

First Year - First Semester	Credits	First Year - Second Semester	Credits
FYS 100 First Year Seminar	1	CHS 101 Family Studies	3
CHS 201 Human Services & Social Policy	3	ENG 152 Introduction to Literature	3
CM XX Communication Arts Elective	3	MATH 136 Introduction to Statistics	4
ENG 151 English Composition	3	or PSY 136 Statistics for Behav. and Social Sci.‡	(4)
PSY 101 Introduction to Psychology	3	SOC 101 Introduction to Sociology	3
XXX Fine Arts Elective	3	PSY 108 Human Growth and Development	3
Second Year - First Semester		Second Year - Second Semester	
CHS 217 Prof. Devl. in Couns & Hum Srv	3	CHS 220 Diversity & Cultural Competence*	3
CHS 270 Psychopharm. and Addictions	3	CHS 315/515 Group Counseling*	3
XXX Focused Elective/Track**	3	XXX Focused Elective/Track**	3
XXX Lab. Science (BIO 104 recommended)	4	XXX Math or Science Elective‡	3-4
XXX Humanities Elective***	3	XXX Humanities Elective***	3
Third Year - First Semester		Third Year - Second Semester	
CHS 224 Research Methods & Writing	3	CHS 340/540 Administration of CHS*	3
CHS 360 Counseling Strategies for Individuals*	3	CHS 380 Internship in Human Services*	3
XXX Focused Elective/Track **	3	XXX Focused Elective/Track**	3
XXX Humanities Elective***	3	XXX Humanities Elective***	3
XXX General Elective/Minor/Prof. Minor	3	XXX General Elective/Minor/Prof. Minor	3
Fourth Year - First Semester		Fourth Year - Second Semester	
CHS 430 Family Dynamics & Interventions*	3	CHS 440 Practicum in Human Services	9
XXX Focused Elective/Track**	3	CHS 441 Seminar in Human Services	3
XXX General Elective/Minor/Prof. Minor	3		
XXX General Elective/Minor/Prof. Minor	3		
XXX General Elective/Minor/Prof. Minor	3		
		MUST TOTAL 120 credits	

*Course offered ONLY during semester indicated (Fall or Spring).

** Focused electives are courses related to Counseling & Human Services. A list of relevant courses is distributed each semester by the department. *At least two focused electives must be CHS courses.*

***Humanities Electives: Students must select 4 courses from at least three different disciplines (History, Literature, Philosophy, and Religion). See list of approved SEE courses.

‡ Students electing to take PSY 136 as a statistics course, must take MATH 135 as math/science elective

Students electing to complete an **optional Track** must include the listed courses as focused electives AND complete CHS 440 at a site related to their track:

Addictions & Mental Hlth Cns Track	Child, Adolescent & Family Svrs Track	Professional Minor in Human Resources
CHS 370 Ethics in Counseling	CHS 275 Services for Children & Youth	MGT 318 Human Resource Management
CHS 371 Assess. & Trtmt of Add.	PSY 206 Child Development	MGT 320 Compensation and Benefits
PSY 215 Psychopathology	CHS 362 Trauma & Crisis Intervention OR	MGT 321 Employee Training & Devl.
<i>2 additional Focused Electives</i>	CHS 365 Coping, Resilience & Pos. Psych <i>2 additional Focused Electives</i>	MGT 347 International Human Resources

COURSE DESCRIPTIONS

CHS 101 - Family Studies (3 credits; Fall and Spring)

Explores family forms and issues across the life course in terms of current and historical trends as well as cross-cultural variations. The course addresses marriage and the family, partner selection and intimate relationships, and family crisis and social policy.

Prerequisite: ENG 151 (may be taken concurrently)

CHS 201 - Human Services and Social Policy (3 credits; Fall and Spring)

Provides an overview of the goals, functions and organization of human services to individuals and groups. Students also examine the major theoretical approaches for helping people in need and the various functions of professionals in human services.

Prerequisite: ENG 151 (with a grade of "C" or better)

CHS 217 – Professional Development in Counseling & Human Services (3 credits; Fall)

Provides students with an opportunity to explore career directions within the counseling and human services field and to develop appropriate professional materials to advance their careers. Students will interview professionals in the field, research graduate programs and career tracks, reflect on their own strengths and interests, explore ethical issues in the field, and develop individualized professional development plans.

Prerequisite: ENG 152 (with a grade of "C" or better)

CHS 220 – Diversity and Cultural Competence in Human Services (3 credits; Spring only)

Explores commonalities and differences in contemporary families and individuals. The course examines the culturally competent provision of human services when working with individuals of similar and different races, ethnicities, socio-economic statuses, religions, sexual orientations, and abilities.

Prerequisite: CHS 101 (with a grade of "C" or better)

CHS 224 –Research Methods and Writing (3 credits; Fall and Spring)

Introduces social science research methods. Emphasis is on formulating research questions, developing search and data-gathering strategies, and interpreting and writing clearly about research in the areas of human services, social work, counseling, and psychology. Students analyze current research and present their findings.

Prerequisite: CHS 101, PSY 101 or SOC 101 (with a grade of "C" or better)

CHS 235 – Adult Development & Aging (3 credits; Spring in even years)

Provides the student with an opportunity to learn the effects of a variety of physical, personal, psychological and social issues faced by older adults and their families. Emphasis is placed on functional health status, social roles, social relationships, family issues, and the impact of these factors on specific services and the community at all levels.

Prerequisite: CHS 101 (with a grade of "C" or better)

CHS 250 – Topics in Human Services (3 credits; Fall and Spring)

Examines selected issues in human services in depth, stressing relevant theories, research, and application. Rotating topics include Disabilities, Family Violence, Therapeutic Recreation, and International Human Services (travel study).

Prerequisite: CHS 101 or CHS 201 (with a grade of “C” or better)

CHS 270 – Psychopharmacology and Addictions (3 credits; Fall and Spring)

Provides a broad overview of knowledge and skills needed to deal with the problems of addiction. The course addresses the various models of addiction, progression, diagnosis and dual diagnosis, recovery, relapse, the intervention process, and the effects of addiction on the individual, family, and society.

Prerequisite: CHS 201 (with a grade of “C” or better)

CHS 275 – Services for Children and Youth (3 credits; Fall only)

Examines the process of child and youth welfare, focusing on the history of child and youth welfare and current trends. Topics include family preservation services, child and youth protective services, foster care, and adoption.

Prerequisite: CHS 101 (with a grade of “C” or better)

CHS 315/515 – Group Counseling (3 credits; Spring only)

Investigates elements of group process and practice. The application of course material to specific groups is highlighted. This course is offered at the 300-level and at the 500-level. Students who anticipate continuing their education at the graduate level should register for the 500-level section; however, transferability of these courses to a graduate program is determined by the receiving institution.

Prerequisite: CHS 201 (with a grade of “C” or better)

CHS 340/540 - Administration of Human Services (3 credits; Spring only)

Focuses on the skills required for the development, delivery, and administration of human service departments. The course emphasizes organizational and work related issues in human services including department planning and development, personnel administration, fund raising and budgeting, administrative procedures, and evaluation. This course is offered at the 300-level and at the 500-level. Students who anticipate continuing their education at the graduate level should register for the 500-level section; however, transferability of these courses to a graduate program is determined by the receiving institution.

Prerequisite: CHS 201 (with a grade of “C” or better)

CHS 360 - Counseling Strategies for Individuals (3 credits; Fall only)

Investigates models and methods for helping individuals in need. Students develop skills through the practice of intervention techniques.

Prerequisite: CHS 201 (with a grade of “C” or better)

CHS 362 Trauma and Crisis Intervention (3 credits; Spring odd years)

Examines current theories, research and practices on crisis intervention in a variety of human services settings. Best-practices for assessment, crisis-stabilization, intervention and trauma-informed care will be addressed. Intercultural factors and ethical decision making in the context of crisis response will be examined.

Prerequisite: PSY 101 and CHS 201 (with a grade of "C" or better)

CHS 365 – Coping, Resilience and Growth-Focused Counseling (3 credits; Spring even years)

Examines current theories, research and practices relating to resilience, coping and growth-focused counseling. Students learn to apply the science of flourishing and use empirical and experiential approaches to help clients enhance their lives. Students explore the importance of self-care and resilience in advancing their own personal and professional growth. Topics covered include the mental states of flow, mindfulness, happiness, pleasure, contentment, optimism and other positive emotions, character strengths, values, goal setting, wellness, the mind-body connection, self-esteem, meaningful relationships, and enabling institutions exemplified by positive education, positive work environments, healthy families, humane leadership, and the development of civic virtues.

Prerequisite: PSY 101 (with a grade of "C" or better)

CHS 370 – Ethics in Counseling (3 credits; Spring only)

Examines ethical practice and decision-making in the counseling field. The course focuses on personal and professional awareness of values, self-disclosure, boundaries and dual relationships, confidentiality, counselor and client rights and responsibilities, professional relationships, and credentialing/regulating agencies. This course also provides a specific focus on ethical issues relevant to the addiction treatment field, including the impact of confidentiality regulations, working with mandated client populations, self-help fellowship participation, and counselors who are also in recovery.

Prerequisite: CHS 270 (with a grade of "C" or better)

CHS 371 – Assessment and Treatment of Addictions (3 credits; Fall only)

Three credits, Fall

Prepares students with the knowledge and skills required to effectively assess and treat persons with substance abuse problems and other addiction disorders. Topics include theory and techniques of assessment and counseling approaches for individuals with addiction disorders, working with family and significant others, dynamics of counseling special populations, and case management. This course is taken concurrently with CHS 370.

Prerequisite: CHS 270 (with a grade of "C" or better)

CHS 380– Internship in Human Services (3 credits; Spring only)

Provides students with a hands-on, realistic experience in a community-based agency. Concurrently, students explore professional issues in human services during guided classroom discussions.

Prerequisites: Grade of "C" or better in: CHS 220, CHS 315, CHS 360; permission of instructor

CHS 430– Family Dynamics and Interventions (3 credits; Fall only)

Focuses on the dynamics of family relationships. Students analyze and evaluate family counseling interventions.

Prerequisites: CHS 101 and either CHS 315 or CHS 360 (with a grade of “C” or better)

CHS 440 – Practicum in Human Services (9 or 12 credits; Fall and Spring)

Provides a supervised, practical experience in a community-based agency, where students function as much as possible like entry-level staff. This course is taken concurrently with CHS 441.

Prerequisites: Grade of “C” in: CHS 340, CHS 380, CHS 430; 2.5 GPA, permission

CHS 441 – Seminar in Human Services (3 credits; Fall and Spring)

Eases the transition from academics to work by providing an opportunity for students to discuss and learn more about issues related to the practicum and to the field of human services. This course is taken concurrently with CHS 440.

Prerequisites: Grade of “C” in: CHS 340, CHS 380, CHS 430; 2.5 GPA, permission

HUMAN SERVICES CLUB

The Human Services Club is very active on Stevenson's campus. The Club sponsors a variety of special charitable, educational, and social activities. Students participate in several service projects that benefit people in need, such as dinners at the Children's House, the Villa Maria Fair, and the "Port to Fort Walk/Run," which aided the Believe in Tomorrow Foundation. The Club invites speakers such as admissions officers from graduate departments in counseling and social work, and hosts social gatherings like the annual "Holiday Party."

TAU UPSILON ALPHA NATIONAL HONOR SOCIETY

The mission of Tau Upsilon Alpha, the national honor society for human services, is to honor academic excellence; to foster life-long learning, leadership and development; and to promote excellence in service to humanity. Stevenson's chapter, Alpha, inducts members in the spring of each year.

To qualify for admission to Tau Upsilon Alpha, students must --

- have declared a major or minor in human services,
- have an overall GPA of 3.25 or above,
- have completed three full-time semesters of college coursework,
- show evidence of awareness of the value of leadership and service to a successful career in human services, and
- actively strive to honor the NOHS Code of Ethics.

Students wishing to apply for membership must submit a completed application form along with a \$40 application fee. They must also attach a copy of their official transcript to their membership application.

COUNSELING & HUMAN SERVICES PROFESSIONAL DEVELOPMENT AWARD

This award is presented annually to two students who demonstrate academic excellence and a strong commitment to the field of human services. The recipients, accompanied by Human Services Department faculty, attend a national conference for professionals in human services. Upon their return, they disseminate information about their experience to the Stevenson community.

GRADUATE SCHOOL AND CAREER PREPARATION

[[Handbook](#)]

Counseling & Human Services graduates are well prepared both to enter graduate programs such as social work, human services, counseling, and school counseling and to assume careers in human services. The major's curriculum of theory and skills courses emphasizes field experiences, which are a significant part of this preparation. These experiences range from conducting an observation or interview in the introductory course to participating in a 410 or 540-hour practicum during the senior year. The experiences enable our students to prepare for careers by:

- applying theory to practice,
- associating with professional mentors,
- evaluating their appropriateness for a career in human services,
- connecting with possible job opportunities,
- developing critical professional skills in team work, problem solving, counseling/interviewing, and interpersonal relations, and
- enhancing essential personal qualities such as dependability, responsibility, and reliability.

Human services majors at Stevenson University have the opportunity to complete their B.S. in Human Services from Stevenson University and **M.S. in Human Services Management: Special Education from McDaniel College** in 5 years. Students who intend to apply for this program should enroll in CHS 515 and CHS 540 instead of CHS 315 and CHS 340. Students who have been accepted into the Human Services Management program may enroll in McDaniel College's EDU 550 Research Methodology, during their senior year at Stevenson University. Accepted students participating in CHS 440 will be required to complete a minimum of 50% of their field placement hours with Target Community and Educational Services.

Students may complete the **M.S. in Healthcare Management at Stevenson University** or the **M.S. in Community Based Education and Leadership** following graduation. Either of these two degrees may be completed in 5 years if students apply to the accelerated program in their sophomore year and take CHS 515 and CHS 540 at the graduate level.

Graduates of the Human Services Department are prepared to take the exam for certification as a **Human Services-Board Certified Practitioner (HS-BCP)** offered by the Center for Credentialing and Education.

Graduates who choose the Addictions Track complete the academic work required for certification by the Maryland Board of Professional Counselors and Therapists as a **Certified Associate Counselor-Alcohol & Drug (CAC-AD)**. Certification requires additional supervised work experience following graduation.

SECTION II:
DEPARTMENT PROCEDURES

ADMISSION PROCEDURES

Once admitted to Stevenson University, students may declare a major in Counseling & Human Services. There are no departmental admissions requirements. Students transferring from another major within the university (internal transfers) and students transferring from another institution (external transfers) should meet with the department chair to discuss how previously completed courses will fit into the major and to develop a plan of study.

RETENTION PROCEDURES

The retention of students is critical to the department. Faculty advising, tutoring, and counseling services support this effort.

Faculty Advisors

The cornerstone for the retention of students in the Counseling & Human Services Department is the faculty advisor, who is important in helping each student achieve his or her personal and career goals. Upon admission to the department, each student is assigned an advisor who is a Counseling & Human Services faculty member. Faculty advisors assist in course planning and are a source of information about the department and about the college in general. Although it is the responsibility of the student to become familiar with academic regulations presented in university publications, the advisor can provide background knowledge and assistance, with emphasis on the student's own decision-making. Advisors schedule weekly office hours and are available for individually requested appointments.

Tutoring (The Academic Link)

The Academic Link, nationally certified by the College Reading and Learning Association, serves as Stevenson University's tutoring and academic assistance center, offering free tutoring in most courses to all enrolled students. Students work with dedicated peer and faculty tutors as a team to learn effective study strategies, increase understanding of course content, and become independent learners. *The Link*'s web site (<http://academiclink.stevensonuniversity.org/>) lists many of the services and resources available.

Counseling Services

From time to time, most people go through stages of growth that present unique and challenging decisions. The Wellness Center provides a wide variety of services, in both group and individual settings, to aid members of the student community in clarifying personal concerns and reaching decisions. Counselors, who are trained, objective professionals, are available to assist students by providing an opportunity to talk and receive feedback in a setting that is confidential and comfortable.

DISMISSAL PROCEDURES

Satisfactory performance in CHS 380 (internship and accompanying seminar) is required for the practicum (CHS 440). Unsatisfactory performance (a grade below C) in CHS 380 will result in

ineligibility for CHS 440. Students whose performance in CHS 380 is unsatisfactory are permitted to repeat the course. A second grade below C in CHS 380 will result in dismissal from the major.

In order to be eligible for the practicum (CHS 440), students must have a 2.5 overall GPA and demonstrate adequate professionalism, as assessed by faculty. Any concerns related to meeting professional expectations will be communicated to students (see next section). Students who do not meet professional expectations, or have below a 2.5 GPA by the end of the semester before their practicum placement, will not be allowed to register for CHS 440 and may need to switch majors.

ETHICS

Professional integrity is essential. Ethical behavior is expected and required of students both in their academic work and in their field work.

Academic Honesty

To promote the free exchange of ideas, the Stevenson University community depends upon the academic honesty of all of its members. While acknowledging that the vast majority of students conduct themselves with a fundamental honesty, the college seeks to set the highest ethical standards. For students, academic honesty is merely a prelude to the personal integrity and professional ethics that will govern their careers. All forms of academic dishonesty (including, but not limited to, cheating, plagiarism, unauthorized assistance, fabrication, and multiple submissions) are subject to the sanctions stipulated in the University's [Student Policy Manual](#).

Ethics in Field Work

Ethical behavior in the field involves making sound decisions concerning issues such as confidentiality. Information regarding clients/personnel must be kept confidential and shared only in an appropriate professional context. Confidentiality is a significant aspect of professionalism and must be maintained at all times. Standards that address confidentiality and other ethical issues are contained in the code of standards of the National Organization for Human Services (Please see Appendix).

SECTION III:

Field Placement Information

OVERVIEW OF FIELD PLACEMENTS

Internship

During their junior year, students spend 90 hours (two mornings a week or two afternoons a week) participating in a field experience in a non-profit, human services setting (CHS 380). This placement provides students with the opportunity to apply the knowledge and skills they have learned in the program. Concurrently, they explore professional issues in a seminar that meets one hour each week. The internship is an important precursor to the practicum, which is a much more extensive and intensive experience.

In the fall of their junior year, students meet with the Field Placement Coordinator to determine eligibility and to discuss placement interests. The Field Placement Coordinator then suggests appropriate agencies for students to contact for an interview.

Practicum

During their senior year, students spend a full semester in a 9-credit (410 hours) field experience in a professional human services setting (CHS 440). Like the internship, the practicum experience allows students to apply the knowledge and skills learned throughout the program. In the practicum, students function much like entry level staff members and are valued members of service teams. Concurrently, students enroll in CHS 441, a 3-credit course entitled Seminar in Human Services. The seminar provides students an opportunity to discuss and reflect upon issues that may arise during the practicum. Topics that are covered include the role of the student in a professional setting as well as issues that pertain to the field of human services.

Students develop personal learning objectives and document progress toward meeting the objectives by journaling with their faculty supervisor. As part of the seminar, students augment individual portfolios developed in prior human services courses and present a discussion of their experience at the end of the semester. Additional assignments may be required for the courses or from the human services agency.

In the fall or spring of their senior year, students meet with the Field Placement Coordinator to determine eligibility and to discuss placement interests. The Field Placement Coordinator then suggests an appropriate agency or agencies for students to contact for an interview.

Guidelines

All placements must be approved by the Field Placement Coordinator. If currently employed at a human services agency, students may not complete their internship or practicum *as part of their current position of employment*, but may arrange for a separate and distinct field placement experience within the agency, if approved by the Field Placement Coordinator. A limited number of agencies may offer paid field placements. Such placements are acceptable with the approval of the Field Placement Coordinator.

PREREQUISITES FOR FIELD PLACEMENTS

INTERNSHIP

- CHS 220
- CHS 315/515
- CHS 360
- Demonstration of respect for others, interpersonal skills, and professionalism*
- Permission of the Instructor

PRACTICUM

- CHS 340/540
- CHS 380
- CHS 430
- GPA of 2.5 or higher
- Minimum grade of "C" in all required human services courses
- Demonstration of respect for others, interpersonal skills, and professionalism*
- Permission of the Instructor

[[Handbook](#)]Standard **8a**

***Professional Expectations**

1. Consistently Shows Respect for Others
 - A. Demonstrates caring, respect, empathy, and genuineness when interacting with other students and faculty**
 - B. Demonstrates sensitivity and non-judgmental attitude
 - C. Demonstrates sensitivity to diversity exemplified by such factors as age, ethnicity, culture, race, disability, gender, religion, sexual orientation, or socioeconomic status
2. Consistently Displays Interpersonal Skills
 - A. Communicates effectively with others both orally and in writing
 - B. Deals appropriately with conflict
 - C. Works productively as a group member
3. Consistently Displays Professionalism
 - A. Arrives punctually for classes and meetings
 - B. Meets deadlines for assignments
 - C. Accepts constructive criticism and attempts to make appropriate adjustments
 - D. Demonstrates ethical behaviors
 - E. Communicates with CHS faculty clearly and in a timely manner about issues related to performance in class and field placements
 - F. Presents self and department in a positive manner

****Specific Behaviors That Demonstrate Professional Expectation 1 A**

1. Addresses faculty by their appropriate title (Dr., Ms., Mr.) unless instructed otherwise
2. Demonstrates active listening through body language, eye contact, and attentiveness
3. Demonstrates openness to advice
4. Disagrees agreeably.
5. Does not interrupt when others are speaking
6. Monitors length of verbal expression so that others have the opportunity to express their thoughts
7. Replies within one week to e-mails from faculty that request information

In accordance with the Department's obligation under CSHSE accreditation to prepare students who are "fit for the profession," faculty members who have a concern about a student related to any of these indicators will document the concern with specific behaviors and will discuss their concern with the individual student. Serious or chronic concerns will be discussed by department faculty and students may be judged ineligible for internship or practicum based on failure to meet professional expectations.

Professional Expectations Concerns

In the event that there are any concerns about professionalism, faculty will use the following form to document the concern and develop with the student a plan for improving the particular professional skills or behaviors that need work.

The Counseling & Human Services Department is committed to helping all students in the program to develop appropriate and effective professional skills, attitudes and behaviors. This is an ongoing process that is never fully complete; there is always room for improvement. The purpose of this form is to document a concern about professional expectations and establish a plan for improvement.

Student's Name: _____

Faculty Member's Name: _____

The following Professional Expectations have been identified as issues that need to be addressed (highlight or circle all that apply). *Students must meet these expectations in order to be eligible for Field Placements (Internship and Practicum).*

1. Consistently Shows Respect for Others

- A. Demonstrates caring, respect, empathy, and genuineness when interacting with other students and faculty (e.g., addresses faculty appropriately, demonstrates active listening and openness to advice, does not interrupt when others are speaking).
- B. Demonstrates sensitivity and non-judgmental attitude.
- C. Demonstrates sensitivity to diversity in: age, ethnicity, culture, race, disability, gender, religion, sexual orientation, or socioeconomic status.

2. Consistently Displays Interpersonal Skills

- A. Communicates effectively with others both orally and in writing.
- B. Deals appropriately with conflict (e.g., disagrees agreeably).
- C. Works productively as a group member.

3. Consistently Displays Professionalism

- A. Arrives punctually for classes and meetings.
- B. Meets deadlines for assignments.
- C. Accepts constructive criticism and attempts to make appropriate adjustments.
- D. Demonstrates ethical behaviors.
- E. Communicates with CHS faculty clearly and in a timely manner about issues related to performance in class and field placements (e.g., replies to email communications in a timely manner).
- F. Presents self and program in a positive manner.

Description of the *specific* behaviors that have raised this concern:

Professional Development Plan. In order to meet professional expectations, the following plan has been agreed upon (include a timeline for reviewing progress, as appropriate):

We have discussed these concerns and agree to abide by the established plan:

Signature of Faculty Member: _____ Date: _____

Signature of Student: _____ Date: _____

Please submit to Student's Advisor and to the CCHS Department Chair.

RESPONSIBILITIES OF THE STUDENT IN THE FIELD PLACEMENT SELECTION PROCESS

1. Before the semester begins
 - a. Know eligibility requirements for the desired placement
 - b. Discuss placement readiness with advisor
 - c. Complete placement questionnaire and return to Field Placement Coordinator during class visit
2. Week 1
 - a. Attend group meeting with Field Placement Coordinator
 - b. Review placement questionnaire during group meeting
 - c. Schedule an individual appointment with Field Placement Coordinator (Sign-up available during the group meeting)
3. Weeks 2 and 3
 - a. Attend scheduled individual interview
 - b. Make a preliminary site match with the Field Placement Coordinator
4. Weeks 4,5, and 6
 - a. Schedule interview with prospective agency
 - b. Conduct interview with prospective agency (Internship students have the option of interviewing with **one** agency. If that agency is not appropriate, the student must request permission from the Field Placement Coordinator to interview at another agency. Practicum students may interview with more than one agency.)
5. Week 7
Report to Field Placement Coordinator in writing about the result of the interview
6. Weeks 10 and 11
Field Placement Coordinator will give the final match approval
7. Weeks 12-14
Attend group orientation

FIELD PLACEMENT PROCEDURES AND GUIDELINES

1. Agency Requirements

Students must participate in any requirements of the agency in which they are placed. They may include but are not limited to training sessions, orientation sessions, and background checks, which may include fingerprinting. In addition, students may need to show proof of immunizations received and receive any necessary immunizations.

2. Transportation and Parking

Students are expected to arrange transportation for themselves either through private or public means. Students are responsible for all transportation expenses, including gas and parking fees. Travel time to and from the agency is not considered for placements.

3. Employment

Faculty members in the department believe that the student should NOT attempt to be employed during the practicum. If already employed at a human services agency, the student may not complete their practicum *as part of their current position of employment*, but may arrange for a separate and distinct field placement experience within the agency, if approved by the Field Placement Coordinator. A limited number of agencies may offer paid field placements. Such placements are acceptable with the approval of the Field Placement Coordinator.

The practicum requires much energy and time. It is a rewarding experience but at the same time tiring, due to the number of hours committed to the agency and requirements. If a student's financial situation requires that he/she work, please consider the following options:

- A. Try to save money in advance so that you will not need to work during your final semester.
- B. Apply for additional loans so that you will not need to work.
- C. Apply for additional financial assistance/scholarships from the Financial Aid Office.

If, after exploring the above options, the student decides that he/she must work, limit working hours to the weekend so that during the week the student can prepare appropriately and get much needed rest.

APPENDIX

ETHICAL STANDARDS FOR HUMAN SERVICES PROFESSIONALS

National Organization for Human Services, Adopted 2015

Preamble

Human services is a profession developed in response to the direction of human needs and human problems in the 1960's. Characterized by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their communities and environments. Human service professionals and those who educate them promote and encourage the unique values and characteristics of human services. In so doing, human service professionals uphold the integrity and ethics of the profession, promote client and community well-being, and enhance their own professional growth.

The fundamental values of the human services profession include respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness and objectivity.

Human service professionals consider these standards in ethical and professional decision making. Conflicts may exist between this code and laws, workplace policies, cultural practices, credentialing boards, and personal beliefs. Ethical-decision making processes should be employed to assure careful choices. Although ethical codes are not legal documents, they may be used to address issues related to the behavior of human service professionals.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, and professionals in community agencies who identify with the profession of human services. The ethical standards are organized in sections around those persons to whom ethical practice should be applied.

Responsibility to Clients

STANDARD 1 Human service professionals recognize and build on **client and community strengths**.

STANDARD 2 Human service professionals obtain **informed consent** to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

STANDARD 3 Human service professionals protect the client's **right to privacy and confidentiality** except when such confidentiality would cause serious harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Human service professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STANDARD 4 If it is suspected that **danger or harm may occur** to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STANDARD 5 Human service professionals recognize that **multiple relationships** may increase the risk of harm to or exploitation of clients and may impair their professional judgment. When it is not feasible to avoid dual or multiple relationships, human service professionals should consider whether the professional relationship should avoided or curtailed.

STANDARD 6 **Sexual or romantic relationships** with current clients are prohibited. Before engaging in sexual or romantic relationships with former clients, friends, or family members of former clients, human service professionals carefully evaluate potential exploitation or harm and refrain from entering into such a relationship.

STANDARD 7 Human service professionals ensure that their **values or biases are not imposed** upon their clients.

STANDARD 8 Human service professionals protect the **integrity, safety, and security of client records**. Client information in written or electronic form that is shared with other professionals must have the client's prior written consent except in the course of professional supervision or when legally obliged or permitted to share such information.

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding **storing, transmitting, and retrieving data**. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society

STANDARD 10 Human service professionals **provide services without discrimination** or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

STANDARD 11 Human service professionals are **knowledgeable about the cultures and communities** within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12 Human service professionals are **aware of local, state, and federal laws**. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STANDARD 13 Human service professionals stay **informed about current social issues** as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups and communities as part of their work.

STANDARD 14 Human service professionals are **aware of social and political issues** that differentially affect clients from diverse backgrounds.

STANDARD 15 Human service professionals provide a mechanism for **identifying client needs and assets**, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.

STANDARD 16 Human service professionals **advocate for social justice** and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.

STANDARD 17 Human service professionals **accurately represent their qualifications** to the public. This includes, but is not limited to, their abilities, training, education, credentials, academic endeavors, and areas of expertise. They avoid the appearance of misrepresentation or impropriety and take immediate steps to correct it if it occurs.

STANDARD 18 Human service professionals **describe the effectiveness of treatment programs**, interventions and treatments, and/or techniques accurately, supported by data whenever possible.

Responsibility to Colleagues

STANDARD 19 Human service professionals **avoid duplicating another professional's helping relationship** with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.

STANDARD 20 When human service professionals have a **conflict with a colleague**, they first seek out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

STANDARD 21 Human service professionals **respond appropriately to unethical and problematic behavior of colleagues**. Usually this means initially talking directly with the colleague and if no satisfactory resolution is achieved, reporting the colleague's behavior to supervisory or administrative staff.

STANDARD 22 All **consultations** between human service professionals **are kept private**, unless to do so would result in harm to clients or communities.

Responsibility to Employers

STANDARD 23 To the extent possible, human service professionals **adhere to commitments** made to their employers.

STANDARD 24 Human service professionals participate in efforts to establish and maintain **employment conditions which are conducive to high quality client services**. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STANDARD 25 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals **work with all involved to manage the conflict.**

Responsibility to the Profession

STANDARD 26 Human service professionals **seek the training, experience, education and supervision** necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.

STANDARD 27 Human service professionals know the limit and scope of their professional knowledge and **offer services only within their knowledge, skill base, and scope of practice.**

STANDARD 28 Human service professionals **seek appropriate consultation and supervision** to assist in decision-making when there are legal, ethical or other dilemmas.

STANDARD 29 Human service professionals **promote cooperation** among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

STANDARD 30 Human service professionals **promote the continuing development of their profession.** They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STANDARD 31 Human service professionals continually **seek out new and effective approaches** to enhance their professional abilities and use techniques that are conceptually or evidence based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks.

STANDARD 32 Human service professionals **conduct research** that adheres to all ethical principles, institutional standards, and scientific rigor. Such research takes into consideration cross-cultural bias and is reported in a manner that addressed any limitations.

STANDARD 33 Human service professionals make careful decisions about **disclosing personal information while using social media**, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self

STANDARD 34 Human service professionals are **aware of their own cultural backgrounds, beliefs, values, and biases.** They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

STANDARD 35 Human service professionals strive to develop and maintain **healthy personal growth** to ensure that they are capable of giving optimal services to clients. When they find that

they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

STANDARD 36 Human service professionals hold a **commitment to lifelong learning** and continually advance their knowledge and skills to serve clients more effectively.

Responsibility to Students

STANDARD 37 Human service educators develop and implement **culturally sensitive knowledge, awareness, and teaching methodologies**.

STANDARD 38 Human service educators are committed to the principles of **access and inclusion** and take all available and applicable steps to make education available to differently-abled students.

STANDARD 39 Human service educators demonstrate **high standards of scholarship** in their scholarship, pedagogy, and professional service and **stay current in the field** by being members of their professional associations, attending workshops and conferences, and reviewing and/or conducting research.

STANDARD 40 Human service educators **recognize and acknowledge the contributions of students** to the work of the educator in such activities as case material, grants, workshops, research, publications, and other related activities.

STANDARD 41 Human service educators **monitor students' field experiences** to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students experience potentially harmful events during field placements, educators provide reasonable investigation and response as necessary to safeguard the student.

STANDARD 42 Human service educators establish and uphold appropriate guidelines concerning **student disclosure of sensitive/personal information** which includes letting students have fair warning of any self-disclosure activities, allowing students to opt-out of in-depth self-disclosure activities when feasible, and ensuring that a mechanism is available to discuss and process such activities as needed.

STANDARD 43 Human service educators are aware that in their relationships with students, **power and status are unequal**. Human service educators are responsible to clearly define and maintain ethical and professional relationships with student; avoid conduct that is demeaning, embarrassing or exploitative of students; and always strive to treat students fairly, equally and without discrimination.

STANDARD 44 Human service educators ensure **students are familiar with, informed by, and accountable to the ethical standards and policies** put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

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[Standard 5](#) and [21e](#)

Field Experience Handbook

FIELD PLACEMENT HANDBOOK 2018-2019

Accredited by the Council for Standards in Human Service Education

**MISSION AND DESCRIPTION OF THE COUNSELIN & HUMAN SERVICES
DEPARTMENT**

The mission of the Counseling & Human Services Department is to provide students with an educational foundation that will prepare them for meaningful and effective careers within the human services field and successful continuation of their education.

The curriculum is designed to give students a comprehensive understanding of how individuals and families develop and function. Students also acquire the skills necessary to provide services to individuals and families. Therefore, the coursework, in addition to courses that fulfill the University's requirements, is composed of (1) courses that emphasize the development and functioning of individuals and families, (2) courses that focus on the skills required to help individuals and families, and (3) field work. A table that outlines the courses in these areas of concentration can be found on the following page.

The curriculum incorporates theory, research, and application, with field experience as a crucial part of the courses. In addition to the required courses, students choose five focused electives that allow them to tailor the program to meet their individual needs and interests. These electives are courses that have been approved by faculty members in the program as being relevant to a career in human services but are not program requirements.

Students may pursue a Bachelor of Science or a Bachelor of Arts degree in Counseling & Human Services. The Bachelor of Arts degree requires the completion of at least two courses in a foreign language at the intermediate level or above.

DEPARTMENT ACCREDITATION

The Human Services Department is nationally accredited by the Council for Standards in Human Services Education. By achieving accreditation, the program has been nationally recognized as a program whose competence warrants public and professional confidence.

HUMAN SERVICES DEPARTMENT

Required Courses for Majors in Human Services

Development and Functioning of Individuals and Families (Emphasis on content mastery and critical thinking)	CHS 101 CHS 220 CHS 224 CHS 270 CHS 430 PSY 101 PSY 108 SOC 101	Family Studies Diversity and Cultural Competence Research Methods and Writing Psychopharmacology Family Dynamics and Interventions Introduction to Psychology Human Growth and Development Introduction to Sociology
Delivery of Services to Individuals and Families (Emphasis on development of skills)	CHS 201 CHS 217 CHS 315/515 CHS 340/540 CHS 360 CHS 380	Human Services and Social Policy Professional Development in CHS Group Counseling Administration of Human Services Counseling Strategies for Individuals Internship in Human Services
Five Focused Electives (Relevant to human services but not required)	<i>Examples:</i> CHS 235 CHS 250 CHS 275 CHS 362 CHS 365	Adult Development and Aging Topics: Divorce and Remarriage Services for Children and Youth Trauma and Crisis Intervention Coping, Resilience and Growth-Focused Counseling

Courses Required by SU

CHS 440 PRACTICUM IN HUMAN SERVICES
(410-hour field experience)
CHS 441 SEMINAR IN HUMAN SERVICES

OVERVIEW OF FIELD PLACEMENTS

Internship

During their junior year, students spend 90 hours (two mornings a week or two afternoons a week) participating in a field experience in a non-profit, human services setting (CHS 380). This placement provides students with the opportunity to apply the knowledge and skills they have learned in the program. Concurrently, they explore professional issues in a seminar that meets one hour each week. The internship is an important precursor to the practicum, which is a much more extensive and intensive experience.

In the fall of their junior year, students meet with the Field Placement Coordinator to determine eligibility and to discuss placement interests. The Field Placement Coordinator then suggests appropriate agencies for students to contact for an interview.

Practicum

During their senior year, students spend a full semester in a 9-credit (410 hours) field experience in a non-profit, human services setting (CHS 440). Like the internship, the practicum experience allows students to apply the knowledge and skills learned throughout the program. In the practicum, students function much like entry level staff members and are valued members of service teams. Concurrently, students enroll in CHS 441, a 3-credit course entitled Seminar in Human Services. The seminar provides students an opportunity to discuss and reflect upon issues that may arise during the practicum. Topics that are covered include the role of the student in a professional setting as well as issues that pertain to the field of human services.

Students develop personal learning objectives and document progress toward meeting the objectives by journaling with their faculty supervisor. As part of the seminar, students augment individual portfolios developed in prior human services courses and present a discussion of their experience at the end of the semester. Additional assignments may be required for the courses or from the human services agency.

At the beginning of the semester before starting a practicum, students meet with the Field Placement Coordinator to establish eligibility, discuss placement interests, and develop a list of appropriate agencies for students to contact for an interview. Student eligibility is assessed by the department, according to the criteria below, at the end of *each* semester with final eligibility determined at the end of the semester before the practicum starts.

Guidelines

All placements must be approved by the Field Placement Coordinator. If currently employed at a human services agency, students may not complete their internship or practicum *as part of their current position of employment*, but may arrange for a separate and distinct field placement experience within the agency, if approved by the Field Placement Coordinator. A limited number of agencies may offer paid field placements. Such placements are acceptable with the approval of the Field Placement Coordinator.

INTERNSHIP

- CHS 220
- CHS 315/515
- CHS 360
- Demonstration of respect for others, interpersonal skills, and professionalism*
- Permission of the Instructor

PRACTICUM

- CHS 340/540
- CHS 380
- CHS 430
- GPA of 2.5 or higher**
- Minimum grade of "C-" in all required human services courses
- Demonstration of respect for others, interpersonal skills, and professionalism*
- Permission of the Instructor

***Behavioral Indicators**

1. Consistently Shows Respect for Others
 - D. Demonstrates caring, respect, empathy, and genuineness when interacting with other students and faculty.
 - E. Demonstrates sensitivity and non-judgmental attitude.
 - C. Demonstrates sensitivity to diversity exemplified by such factors as age, ethnicity, culture, race, disability, gender, religion, sexual orientation, or socioeconomic status.
2. Consistently Displays Interpersonal Skills
 - A. Communicates effectively with others both orally and in writing.
 - B. Deals appropriately with conflict
 - C. Works productively as a group member
3. Consistently Displays Professionalism
 - A. Arrives punctually for classes and meetings.
 - B. Meets deadlines for assignments
 - C. Accepts constructive criticism and attempts to make appropriate adjustments
 - D. Demonstrates ethical behaviors
 - E. Communicates with CHS faculty clearly and in a timely manner about issues related to performance in class and field placements.
 - F. Presents self and program in a positive manner

In accordance with the Department's obligation under CSHSE accreditation to prepare students who are "fit for the profession", faculty members who have a concern about a student related to any of these indicators will document the concern with specific behaviors and will discuss their concern with the individual student. Serious or chronic concerns will be discussed by department faculty and students may be judged ineligible for internship or practicum based on failure to meet behavioral indicator prerequisites.

[\(Student Handbook Statement\)](#)

RESPONSIBILITIES OF THE STUDENT IN THE FIELD PLACEMENT SELECTION PROCESS

1. Before the semester begins
 - a. Know eligibility requirements for the desired placement
 - b. Discuss placement readiness with advisor
 - c. Complete placement questionnaire and return to Field Placement Coordinator during class visit
2. Week 1
 - a. Attend group meeting with Field Placement Coordinator
 - b. Review placement questionnaire during group meeting
 - c. Schedule an individual appointment with Field Placement Coordinator
(Sign-up available during the group meeting)
3. Weeks 2 and 3
 - a. Attend scheduled individual interview
 - b. Make a preliminary site match with the Field Placement Coordinator
4. Weeks 4, 5, and 6
 - a. Schedule interview with prospective agency
 - b. Conduct interview with prospective agency (Internship students have the option of interviewing with **one** agency. If that agency is not appropriate, the student must request permission from the Field Placement Coordinator to interview at another agency. Practicum students may interview with more than one agency.)
8. Week 7
Report to Field Placement Coordinator in writing about the result of the interview
9. Weeks 10 and 11
Field Placement Coordinator will give the final match approval
10. Weeks 12, 13, and 14
Attend group orientation

FIELD PLACEMENT RESPONSIBILITIES

Student

1. Develops personal learning objectives and documents progress toward meeting the objectives in his or her journal.
2. Works under the direction of the field instructor and university supervisor.
3. Seeks guidance from the field instructor and/or university supervisor as necessary.
4. Performs the duties and responsibilities specified by the field instructor.
5. Follows the agency's policies and procedures.
6. Maintains client confidentiality when working with individuals and/or families.
7. Exhibits professional and ethical behavior at all times.
8. Communicates effectively on the telephone, in person, and electronically.
9. Writes clearly and correctly at a level acceptable to the agency.
10. Documents the hours spent at the field placement by completing a time accountability sheet.
- 11.** Demonstrates punctuality and communicates lateness or absences with **the field instructor and the university supervisor.**
12. Completes a self-evaluation at mid-term and at the completion of the experience.

Field Instructor

1. Provides the student an orientation to the agency, its facilities and policies.
2. Supports , mentors, and provides appropriate learning opportunities for the student.
3. Meets with the student a minimum of one time each week.
4. Collaborates with the student to develop his/her Learning Contract.
5. Serves as a professional role model and resource person to the student.
6. Encourages initiative, individuality, self-expression, independence and collaboration.
7. Evaluates and discusses student progress at mid-term and at the completion of the experience.
8. Confers with the student and university supervisor.

University Supervisor

1. Attends first class meeting of CHS 441 to orient supervisees and give them written materials for CHS 440 (syllabus, journal guidelines, information on Learning Contracts, agenda for site visits).
2. Introduces self to field instructor by e-mail or phone call during first week.
3. Responds weekly by e-mail to e-mailed journal entries from supervisees.
4. Collaborates and signs off on Learning Contracts.
5. Attends CHS 441 class on dates Learning Contracts and Mid-term Evaluations are due.
6. Visits placement site at mid-term to conference with field instructor and student (observation of student and one-on-one time with student if appropriate). Submits a brief report to the Field Placement Coordinator.
7. Conducts additional visit(s) to placement site if needed.
8. Communicates with Field Placement Coordinator about progress of student.
9. With input from field instructor, evaluates student's overall performance and provides a final course grade (Pass/Fail).

University Field Placement Coordinator

1. Maintains open lines of communication with agency directors, field instructors, university supervisors, and students.
2. Determines and approves eligibility of student for the field placement.
3. Matches the student with a human Services agency.
4. Provides orientation for field instructors.
5. Shares information with university supervisor regarding agency and field instructor expectations.

RESOLUTION OF FIELD PLACEMENT ISSUES

A field placement is usually a positive experience both for the student and for the agency. Occasionally, however, the placement does not fulfill the student's needs and/or the agency's needs. In the event of problems in the field, the following procedure should be followed:

1. It is important to remember that the field instructor and the student share the responsibility for identifying and dealing with problems as soon as they become evident. It is crucial for the field instructor and the student to maintain open communication and for the student to see the presenting problem as an opportunity to learn more about his/her learning style and interpersonal skills.
2. The student and the field instructor should attempt to resolve the problem together. If the attempt is not successful, they should inform each other of their intention to seek additional help.
3. Both the student and the field instructor should notify the university supervisor, who will obtain the assistance of the Field Placement Coordinator.
4. One meeting will be held with the field instructor and the student to see if adaptations beneficial to both parties could occur. The university supervisor will mediate this discussion and determine whether the resolution process needs to continue.
5. Effort will be made to maintain the placement. Occasionally, however, the coordinator may decide that it is necessary to remove a student from a particular placement. The reasons for this action range from inadequate supervision on the part of the agency to a violation of the Code of Ethics on the part of the student.
6. If a placement is terminated, the Coordinator will examine the situation to determine whether an alternative placement will be made.

FIELD PLACEMENT PROCEDURES AND GUIDELINES

1. Attendance Procedures

- A. Excessive lateness will impair the student's ability to meet course objectives. Therefore, students are expected to be on time.
- B. Students must notify both the field instructor and university supervisor of any absence prior to the experience. Students who miss more than one day of their placement must make up the placement time. However, students are not required to make up hours missed if the placement site is closed and the student is not required to report; missed hours may not constitute more than 10% of the overall required hours.
- C. Students must document the hours spent at the internship or practicum by completing a time accountability sheet. Use the SU form unless otherwise required by the site.
- D. A student having a major accident, illness or surgery, must submit to the university supervisor a physician's note.
- E. Interns and practicum students are entitled to observe their own religious holidays.
- F. Vacation guidelines
 - 1. Interns should follow the University's calendar for holidays and vacations.
 - 2. Students in a practicum should follow the agency's calendar, including holidays and vacations.
- G. Students should be flexible and attend activities at alternate locations if they fall on a placement day.
- H. Students must be on site at their placements no fewer than 12 weeks within the officially designated beginning and ending of a semester.

4. Agency Requirements

Students must participate in any requirements of the agency in which they are placed. They may include but are not limited to training sessions, orientation sessions, and background checks, which may include fingerprinting. In addition, students may need to show proof of immunizations received and receive any necessary immunizations.

5. Dress Code Guidelines

During the internship and practicum, students must maintain a professional appearance at all times. The students are responsible for following the dress code policies of the agency.

6. Transportation and Parking

Students are expected to arrange transportation for themselves either through private or public means. Students are responsible for all transportation expenses, including gas and parking fees. Travel time to and from the agency is not considered for placements.

7. Confidentiality

Confidentiality is extremely important when working with clients and families in the community. Students are expected to adhere to a strict code of confidentiality. Students must handle all personal information about clients, families and the agency in a confidential manner.

8. Special Issues

When questions or concerns arise regarding the placement, students should discuss them with the field instructor and/or the faculty supervisor, as appropriate. When in doubt, always discuss the issue with the faculty supervisor.

9. Employment

Faculty members in the department believe that the student should NOT attempt to be employed during the practicum. If already employed at a human services agency, the student may not complete their practicum *as part of their current position of employment*, but may arrange for a separate and distinct field placement experience within the agency, if approved by the Field Placement Coordinator. A limited number of agencies may offer paid field placements. Such placements are acceptable with the approval of the Field Placement Coordinator.

The practicum requires much energy and time. It is a rewarding experience but at the same time tiring, due to the number of hours committed to the agency and requirements. If a student's financial situation requires that he/she work, please consider the following options:

- D. Try to save money in advance so that you will not need to work during your final semester.
- E. Apply for additional loans so that you will not need to work.
- F. Apply for additional financial assistance/scholarships from the Financial Aid Office.

If, after exploring the above options, the student decides that he/she must work, limit working hours to the weekend so that during the week the student can prepare appropriately and get much needed rest.

HUMAN SERVICES DEPARTMENT
Agency Evaluation by Student

Directions: The following tool is to be completed by the student electronically at the end of the field experience using the following link:

<https://docs.google.com/forms/d/1xtZUVcFbRgu868hBf5T6nbdA3dHZlv5Xv2IUXhjVFwo/viewform>

Here is the information that will be included in the online survey:

Student's Name: _____

Agency: _____

Field Instructor: _____ **Date:** _____

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. The agency was adequate for meeting course objectives.					
2. An adequate orientation was provided by the agency.					
3. The agency rules and regulations were explained clearly.					
4. The field instructor was available to discuss issues or concerns related to the experience.					
5. The field instructor was well prepared and organized.					
6. The field instructor encouraged student questions and comments.					
7. The field instructor provided useful feedback during the semester.					
8. The staff was helpful and supportive to students.					
9. The staff holds a positive attitude toward students and learning.					

To benefit future CHS students considering this placement, please respond to the following questions:

1. What were your duties at the field placement?

2. What qualities are necessary for success in this placement?

3. What were the positive aspects of your field experience?

4. What were the challenges of your field experience?

Agency: _____

Would you recommend this placement to another student? _____ YES _____ NO

University Supervisor Evaluation by Student

Directions: The following tool is to be completed by the student electronically at the end of the field experience using the following link:

<https://docs.google.com/forms/d/1jXteXwFeeSrAvMwd2tW1eOl08GSoG1Z2fJoV8m4Davw/viewform>

All responses are **anonymous**. Here is the information that will be included in the online survey:

University Supervisor: _____

Course(s): _____ **Date:** _____

ITEM	RESPONSE				
	Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
The university supervisor...					
- Provided me with sufficient feedback.					
- Encouraged me to be self-reflective.					
- Responded to journal entries in a timely manner.					
- Encouraged me to do my best.					
- Was interested in my professional development.					
- Was appropriately supportive.					
- Listened to what I had to say.					
- Answered my questions adequately.					
- Was someone I felt free to talk to.					
- Explained things so that I could understand.					
- Was easy to contact.					
- Evaluated me fairly.					
- Visited my placement site (if appropriate)					

Additional Comments and/or Suggestions:

STEVENSON

U N I V E R S I T Y

HUMAN SERVICES DEPARTMENT

Field Placement Time Accountability Sheet

Student Name: _____ **Semester:** _____

Agency: _____

Directions: Please document the hours spent at your field placement **using this sheet or the Agency's time sheet if requested to do so by the agency**. Your field instructor must sign the sheet **every other week**. If you are not able to be at the placement during your set time (emergency, illness, etc.), you must notify your field instructor and your university supervisor.

DATES	Hours	Field Instructor Signature
TOTAL HOURS		

[Standard 4a2 and 14b and 8b](#)

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HUMAN SERVICES DEPARTMENT

[Handbook TOC](#)

Student Field Placement Evaluation

Check One: Midpoint Final
Check One: Internship Practicum

Student: _____

Placement/Agency: _____

Field Instructor (Please print.): _____

University Supervisor (Please print.): _____

Evaluation is a very important phase of the learning process. The **student** and **field instructor** should each complete the same copy of the evaluation tool at midpoint and at the end of the semester. Criteria for achievement of the program goals and objectives are expressed as **Below Expectations, Meets Expectations, and Exceeds Expectations**. If an objective or category within an objective does not apply, please rate it N.A. (Not Applicable).

Please print names above on this page and sign page four after completion and discussion of the evaluation.

Achievement of the six major goals should be evaluated in terms of the ratings for the corresponding objectives listed below each goal. Please be certain that you have indicated a rating for each of the six major goals.

Please remember to rate goals <u>and</u> objectives.	SELF-EVALUATION			FIELD INSTRUCTOR'S EVALUATION			COMMENTS (OPTIONAL)	
	EXPECTATIONS			EXPECTATIONS				
	BELOW	MEETS	EXCEEDS	BELOW	MEETS	EXCEEDS		
I: Applies research findings to analyze problems and develop appropriate solutions.								
A. Demonstrates basic technological competence.								
B. Demonstrates the ability to obtain, evaluate and use information to solve problems.								
II: Develops professional goals and objectives.								
A. Accepts constructive criticism and attempts to make appropriate adjustments.								
B. Analyzes interpersonal strengths and weaknesses through completion of a self-evaluation.								
C. Develops personal goals and objectives and shares them with the field instructor.								
D. Exhibits attitudes and behaviors related to self-care and wellness.								
E. Seeks guidance from the field instructor.								
III: Exhibits professional attitudes and behaviors.								
A. Demonstrates punctuality.								
B. Dresses appropriately.								
C. Exhibits constructive use of time.								
D. Exhibits consistent ethical behavior.								

E. Follows the agency's policies and procedures.						
F. Performs the duties, responsibilities, and other professional obligations specified by the field instructor.						
G. Protects the right to privacy and confidentiality, except when doing so would cause harm to the client or others.						
H. Speaks and writes professionally.						
I. Uses initiative in interpreting and following instructions.						

Please remember to rate goals <u>and</u> objectives.	SELF-EVALUATION			FIELD INSTRUCTOR'S EVALUATION			COMMENTS (OPTIONAL)
	EXPECTATIONS			EXPECTATIONS			
	BELOW	MEETS	EXCEEDS	BELOW	MEETS	EXCEEDS	
IV: Exhibits culturally sensitive behavior.							
A. Demonstrates an awareness of diversity by adapting helping approaches to the needs of others' culture.							
B. Demonstrates knowledge about the customs, practices, beliefs and values of the cultures and communities within which he or she practices.							
C. Exhibits openness and a non-judgmental attitude related to individual, cultural, and global differences.							
D. Provides services w/o discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.							
V: Exhibits effective and appropriate interpersonal skills.							
A. Communicates effectively with others, both orally and in writing.							
B. Demonstrates caring, respect, empathy, and genuineness when interacting with others.							
C. Establishes appropriate rapport with others.							

VI: Synthesizes and applies key concepts, methods and values in human services to professional situations.						
A. Applies key concepts, perspectives, methods, and values related to human services.						
B. Displays understanding of how services are delivered to individuals and families.						
C. Helps others by using basic counseling/listening skills, as appropriate.						

Field Instructor's Overall Comments: _____

Recommended OVERALL Achievement (Please circle only for Final Evaluation) **PASS** **FAIL**

Please note any suggestions you have for SU's Human Services Department in preparing students for the profession:

Field Instructor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

COUNSELING & HUMAN SERVICES DEPARTMENT

New Student Acknowledgement Form

- I have received a copy of the current Human Services Handbook. I understand that I am responsible for the information contained in it.
- I agree to read, review, and abide by the NOHS Ethical Standards, which appear in the final section of the handbook.

Printed Name: _____

Student ID#: _____

If you are transferring into Human Services from another major, or from another school, please complete the following information:

Major (at Stevenson) I am transferring from: _____

Other college and major I am transferring from:

Assigned Advisor: _____

Expected Semester and Year of Graduation: _____

Signature: _____

Date: _____

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Faculty Meeting Minutes 2018-2019

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Minutes Counseling & Human Services Department Meeting

Friday, Sept. 7, 2018
12:00 – 1:30; LRC 104

Present:

John Rosicky	Tom Swisher
Mayaughst Finkenberg	Lauri Weiner
Loryn Lesser	Barbara Guthrie

Welcome Back! We spent some time getting caught up with each other.

Updated Grading and Passing Standards

- John described the updated grading scale, which is in effect starting this semester. There is no long a C- grade; a grade of C goes from 70-76%. There is no D+ grade; a grade of D is 60-69%. Students on the 2018-2019 catalog year only need a D in order to get SEE credit for a course (this includes CHS 101 and 201).
HOWEVER, all students still need a C or better in courses for them to count as program requirements.

Move to OMN Campus in January

- Our move to the Owings Mills campus has been officially approved. Our offices will be in the Manning Academic Center: N172-174; N176-178. We spent some time reviewing the layout of these rooms, looking at pictures, and discussing how we could make the space accommodating to our needs. Lauri expressed an interest in have N177 as her office. We need to specify which 4 offices we would like to use and who will do in each one. The other two offices will be shared with adjuncts from other departments and won't be locked, but we can use them for space to meet with students. We will want to advocate for appropriate signage so

students can find the offices and for the ability to decorate and provide comfortable furniture for students.

- In spring, all of our courses will be offered on the Owings Mills campus. We will be able to essentially retain our current course times; exact locations of classes will be determined once the schedule is developed.

Student Updates

- [REDACTED] was in a car accident. She is injured and will miss some class time, but she will be OK. She had missed a couple of classes before the accident as well.
- [REDACTED]

Department Issues:

- Thank you to Loryn for mentioning to folks at Levindale that we could possibly provide training in medical technology. I am in talks with Ann Davis at SUO on having us develop and provide non-credit training at both NCIA and at Levindale. Loryn will work with us on this initiative.
- Mayaugust is putting together materials for CHS 362 Trauma & Crisis Intervention. We decided to make it a 300 level class and include “trauma” in the title. That will be offered in the spring. Tom will be developing CHS 365 Coping, Resilience and Positive Psychology for the fall.
- The First Year Seminar class has 10 students. They will participate in Mustangs Make a Difference Day on Oct. 12

Program Planning Discussion:

- We had a robust discussion about program planning in general. We discussed the following questions:
 - Why do students come to our program?
 - Having had prior experiences with needing help; giving back
 - Learn how to work with others
 - A stepping stone to graduate programs in counseling and social work
 - Interest in being a school counselor, because they had a good (or bad) experience with their own counselor)
 - What would our program motto be, if we had one?
 - We make a difference
 - Caring, Leaning, Growing, Giving
 - Helping starts here
 - What is our unique value proposition? What do students get from the program?
 - Professional preparation/field experience
 - The ability to apply theory to practice
 - Caring faculty; personal mentoring
 - A transformative experience; self-awareness and personal growth

- What challenges does the program face?
 - Recruitment/growth
 - Reputation of less rigor than other programs
 - Retention – getting students to complete despite life issues/money; need for support
 - Need to recruit transfer students from community colleges
 - Need to integrate commuter students and help them feel part of the college/program

The following upcoming fall events and activities were briefly reviewed:

- Advisory Board Meeting, Sept. 21, 8:30-10:00 in Campanella
- Graduate Panel, Oct. 1 at 6:00 in library
- NOHS Conference, Oct. 25-27
- Admissions Events
 - Open House, 9/22 (John)
 - Open House, 10/13 (John)
 - Open House, 11/17
- Senior Poster Session, Dec. 3, 5:30-6:30 in Pavilion
- Graduate Luncheon, Dec. 14, 12:00-1:00 in LRC

Fall Department Meetings (Fridays, 12:00-1:30 in conference room)

- Sept. 7
- October 12
- November 16

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Counseling & Human Services Department Meeting

Friday, Oct. 12, 2018

11:30 – 12:30; LRC 104

Present:

John Rosicky	Tom Swisher
Mayaughst Finkenberg	Lauri Weiner
Loryn Lesser	Carol Dietrich

Move to OMN Campus in January

- We will be moving to the MAC over winter break. Faculty have selected offices: N172 (John), N173 (Tom), N177 (Lauri), N178 (Mayaughst). N174 and N176 will be

shared with adjuncts from other departments and won't be locked, but we can use them for space to meet with students. John will order boxes to be delivered to faculty offices so we can start working on packing up. He will also work on getting keys, signage and painting. We discussed other aspects of the move, as well.

Human Services Club

- Lauri reported that the club is struggling and that officers are frustrated about attendance and participation of CHS majors. Few, if any, CHS majors are showing up at events such as the NAMI activities.

Student Issues

- Advising starts next week. Faculty should send email to advisees about signing up for advising. John will send documents (sample program, focused electives, general education (SEE) and course offering schedule). Advisers were encouraged to talk up club activities and to keep student plans updated.
- We reviewed the list of potential practicum and internship students. Practicum students are all in good shape. There was some concern about [REDACTED], as she will be expecting a baby during the spring semester, which will likely impact her placement. Several internship students have low grade point averages that need to be raised in order to be eligible for practicum. Mayaugust expressed concern about [REDACTED], who has not set up a meeting to discuss internship placement or responded to requests. Mayaugust will send her an email indicating that if she doesn't respond, it will be assumed that she won't be doing an internship.

Department Issues:

- The Trauma & Crisis Intervention course has been approved and Mayaugust will teach that in the spring. Tom will work with John on the Resilience and Coping class; John will send him the course approval form from the other course.
- The topics course in the spring will be Divorce and Remarriage and will be taught by Lauri
- Barbara will not be able to teach in the spring due to the long trip from Delaware. Loryn said that she could teach the CHS 340 sections, if they were moved to the evenings.
- Textbook orders are due soon. John indicated that he would be keeping books the same unless notified otherwise. The CHS 101 text (Benokraitis) may only be available to students in an electronic format.

The following upcoming fall events and activities were briefly reviewed:

- NOHS Conference, Oct. 25-27
- Admissions Events

- Open House, 9/22 (John)
- Open House, 10/13 (Mayaughst)
- Open House, 11/17
- Senior Poster Session, Dec. 3, 5:30-6:30 in Pavilion
- Graduate Luncheon, Dec. 14, 12:00-1:00 in LRC

Fall Department Meetings (Fridays, 12:00-1:30 in conference room)

- November 9

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Minutes
Counseling & Human Services Department Meeting
 Friday, Nov. 9, 2018
 12:00 – 1:30; LRC 104

Present:

John Rosicky	Tom Swisher
Mayaughst Finkenberg	Lauri Weiner
Loryn Lesser	Carol Dietrich

Student Issues

- Mayaughst is having a difficult time placing [REDACTED] at an internship site. Destiny has interviewed at three places and been turned down. She expresses interests in administrative positions, but has not always followed through with suggested placements. She is not interested in ARC. We talked extensively about the issues involved and several suggestions were made about potential placement sites. Destiny has interviewed at Progress Unlimited and thought the interview went well. We'll see how it goes.
- [REDACTED] was denied placement at the Shafer Center due to concerns expressed about her safety in working with potentially volatile youths given her visual impairment. The SU Disabilities Office is aware of this issue and based on concerns about discrimination has requested that we not use the Shafer Center. John will follow up with the new director of disabilities, Katey St. Clair Earle. Kariza is progressing towards a placement at St. Elizabeth School.
- [REDACTED] continues to be a concern based on inconsistent attendance.
- Mayaughst indicated that [REDACTED] continues to be a concern. She has responded only when absolutely necessary. She considered switching to

Interdisciplinary Studies and spoke with Dr. Horrocks, but decided to continue with Human Services. She still does not have a confirmed placement. It was pointed out that the responsibility needs to be on her to do the work needed to secure a placement.

- [REDACTED] has decided to enter the major. Loryn indicated that her work and attitude seem to reflect a high-school mindset.
- [REDACTED] is failing CHS 101. She does not seem to grasp assignments despite seeming to work hard. Lauri submitted an early alert previously. John will notify the disabilities office about her struggles.
- Lauri spoke with [REDACTED] about expectations that he was not meeting. He was failing CHS 101 and several of his other classes at midterms.
- Mayaugust mentioned that [REDACTED] has been late in turning in her work and missing classes.

Department Issues

- In discussing registration issues, Lauri mentioned that several students have expressed concerns about the Service Learning requirement in CHS 360. This led to an in-depth discussion of how the service learning component of that course has been working. At some sites, the work has not been appropriate for students or there hasn't been enough to do. Scheduling has been an issue and flexibility has been granted related to the 20 hour requirement. Some students have stated that they didn't realize this was an expectation. John will add the designation to the curriculum plan as one way to make this clearer. In early spring, we will make service learning a continuing topic of discussion.

Move to OMN Campus in January

- We will be moving to the MAC over winter break. Faculty have selected offices: N172 (John), N173 (Tom), N177 (Lauri), N178 (Mayaugust). N174 and N176 will be shared with adjuncts from other departments and won't be locked, but we can use them for space to meet with students. Boxes have been delivered and we can start packing whenever we want. A date for boxes to be moved can be scheduled when we are ready (probably the week of Dec. 17-21, but Mayaugust indicated she might want to wait until January). Book cases, file drawers, and furniture for the hallway have been requested. John met with Janine Mills to talk about painting one wall of our hallway blue and using the same blue as a background for signs pointing the way to our area. The faculty lounge down the hall from our offices has a full refrigerator, microwave and bathrooms. A scantron and copier is available on south side of building. Lauri requested cleaning and vacuuming of offices. Mayaugust asked about the possibility of having the hutch on her desk moved to the other side of the desk. Lauri volunteered to act as the contact person for the move in January while John is out of the country.

Department Issues (cont.)

- Departmental brochures have been updated to reflect the new department name.
- [REDACTED] has started work as the student assistant to the department. She will be working on social media and promotional materials, but can perform other work as needed.
- John asked about general stress levels on campus. The consensus was that students were mostly focused on college-related stresses. There have been some health concerns.
- We need another artifact for program assessment in the spring semester. One possibility is the grant proposal assignment from the CHS 340/540 class. The theory assignment from 430 will not work because it is a group assignment. We could also use the portfolio again.
- This brought up a discussion about updating the portfolio assignment and requiring an electronic portfolio. John and Lauri will both look into software available for e-portfolios. To address the issue of students not making modifications between classes, we could also have them include a “changes made” section in the assignment. We will discuss the portfolio assignment in more detail in the spring.
- Textbook orders are due soon. The CHS 101 text (Benokraitis) has gone to a new edition and students will be purchasing access to an e-book. Faculty were given copied of the updated edition.
- We talked briefly about gifts for practicum sites and others. John will ask Rita about the portable cell phone chargers, or we could get more of the key rings/lights.

The following upcoming fall events and activities were briefly reviewed:

- Admissions Events
 - Open House, 11/17 (John)
- Senior Poster Session, Dec. 3, 5:30-6:30 in Pavilion
- Graduate Luncheon, Dec. 14, 12:00-1:00 in LRC

Spring Department Meetings (Fridays, 12:00-1:30) We can use N120 or N122 as a conference room for these meetings.

- February 1
- March 1
- April 5
- May 10

The TUA induction ceremony will probably be held the second week of March. We discussed room possibilities, including the use of the SOLVE center.

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Minutes

Counseling & Human Services Department Meeting

Friday, Feb. 1, 2019

12:00 – 1:30; MAC N120

Present:

John Rosicky	Tom Swisher
Mayaugust Finkenberg	Lauri Weiner
Loryn Lesser	Carol Dietrich

This was the first meeting of the semester and in the department's new location on the Owings Mills North campus. Loryn talked about her trip to Cambodia and China over the winter break and John described the travel study trip to Ecuador. We hope to do another trip in January 2020, but John will not be able to go, so someone else will need to step forward.

Classrooms seem to be working effectively, despite a few adjustments. Students (and faculty) are finding their way around the new building. We discussed use of OneDrive to access, store and download/upload files. John asked if there were supply needs, since we need to get our own now (Carol mentioned gradebooks). We discussed ideas for the bulletin board outside of faculty offices – ideas included: current events “In the News”, a list of field placement and employment sites, Ecuador pictures and other pictures of departmental events.

Student Issues

- The deadline to add/drop is next Tuesday.
- Loryn will talk to [REDACTED] about switching her schedule so she doesn't have courses back-to-back on different campuses.
- Attendance verification is due next week.
- Field placements seem to be going smoothly. [REDACTED] has not been able to start yet and [REDACTED] requested to switch his placement shortly before the beginning of the semester, which was granted, but he is now having some transportation issues. Villa Maria has been a concern – the school has been chaotic and our students witnessed a fight and chair throwing incident. The residences may be a better placement location in the future.

Department Issues

- We discussed the departmental acronym and course designator. It was agreed that we should be consistent in referring to the department as CHS and use that as the designator for all courses. There will need to be a systematic effort to let students

and other area of the college know about the shift. John will talk to Cheryl and the registrar about this.

- Use gradebook in Blackboard was discussed. We will all need to start doing using that feature in the fall. Several faculty offered to help anyone who needed to set up this feature.
- Students have had some questions about the eText for CHS 101. Faculty have been frustrated by a lack of clear instructions from the publisher and bookstore.
- The graduate panel for practicum students is scheduled for Feb. 25. Representative from two graduate programs (UMB MSW program and the Chicago School of Professional Psychology) will be included in the panel. We talked about a possible articulation with the UM program as John has heard indirectly that they may be open to this. If our students were able to get advanced standing when entering the program, that would be very beneficial. John will follow up on this.
- Faculty evaluation forms are due by Feb. 8. John has communicated with faculty as needed and apologized for the last minute request.
- The self-study for CSHSE reaccreditation is due at the end of the summer. John will be working on the report through the spring semester and will need input from faculty. He will be requesting specific information as needed.
- There was a discussion about moving to e-portfolios for students who are putting together their professional portfolios. There was a general consensus that this would be a good idea, but it was unclear how best to roll out that change. We eventually agreed that we would let current practicum students have the option to create e-portfolios as a pilot to see what they come up with. John will look at some online options for free portfolio software.
- We will be examining the incorporation of service learning in CHS 360. Mayaugust and Carol will be talking about this more before the next meeting. One possibility (which came up after the meeting) was that service learning might be incorporated in to the new CHS 217 Professional Development course instead of CHS 360.

The following upcoming fall events and activities were briefly reviewed:

- Admissions Events
 - Accepted Students Days: 2/2, 3/2, 4/6
- Advisory Board Meeting – Feb. 15, 8:30-10:00 in N122
- Senior Poster Session, May 6, 5:30-6:30 in Rockland
- Graduate Luncheon, May 17, 12:00-1:00 location to be determined

Spring Department Meetings (Fridays, 12:00-1:30) in N120

- February 1
- March 1
- April 5
- May 10

The TUA induction ceremony will probably be held the second week of March. We discussed room possibilities, including the use of the SOLVE center.

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Counseling & Human Services Department Meeting

Friday, March 1, 2019

12:00 – 1:30; Phone Conference

Present:

John Rosicky	Tom Swisher
Mayaughst Finkenberg	Lauri Weiner
Loryn Lesser	Carol Dietrich
Roxanne Epps	

The meeting was held by conference call due to inclement weather.

Student Issues

- [REDACTED] is having significant issues with her roommate who has a 30-year old boyfriend who stays frequently in the room. Loryn recognized this from class conversations and met with Nicole and Lauri. John has reported the issue to Sarah Mansfield in residence life.
- [REDACTED] has been having some issues in practicum, not turning in journals/reflections on time. The University Supervisor has expressed some concern. John will follow up in seminar.
- [REDACTED] continues to have poor attendance and student work habits in CHS 201 with Loryn. He did not register for to re-take CHS 101 this semester. Lauri recommended an Early Alert, continuing to push him to meet expectations, and will follow up with him in advising.

Department Issues

- The list of seven potential practicum students for fall was distributed. [REDACTED] [REDACTED] has a 2.375 GPA. He needs to get A's and B's this semester to bring that up to at least a 2.45 to be eligible for practicum. He has been given this message consistent for the past several semesters. His options, if he does not make the cutoff, are to switch to Interdisciplinary Studies or re-take courses. He is doing well in CHS 340 and 380 so far this semester; hopefully he will get the grades he needs to progress. All other students on the list look like they will meet requirements. There was a consensus that [REDACTED] general does the minimum needed to meet requirements, although his grades have improved in the past two semesters.

- We went through the course titles, descriptions and prerequisites for all courses and added Counseling & Human Services where appropriate. John will submit course change forms to the registrar's office.
- Faculty were encouraged to submit academic integrity reports whenever there is a suspicion of a violation.
- There will be no travel study option offered this January. We will plan to offer another international study course in 2021.
- There was an extended discussion about options for taking students to a conference as part of the Professional Development Award. We do not have sufficient funds to take two students and all faculty to a conference that involves flying to the destination. Options we discussed included taking students, but just with one or two faculty; suspending the award for this year (but this will likely be an ongoing problem); taking students to a regional NOHS conference in the spring; or finding another fall conference within driving distance that we can take students to. John was not able to identify a good option, but will look for a possibility and let faculty know.
- There was a discussion about ways to reduce the overall number of credits required by the program. It was agreed that it would be a good idea NOT to do anything this year when we are completing the re-accreditation study. In the future options for reducing the number of credits include: going from 5 to 3 focused electives (keeping the requirement that two of those focused electives be CHS classes); eliminating SOC 101; making the statistics requirement a recommendation.
- It was agreed that CHS 217 would not be a good place for service learning, since it is not available to non-majors and a major purpose of the course is to give students exposure to a variety of career areas. CHS 360 will not be service learning in the fall. CHS 201 may be the best place for service learning; John will talk with Loryn about integrating this.

The following upcoming fall events and activities were briefly reviewed:

- Admissions Events
 - Accepted Students Days: 2/2, 3/2, 4/6
- Honor Society Induction, April 16, 6:00-7:00, Rockland
- Senior Poster Session, May 6, 5:30-6:30, Rockland
- Graduate Luncheon, May 17, 12:00-1:00

Spring Department Meetings (Fridays, 12:00-1:30) in N120

- March 1
- April 5
- May 10

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Counseling & Human Services Department Meeting

Friday, April 5, 2019

12:00 – 1:30; MAC N120

Present:

John Rosicky	Tom Swisher
Mayaugh Finkenberg	Lauri Weiner
Loryn Lesser	Carol Dietrich

Guest: Cheryl Wilson, Dean

Student Issues

- [REDACTED] had another car accident late last night. She is OK, but has a broken wrist. Candace Baker is following up with her about how she is doing on time at her placement. She may need extra time at the end of the semester.
- [REDACTED] met with Mayaugh twice about ongoing failure to get her journals in on time to her University Supervisor and general minimal effort, though she is doing fine at Art with a Heart. We are still hoping for some improvement. Alex is not in immediate danger of not successfully completing the practicum.
- [REDACTED] will not complete his internship and is switching to Interdisciplinary Studies.
- [REDACTED] has been missing some classes and needs to continue being pushed to meet expectations of student professionalism.
- [REDACTED] has had issues with showing up late to class, but participates well when she attends. She will hopefully pass 220 on her second attempt.
- [REDACTED] has been struggling with the interactive activities in 250. She came late to class this week and wanted to jump into the mediation exercise that was already in progress, but was not able to do so. Her social awkwardness can interfere with her full participation.
- [REDACTED] gave birth to a healthy baby girl on March 21. She plans to return to her practicum placement after the Easter break and will need to complete an extra month of placement after the end of the semester.
- [REDACTED] was complimented by Mayo for her independent work on developing a partnership project with Poly High School in Baltimore. This would be a good opportunity to highlight accomplishments of both alumni and current students.

Department Issues

- Cheryl provided some background on the development of the Community Health program, which is currently being proposed as a new track in the Counseling & Human Services program. There will be three new CMH courses (Intro to

Community Health, Healthcare Systems Administration, and a Seminar in Community Health), plus a communication course and two BIO courses. These will count as focused electives. Students in this track will not have to take two CHS focused electives. The program is going before AAC next week. There was a general consensus that this would fit well with our program and be a positive for enrollement.

- Registration and advising issues were discussed. Students who still need LAW 259 may need to get a substitution (CHS 275 may work for many students).
- After a discussion of Graduation Awards, we agreed that JT would be nominated for both the SU Pin and the Orsia Young Leadership Award. We will nominate [REDACTED] for the Knott award. [REDACTED] and [REDACTED] may be candidates for the Provost's Award, based on academic achievement.
- After a review of JT's ePortfolio, we agreed that we would again give students in the fall practicum the option to submit portfolios electronically or in hard copy. JT used wixsite.com to do his portfolio. We will show the advisory board both an electronic and hard copy of a portfolio in the fall to get their feedback on which is preferable. When Tom Flis (from Sheppard Pratt) was doing a guest lecture in CHS380, he was very impressed by the physical portfolio and said it would be an advantage in a job interview.
- Following additional discussion about conference options, it was decided that we will take two students to the national NOHS conference in Anaheim in October. Tom got the Professional Development funding to attend and is awaiting acceptance of his presentation proposal. Mayaugust will give internship students the application and encourage them to apply by April 29.
- Service Learning will be integrated into CHS 201 in the fall.
- We reviewed upcoming events, including the Honors Induction on April 16.
- Lauri announced that Stevenson received a Jewish Life grant for \$7,500 and that she would be charged with administering it.

The following upcoming fall events and activities were briefly reviewed:

- Admissions Events
 - Accepted Students Days: 2/2, 3/2, 4/6
- Honor Society Induction, April 16, 6:00-7:00, Rockland
- Senior Poster Session, May 6, 5:30-6:30, Rockland
- Graduate Luncheon, May 17, 12:00-1:00

Spring Department Meetings (Fridays, 12:00-1:30) in N120

- March 1
- April 5
- May 10

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Counseling & Human Services Department Meeting

Friday, May 10, 2019

12:00 – 1:30; Greenspring Library Conference Room

Present:

John Rosicky	Tom Swisher
Mayaugust Finkenberg	Lauri Weiner
Loryn Lesser	Carol Dietrich
Bunny Ebling	

Student Issues

- Professional Development Award winners [REDACTED] and [REDACTED] were announced and will be meeting with John and Tom to plan travel and poster presentation.
- [REDACTED] reported that he is expecting a 3.0 this semester, which should be sufficient to raise his GPA to close to 2.5 before his practicum in the fall. It was unanimously agreed that if he gets to a cumulative GPA of 2.45 or higher that we would “round up” and allow him to complete his practicum in the fall.
- [REDACTED] has not completed work for Loryn’s CHS 540 section. She needs to complete that course and can’t switch her registration to CHS 340. She is barely passing CHS 220 and 270, but still may pull it out.
- [REDACTED] has been missing classes and assignments in CHS 220 and 315 and there is concern about her status.
- [REDACTED] continues to struggle with social anxiety disorder and was recently granted disability accommodations. She has been missing classes and may ultimately have difficulty progressing in the major.
- [REDACTED] has had inconsistent attendance and may not pass some classes (CHS 270 and CHS 340).
- [REDACTED] has returned from medical leave related to her vision and will finish her internship.
- [REDACTED] will also finish her practicum (she will have an incomplete extension until the end of May) and graduate this semseter.
- [REDACTED] works hard, but struggles with a cognitive disability and often seems to “not get it”, though her participation in class is good
- [REDACTED] will be returning in the fall. She has two more classes to complete and then her practicum in the spring. She reports that it is likely she will not pass the statistics course she has been taking at a community college. John will look into possible alternatives to help her complete the program.

Department Issues

- The Community Health track has been approved. The course (CMH 210) is available his fall, but so far has only 1 person registered.
- Congratulations to Mayaugust on her promotion to Associate Professor.
- CHS 217 Professional Development will be offered in the fall. Mayaugust will teach two sections. CHS 201 will be a service learning course and John will email students to notify them. CHS 360 will incorporate material on writing case notes and have less emphasis on the theories of counseling. Carol and Bunny are working on these changes.
- John will need updated CV’s from faculty for the self-report, as well as the instructions for major assignments.
- We planned a social gather at John’s house in Crownsville the afternoon of July 11. Invitations are pending.

- We reviewed upcoming events, including the Graduate Luncheon on May 17 and Commencement on May 23.
- Fall department meeting dates were announced

The following upcoming fall events and activities were briefly reviewed:

- Graduate Luncheon, May 17, 12:00-1:00
- Commencement, May 23 at 3:00 in Greenspring Gym
- Faculty Recognition Brunch, May 28, 10:15-12:00 in Rockland
- End of Year Celebration, May 29, 12:00-3:00 in Rockland

Fall Department Meetings (Fridays, 12:00-1:30) in N120

- August 30
- Sept. 20 Advisory Board at 8:30-10:00
- Oct. 4
- Nov. 1
- Dec. 6

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Faculty Curriculum Vitae



Full-Time Faculty

[John Rosicky, Ph.D.](#)

[Tom Swisher, J.D., Ph.D.](#)

[Lauri Weiner, J.D., M.A. Couns.](#)

[Mayaughst Finkenberg, Ed.D.](#)

Part-Time Faculty

[Carol Dietrich, MSW](#)

[Bunny Ebling, LCSW](#)

[Roxanne Epps, MSW](#)

[Barbara Guthrie, M.S.P.Ed.](#)

[Loryn Lesser, Ph.D.](#)

[Harold Shaffer, MSW](#)

[Barry Thomas, Ed.D.](#)

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[CVs](#)

John Rosicky

1051 Omar Dr. · Crownsville, MD 21032 · (315) 525-6211 (cell) · jrosicky@stevenson.cedu

CAREER OBJECTIVE

Provide educational leadership in a challenging, team-oriented and learning-centered environment.

SUMMARY

- 16 years of progressively responsible community college teaching and academic administration
- Outstanding interpersonal, communication and leadership skills
- Expertise in curriculum development, shared governance, and learning outcomes assessment
- Strong technology skills, including online instruction, web site development, and enterprise software
- Doctoral degree with practical and research experience in developmental and cognitive psychology

PROFESSIONAL EXPERIENCE

STEVENSON UNIVERSITY, Stevenson, MD, 2012-present

Professor and Chair, Counseling & Human Services Department

- Manage department of 80 students, 4 full time faculty; teach courses in human services

PRINCE GEORGE'S COMMUNITY COLLEGE, Largo, MD, 2005-2012

Dean, Social Sciences and Business Division

- Manage five departments (Psychology and Sociology; Teacher Education; Business Studies; Hospitality, Tourism and Culinary Arts; and Public Safety and Law) and Entrepreneurs Program
- 41 full-time faculty; total budget of about \$3 million

MOHAWK VALLEY COMMUNITY COLLEGE, Utica, NY, 1995-2005

Department Head, Psychology, Human Services and Education Department
2001-2005

- Full administrative responsibility for the Psychology, Human Services and Education Department with over 700 students enrolled in 5 degree programs
- 12 full-time faculty members; managed staffing, planning, assessment, and departmental budget

Associate Professor, Psychology, Human Services and Education Department

1995-2001

- Taught general and developmental psychology, therapeutic recreation, and human service courses

EXPERIMENT WITH TRAVEL SCHOOL, Springfield, MA, 1988-1990

Adventure Therapist

- Directed therapeutic outdoor program and taught classes at an alternative high school for emotionally troubled urban youth

ALTERNATIVES UNLIMITED, Inc., Whitinsville, MA, 1986 -1987

Group Home Manager

- House manager and live-in counselor for community residence serving clients with psychiatric issues transitioning to independent living

EDUCATION

Ph.D., Developmental Psychology, 1994

University of Oregon, Eugene, OR

Research emphasis on temperament, attention, and cognitive and social development

B.S. with honors, Neuroscience, 1986

Brown University, Providence, RI

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Thomas K. Swisher, J.D., Ph.D.

11886 Simpson Road
Clarksville, Md. 21029
(443) 996-6659

EDUCATION

- 1983 University of Virginia: B.S. Secondary Education
- 1986 University of Baltimore: Juris Doctorate
- 2002 Loyola University: M.S. with Honors, Pastoral Counseling
- 2008 Loyola University: Ph.D. with Honors, Pastoral Counseling

EXPERIENCE

Associate Professor, Stevenson University, Md., 2007 - Present

Human Services Department
Assoc. Professor & Field Placements Coordinator
Teaching courses in Family Dynamics & Therapy, Internship, Practicum, Family Studies, Senior Seminar and coordinating field placements for both juniors and seniors in the major.

Counselor (L CPC), Bethany Counseling, Ellicott City, Md., 2003 - Present

Provide family counseling in a family systems approach; child play therapy & teen counseling; and adult psychodynamic counseling.
Facilitate Support Groups for Grief, Divorce, Alzheimer's & Losses

Counselor, The Lighthouse, Catonsville, Md., 1999 to 2004

Individual, child, and family systems counseling for medium to low income clients. Individual counseling with adults involving childhood sexual abuse, substance abuse, and couple or family issues. Individual psychodynamic therapy also provided.

Founder & Mediator, The Resolution Center, Ellicott City, Md. 1990 - Present

Work with private and court-ordered couples in solution-focused mediation for issues involving separation, divorce, parenting, parenting plans, child custody, and reconciliation.

Private Attorney, Ellicott City, Md., 1987 to 2000

Engaged in general practice of litigation, including criminal defense, personal injury, and family law cases. Litigation in Howard, Prince Georges, Baltimore, Montgomery, Carroll, Harford Counties & Baltimore City. Argued before both Appellate Courts of Maryland.

COMMITTEES & VOLUNTEER ACTIVITIES AT STEVENSON UNIVERSITY

- Chair, IRB - Internal Review Board (2008 to Present)
- Search Committee for HSR Faculty, Fall, 2014
- Search Committee for HSR Chair, 2011-2012
- Academic Affairs Committee, Lead Presenter for the Review of The Department of Human Services (November, 2011)
- Dating Safety Initiative for Respect & Equality, SU Wellness Center, Advisory Board Member (2011 to Present)
- University Hearing Board (2010 to Present)
- Search Committee for Full-Time Faculty, Interdisciplinary (2010 to Present)
- Environmental Sustainability Courses Committee (2010 to Present)
- 1st Year Seminar for HSR Majors, Instructor (2010 to Present)
- College of Humanities & Social Sciences, Vision Statement Committee (2010)
- Search Committee for Full-time Faculty, HSR Program (2010)
- Search Committee for Career Advisor, Career HQ (2010)
- Panelist, "Square pegs Into Round Holes: Fitting High School Expectations Into University Practice", An Interdisciplinary Panel & Discussion". School of Humanities & Social Sciences, Stevenson University. February 25, 2010.
- University Advancement Committee (2010 to Present)
- Search Committee for Dean of Humanities & Social Sciences (Spring 2009)
- Chaired and authored the Self Study for Re-Accreditation of the HSR Program by the Council for Standards in Human Service Education (2009)
- Faculty Forum for Internships – Career HQ (2009 to Present)
- Institutional Advancement Committee (2009 – 2010)
- Faculty Advisor, Campus Crusades (2008 to Present)
- Member (non-voting), Office of Research Development Advisory Board (2008 to Present)
- Search Committee for Full-Time Faculty, HSR Program (2008)
- Member, Mental Health Advisory Commission at SU (2008 – 2009)
- Human Service Advisory Board, Non-Voting Member (2007 to Present)
- Partnerships and Student Success (PASS) Mentor of 1 student per semester (2007 to Present)
- Academic Affairs Committee (2007-2009)
- Advising of approximately 45 HSR students each semester (2007 to Present)
- Advising transfer students (2007 to Present)
- Attend & Present at National Organization for Human Services Annual Conference (Once every Fall; 2007 to Present)
- Attend and Participate in Orientation of Freshman (2007 to Present)
- Represent HSR Program & Present at University Open House (2007 to Present)
- Write student recommendations for graduate school and for employment (2007 to Present)

MEMBERSHIPS & ACTIVITIES

Alpha Sigma Nu: Jesuit Honor Society, Loyola University

Chi Sigma Iota: Counseling Academic & Professional Society for scholastic and professional excellence.

Tau Upsilon Alpha: National Organization of Human Services Honor Society

Board Member, Maryland Pastoral Counseling Services

Chair, Internal Review Board, Stevenson University

Member, Mental Health Advisory Commission, Stevenson University

Member, Academic Advisory Council, Stevenson University

Member, Stevenson University Hearing Board

Member, Stevenson University Advancement Committee

National Board for Certified Counselors (Cert No. 76492)

Governor's Advocacy Board for Children of Divorce

Board Member, Domestic Violence Center

Advisory Board Member, Maryland State ADR Commission: - Study and implementation of alternative dispute resolution within the state judiciary.

Board Member, Family & Sexual Violence Coordinating Commission:
Community and legislative initiative to promote laws and resources associated with family violence.

American Psychological Association

Howard County Bar Association

Maryland State Bar Association

U.S. District Court for the District of Maryland: Admitted April 13, 1993.

Bethany United Methodist Church: Church Member and Pastoral Counselor

Licensed Clinical Professional Counselor (LPC 0190 Md)

National Organization for Human Services

PAPERS, PRESENTATIONS, & PUBLICATIONS

- Swisher, T., (2013, October). *Diverse Reactions to Significant Life Events Based on Personality, Religiosity & Spirituality*. Presented at the National Organization for Human Services Conference, Baltimore, Maryland.
- Swisher, T., Franyo-Ehlers, G., Smith, K., Boyce, D., & Eisenhart, M. (2013, October). *Field Placements: Navigating the Choppy Waters of Experiential Learning*. Panel Presentation presented at the National Organization for Human Services Conference, Baltimore, Maryland. Moderator: Dr. Thomas K. Swisher.
- Swisher, T., Ritter, L., S., & McCombs, T. (2013, October). *Training to Meet the Needs of Diverse Populations Through a Field Placement Approach*. Poster presented at the National Organization for Human Services Conference, Baltimore, Maryland.
- Swisher, T., Bobo, A., & Bunn, G. (2013, October). *Matching Needs and Abilities: The Right Fit for Human Services Providers and the Clients They Serve*. Poster presented at the National Organization for Human Services Conference, Baltimore, Maryland.
- Swisher, T., Rosicky, J., McGraw, J., Ryan, J., Bealefeld, F. (2013, February). *Mental Health & Violence*. Presenter and panelist at the Humanities & Social Sciences Perspectives Forum, Stevenson University, Stevenson, Maryland.
- Swisher, T., Damario, S., & Zimmerman, T. (2012, October). *A Model of Student Learning Experiences in Human Services Field Placements*. Poster presented at the National Organization for Human Services Conference, Milwaukee, Wisconsin.
- Swisher, T., Rouse, C., & Franyo-Ehlers, G. (2012, March). *Experiential Learning: Closing the Loop*. Presenter and panelist at The Fourth Annual Assessment Expo at Stevenson University, Owings Mills, Maryland.
- Swisher, T., Shapero, M., & Brown, C. (2011, October). *Enhancing Education & Achievement for Human Services Students through Collaboration with Community Agencies*. Poster presented at the National Organization for Human Services Conference, San Antonio, Texas.
- Swisher, T (2011, Fall). *Matching Students with Field Placements: In Search of a "Good Fit"*. Council for Standards in Human Services Education Bulletin, pp. 4-5.
- Swisher, T., Franyo-Ehlers, G., Smith, K., Boyce, D., Brown, C. (2011, October). *Experiential Learning: Beyond the Walls of the Classroom - Challenges & Benefits of Experiential Learning from the Perspectives of the University Student, Field Placement Supervisor, University Supervisor, and Field Placement Coordinator*. Presenter and panelist at The Second Annual Faculty Development Conference for Colleges and Universities in Central Maryland, Owings Mills, Maryland.

- Swisher, T., Schuyler, M., & Wise, R. (2010, October). *An Effective Internship Model: Collaboration and Partnership Between Community Agencies and Stevenson University's Human Services Program*. Poster presented at the National Organization for Human Services Conference, Portland, Maine.
- Swisher, T. (2010, February). *Square Pegs Into Round Holes: Fitting High School Expectations Into University Practice, An Interdisciplinary Panel & Discussion*. Presenter and panelist at School of Humanities and Social Sciences, Stevenson University, Owings Mills, Maryland.
- Swisher, T., Shroeder, L., & Zilonis, C. (2009, October). *Assessment and Reflectivity of Self: Exploring, Developing and Matching One's Identity as a Human Services Professional With the Populations, Institutions, and Cultures Within Which One Works*. Poster presented at the National Organization of Human Services Conference, Portland, Oregon.
- Swisher, T., Dellinger, H., & Dennis, E. (2008, October). *Opening Opportunities for Student Growth and Development*. Poster presented at the National Organization of Human Services Conference, Tucson, Arizona.
- Swisher, T. (2008, May). *Predictive Roles of Personality, Spirituality, Religious and Secular Coping on Adaptation to Stress Associated with Divorce*. Dissertation study, publication pending. Loyola College, Baltimore, Maryland.
- Swisher, T. & Ellis, J. (2007, October). *Assessing Personal Traits and Career Interests in Field Placement & Career Development*. Poster presented at the National Organization of Human Services Conference, Atlanta, Georgia.
- Swisher, T. (2002, January). *The Name of the Game: ADR and Conflict Resolution*. The Business Monthly, Volume 10, No. 1.
- Swisher, T. (2001, January). *A Friendly Divorce*. The Business Monthly, Volume 9 (1).
- Swisher, T. (2000, May). *Assessing the Law: A Human Perspective*. The Business Monthly, Volume 8, No.5.
- Swisher, T. (1999, April). *Mediation & Arbitration as Human Services*. The Business Monthly, Volume 7, No. 4.
- Swisher, T. (2009 to present). The author writes monthly articles on a variety of topics relating to pastoral counseling. The Beacon: A Monthly Newsletter of Bethany United Methodist Church.

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LAURI A. WEINER, J.D., HS-BCP

**7905 Winterset Avenue
Baltimore, Maryland 21208**

lweiner@stevenson.edu

(410) 371-4729 (c)

(443) 334-2584 (w)

Education

J.D., University of Maryland School of Law, Baltimore, Maryland, 1992

M.A., Bowling Green State University, Bowling Green, Ohio, 1984

College Student Personnel-**Concentration in Counseling**

B.A., Dickinson College, Carlisle, Pennsylvania, 1982, cum laude

Dual Major: International Studies, Russian and Soviet Studies

Teaching Experience

Position

Associate Professor of Human Services, Stevenson University

Spring 2014-present

Assistant Professor of Human Services, Stevenson University

Fall 2008-Spring 2014

Courses

Family Studies, Stevenson University

Fall

2008-present

Diversity & Cultural Competence in Human Services, Stevenson University

Spring 2009-present

Family Violence, Stevenson University

Spring 2017
Fall 2008,

2010, 2013

Divorce and Remarriage, Stevenson University

Spring 19
Fall

2009, 2012, 2015

Death and Dying, Stevenson University

Fall 2011,

2014, 2016

Aging, Stevenson University

Fall 2017
Spring

2012, 2015

Disabilities, Stevenson University

Fall 2018

International Human Services

Winter 16

Human Services Freshman Seminar, Stevenson University

Fall

2009-present

Internship in Human Services, Villa Julie College 2003-2008		Spring
Deciding Student Freshman Seminar, Villa Julie College		Fall 2007
Psycho-Social Development of the College Student, SUNY Stony Brook 1985-1987		Spring
Seminars		
History of Family Violence presented in History of the Family, Stevenson University		
Using Myers-Briggs for Career Selection, Working in Teams and Individual		
Understanding		
Values Identification and Clarification		
Suicide and its Impact on the Community		
Multicultural Awareness		
Practical Approaches to Supervision		
Legal Experience		
<u>Attorney, Law Office of Jerome Weiner</u> 1998		Fall 1992-Summer
Practice focused on family law (custody, divorce, domestic violence), contracts, bankruptcy and estate planning		
<u>Law Clerk, Environmental Protection Agency</u>		Fall 1991
<u>Intern, Attorney General's Office</u>		Summer 1990
Administrative Experience		
<u>Director of Career Services, Villa Julie College</u> 1998-Summer 2008		Summer
Promoted from Assistant Director to Associate Director to Director		
Provided career counseling, resume critiques, mock interview for jobs and graduate school, job search strategies, and values clarification for students and alumni		
Provided assistance to students and alumni who are considering graduate school including strategies, decision-making process, review of applications and essays		
Coordinated events including Graduate School Fairs and National Career Conferences		
Worked with Office of Academic Support Services to develop strategies and provide support for deciding students		
<u>Academic Advisor, Stevenson University/Villa Julie College</u> 2003-present		Fall
Advise Human Services majors with course selection, internships, practicums and possible careers		
<u>Judicial Hearing Advisor, SUNY Stony Brook</u> 1987-Spring 1988		Fall
<u>Residence Hall Director, SUNY Stony Brook</u> 1984-Summer 1988		Fall
Select Committee/Campus Involvement		
○ Diversity and Inclusion Committee, Fall 2017- present		
○ Conversations on Diversity, Co-chair, Fall 2018-present		

- TUA Human Services Honor Society Advisor, Spring 2009-present
- Human Services Club Advisor, Fall 2014- present
- Fiscal Affairs Committee, Fall 2017-present
- PASS Mentor, 1998-2014
- Goals and Purpose Committee for HaSS, Fall 2009
- Search Committee for CJUS Program Coordinator, Spring 2010
- Bee Green Committee, Fall 2009- Spring 2011
- Bee Green Steering Committee, Fall 2012-present (chair 2014, 2015)
- Technology Committee of Faculty Council, Fall 2009-Spring 2011
- Research Development Work Group, Fall 2010-Spring 2011
- Not For Sale Advisor, Fall 2010-Spring 2012
- Jewish Student Association advisor, Fall 2010-Spring 2012, Spring 2015-Spring 2018
- Faculty Development, School of HaSS, 2011-present
- Faculty Development Research Grants, 2011-2012, 2014-2015
- Environmental Sustainability Committee, Fall 2011-Spring 2017
- Advisory Board, Center for Awesomeness, Spring 2012- 2014
- Technology Award Committee, Spring 2012
- Search Committee CHS Department Chair, Spring 2012
- Search Committee CHS Faculty Member, Fall 2013-Spring 2014
- Faculty Conversations on Race, Spring 2014 (co-chair of a session)

National/Regional Professional Commitments

- CSHSE Reader, Summer 2018- present
- TUA National President, January 2011-October 2018
- TUA National Membership Co-chair, Mid-Atlantic Rep., Summer 2009-January 2011
- NOHS Board Member, March 2011-October 2018
- NOHS Strategic Planning Committee, Fall 2011-Fall 2014
- NOHS Association Manager Search Committee, Fall 2012-Spring 2013
- NOHS National Conference Chair 2013 Conference, Fall 2011-Fall 2013
- MACHS Conference Planning Committee, Fall 2017-Spring 2018

Presentations and Publications

- Culturally Responsive Teaching, Keynote, Kappa Delta Pi, Stevenson University, Spring 2019
- Helping Students Understand Diversity and Cultural Competence, NOHS National Conference, Fall 2014
- Starting an Honor Society, NOHS National Conferences, Fall 2010-October 2018

- o Helping Our Students Understand the Immigration Process, NOHS National Conference, Fall 2011
- o Franyo, G. & Weiner, L. Launching Our Graduates: Professional Portfolio Development, NOHS National Conference, Fall 2005
- o Weiner, L. (2014, Fall) *Helping Students Understand Immigration*. Council for Standards in Human Services Education, pp. 5-6
- o Franyo, G. & Weiner, L. (2007, Fall) *Career Architecturesm: A Tool for Educators and Students*. Council for Standards in Human Services Education, pp. 4-5

Certifications

Human Services-Board Certified Practitioner (HS-BCP), ID# HS0000632

Myers-Briggs Typology Indicator (MBTI), Qualified

Honors and Awards

National Leadership Award	Hadassah
Tau Upsilon Alpha Society	Human Services Honor
Omicron Delta Kappa Honorary	Academic and Leadership

Professional Associations

National Organization for Human Services
Maryland State Bar Association

Languages

Familiar with French, Russian and Spanish

Volunteer Experience

Hadassah of Greater Baltimore

Fall 2000-present
Spring 2011-Spring

Treasurer

2014

Develop annual budget and monitor expenditures during the year
File appropriate quarterly tax documents
Submit annual report to National Hadassah

Group President

Spring 2009-Spring

2011

Chartered new group and served as co-president

Vice President of Organization

Spring 2006-Spring

2009

Oversee annual plan, office management and personnel
Review and revise strategic plan
Meet with group presidents bi-annually

<u>Personnel Committee Chair</u>	Spring 2004-Spring
2006	
Reviewed and revised personnel manuals	
Investigated personnel issues and provided strategies and solutions to President	
<u>Group President</u>	Summer
2003-Summer 2005	
Worked with Group Board to develop programs, increase membership, raise funds for	
projects and supported Chapter initiatives	
<u>Leadership Retreat Co-chair</u>	June 2003

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2504 WHITNEY AVENUE • BALTIMORE, MD 21215
PHONE 410-294-8180 • E-MAIL MFINKENBERG@BCPS.ORG

MAYAUGUST P. FINKENBERG

EDUCATION

2008-2012	Nova Southeastern University	Ft. Lauderdale, FL
Fischler School of Education and Human Services		
Dissertation: Program Evaluation of a Social-Emotional Learning Program		
at a Summer Camp for Children Experiencing Homelessness		
<i>Doctor of Education Concentration- Special Education</i>		
1996 - 1998	University of Maryland at Baltimore	Baltimore, MD
<i>Masters in Social Work Concentration- Clinical- Mental Health</i>		
1988-1991	Syracuse University	Syracuse, NY
<i>Bachelors of Arts Majors- Non-Violent Conflict and Change/ History</i>		

PROFESSIONAL EXPERIENCE

2005– present	Stevenson University	Stevenson, MD
<i>Adjunct Professor</i>		
Instruct undergraduate courses in the human services, education and		
psychology departments. Courses taught include Counseling Strategies		
for Individuals, Child Development and Introduction to Human		
Services.		

2000– present Baltimore County Public Schools Baltimore, MD
School Social Worker

Provide individual, family and group psychotherapy to students with emotional and behavioral challenges. Provide consultation in the development and refinement programs to address students' social emotional development. Develop individualized plans to help faculty meet the needs of students with behavioral and mental health issues including ADHD, Depression, Mood Disorders, and Oppositional Defiant Disorder. Counsel students with issues such as eating disorders, identity issues, relationship issues, depression, suicidal ideation, alcohol and other drugs, and time and stress management. Coordinate family engagement activities such as an annual resource fair, family fun nights, and family workshops.

2012 Stevenson University Stevenson, MD
University Supervisor, Human Services Department

Oversee the learning experience of human service students in their practicum placements. Conduct site-visits to assess the placement environment, collaborate with the field instructor, and ensure that student and field instructor are effectively communicating. Assist students and field instructors in troubleshooting challenges in the field placement. Encourage student reflection through monitoring of weekly journals. Dialog with student and field instructor to ensure optimal learning experience. Evaluate students in collaboration with field instructors.

1999– 2000 KidsPeace Orfield, PA
Clinical Social Worker

Provided individual, group and family therapy in an acute in-patient psychiatric hospital setting. Created Treatment Plans to help clients and their families overcome crisis. Coordinated with local mental health agencies to ensure that patients had appropriate support once they were discharged from hospital care.

1998-1999 Baltimore County Public Schools Baltimore, MD
School Social Worker, Chesapeake High School

Provided School Social Work services to students at Chesapeake High School in Baltimore County. Coordinated Pregnant and Parenting Teens program to assist young mothers in completing their high school degrees. Provided weekly psycho-educational groups to students. Provided individual and group psychotherapy. Increased parent involvement. Provided consultation to staff. Linked students and their families to outside resources. Liaison with community based programs. Assisted with occupational preparation programs to bring resources to students.

- 1995-1997 Baltimore County Public Schools Baltimore, MD
Resource Teacher; Deep Creek Middle School and Kenwood High School
 Coordinated a program for Pregnant and Parenting Teens which included overseeing the operations of the school based daycare center, monitoring progress of pregnant and parenting teens in the school setting as well as linking teens with outside agencies. Directed in-school peer mediation program. Created school-wide programs to improve student attendance as well as worked with individual students and their families to address barriers to regular school attendance.
- 1994-1995 South Carolina Youth Advocate Program Columbia, SC
Intake Coordinator
 Developed and refined therapeutic foster care, respite care, and family preservation programs for statewide agency. Acted as liaison between SCYAP and funding agencies. Screened potential clients, assessed their needs, and then matched them with appropriate service providers.
- 1991-1994 Catholic Charities of Delaware and Otsego Co. Delhi, NY
Supervisor, Adolescent Care Specialists
 Supervised a staff that works with teenagers at risk of being placed in foster care. Worked directly with adolescents to help build their self-esteem and develop age appropriate social behaviors.

PRESENTATIONS AND TRAININGS

- Finkenberg, Mayaugust (2013). *Addressing the Needs of Homeless Children in School; How schools and educators can help children overcome adversity*. Workshop presented at the Baldwin Community Day at Notre Dame of Maryland University. Baltimore, MD.
- Finkenberg, Mayaugust (2013). *Promoting Resiliency Skills in Children Experiencing Homelessness; An action research model for program development, refinement and evaluation*. Paper presentation at the Action Research Network of the Americas Conference. San Francisco, CA.
- Finkenberg, Mayaugust (2012 and 2011). *Integrating Character Education into a Summer Learning Program*. A training presented to administrators and staff at SuperKids Camp, Parks and People Foundation.
- Finkenberg, Mayaugust (2011). *Social Emotional Learning: The new direction of character education programming*. Maryland Center for Character Education Annual Conference.

Finkenberg, Mayaugust (2011). *Skills for Camp Counselors to promote Resiliency in Homeless Children*. A workshop presented to administrators and staff at St. Vincent's de Paul.

Finkenberg, Mayaugust (2011). *The Importance of Summer Learning Opportunities for Children in Poverty*. Presented to Baltimore County Department of Student Support Services.

Finkenberg, Mayaugust (2011). *Embracing Diversity: Breaking down barriers to promote healthy staff and student relationships*. A workshop presented to administrators and staff at SuperKids Camp, Parks and People Foundation.

PROFESSIONAL MEMBERSHIPS

National Association of Social Workers (NASW)

National Education Association (NEA)

Teachers Association of Baltimore County (TABC)

School Social Work in Maryland (SSWIM)

CERTIFICATIONS

Certified School Social Worker through the Maryland State Department of Education

Licensed Certified Social Worker-Clinical through the Maryland Board of Social Work Examiners

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VITA

Carol A. Dietrich

5766 Kinsmen Courage Court
Eldersburg, Maryland 21784
PH: 410-596-0625
Email: cdietrich1@gmail.com

PROFESSIONAL LICENSURES:

LCSW-C Licensed Certified Social Worker – Clinical, State of Maryland #02708

EDUCATION:

MSW Social Work, Catholic University, Washington, D.C.
BA Psychology and Biology, Western Maryland College, now McDaniel College,
Westminster, MD.
CEU's 40 hours every two years

RELEVANT EMPLOYMENT HISTORY:

12/01 – Present Adjunct Professor Teach human services classes	Stevenson University Stevenson, Maryland
11/82 –3/19 Therapist Private clinical practice working with individuals, Couples and families.	ReEntry Mental Health Westminster, Maryland
1/96 – 5/96 Adjunct Instructor Taught Developmental Psychology	Carroll Community College Westminster, Maryland
1/87 – 1/88 Social Work Consultant Inspection of Care Team	Title XIX Review Team State of Maryland
1/88 – 6/89 Case Management Reviewer Reviewed County housing programs	Carroll County Health Department Westminster, Maryland

9/72 – 12/86 Social Worker
Social worker in state mental hospital

Springfield Hospital Center
Sykesville, Maryland

1978 – Present NASW Member, Maryland Chapter

REFERENCES:

Mrs. Barbara Gardner, Retired Associate Professor, Carroll Community College
PH: 410-795-9384

Mrs. Karen Lippy, Psychiatric Nurse, Private Practice
PH: 840-8850

AWARDS:

2014 Rose Dawson Excellence in Teaching Award

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Helaina B. Ebling, LCSW-C

38 Stone Manor Court
Towson, MD 21204

bunny.ebling@medstar.net
443-465-6177

Professional Experience

January 2004–Present

Weinberg Cancer Institute at Franklin Square Hospital
Baltimore, MD

Director of Psychosocial Oncology since December 2005. Created and assumed this new position in new Cancer Institute with responsibilities including development of comprehensive mental health program providing assessment and intervention to cancer patients through individual, family, and group therapy, cancer support groups and psycho-educational seminars. Also responsible for consultation, psychosocial oncology rounds with multi-disciplinary team, supportive care program for oncology nurses, and supervision of staff social workers, graduate clinical Social Work students and undergraduate Human Services interns. While awaiting position, initial employment was as Social Worker in inpatient and outpatient hospital settings providing psychosocial assessments, advocacy, and assistance to cancer patients.

September 1994–Present

Private Practice
Towson, MD and Monkton, MD

Psychotherapist working with individuals, couples and families, specializing in the treatment of depression, anxiety and adjustment disorders in a diverse population. Individual and group therapist for women with emphasis on treatment of the whole person using a variety of modalities; mentor, seminar and workshop leader for formation of identity, character, and spiritual integration; expert witness; consultant to churches for mental health issues; individual and family therapist traveling to overseas missionaries in Indonesia.

April 1989–September 1994

Wellspring Counseling
Lutherville, MD

Founder and Clinical Director responsible for staff supervision, program development and administration. Psychotherapist working with women, couples and families. Expertise in treatment of sexual abuse, anxiety and depression. Developed and led year-long treatment program for women with childhood trauma. Seminar speaker, mental health consultant to churches, schools and support groups in the Baltimore area; clinical supervisor for graduate students.

February 1986–April 1989

Center for Creative Christian Living
Owings Mills, MD

Senior psychotherapist providing individual, marriage, family and group therapy. Responsible for supervision of staff. Consultant and seminar speaker on the integration of psychology and spirituality.

January 1981–May 1986

Private Practice
Timonium, MD

As psychotherapist, practice encompassed family therapy, couples, and parent-child counseling, group and individual psychotherapy. Special emphasis on services, both individual and group, to adolescents and adults who were incest survivors and victims of sexual assault. Various seminars and consultation to practitioners and public groups on sexual victimization-prevention, diagnosis and treatment. Expert witness testimony.

April, 1983–May, 1985

Office of Michael Potash, M.D.
Baltimore, MD

As psychotherapist in a psychiatrist's group practice, responsibilities included psychiatric assessments and treatment of patients with work related physical injuries and/or psychological trauma. Psychological screening of police academy applicants, diagnosis and treatment of court-ordered patients, expert witness testimony and general practice of marriage and parent-child counseling and family therapy.

September 1981–February 1983 ***Sheppard Pratt Hospital***
Towson, MD

As Senior Social Worker on the Adolescent Short Term Treatment and Evaluation Unit, responsibilities included assistance in design and development of this new unit, intensive family and group therapy. Coordination of treatment plans with inter-disciplinary teams, liaison work with the community, psychosocial evaluations and testimony in hearings for patient evaluations.

October 1979–September 1981 ***Baltimore County Department of Social Services***
Towson, MD

Clinical Social Worker in Protective Services providing assessment and intervention with families where physical and/or sexual abuse and neglect had occurred. Counseling, work with Juvenile Courts and consultation with school system, multi-disciplinary team. Coordinator of services for new DSS Sexual Abuse Treatment Program, group work, liaison to State's Attorney's Office, Police and Probation.

January 1978–December 1978 ***Veteran's Administration Hospital***
Baltimore, MD

Clinical Social Work Intern on inpatient unit working with veterans with post traumatic stress disorder, schizophrenia and psychologically based illness. Psychosocial evaluations, individual and group therapy.

September 1974–September 1977 ***Family and Children's Society***
Baltimore, MD

Social Work Associate counseling senior citizens and adolescents in inner city. Agency sponsored scholarship for MSW graduate school.

September 1973–May 1974 ***Department of Juvenile Services***
Baltimore, MD

Student Intern/Juvenile Counselor for court ordered youth and families; court presentations, community liaison, individual and family counseling.

Education

University of Maryland School of Social Work
Baltimore, MD Master of Social Work - Clinical degree
Summa cum laude
Thesis: The Structure and Quality of Family Relationships of Runaway Youths

Towson State College
Towson, MD Major in Psychology
B.A. degree
Summa cum laude

Villa Julie College
Stevenson, MD Major in Child Study
A.A. degree
First in class

Licensure

Licensed Certified Social Worker – Clinical

State of Maryland license #2996

National Association of Social Workers member since 1979

American Psychosocial Oncology Society member since 2005

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Roxanne M. Epps

1020 Quince Lane

Bel Air, Maryland 21014

Email: repps1726@stevenson.edu

Telephone: (410) 746-1778

Education:

Howard University, Washington, D.C.

Master of Social Work

Morgan State University, Baltimore, Maryland

Bachelor of Arts in Social Work

Summary of Qualifications:

Responsible for the development of Child Welfare/ Human Service policy and regulations at the State level

Experienced trainer/instructor for Juvenile Justice System employees in the history and recognition of child abuse and neglect

Management of professional social workers in a Family Preservation program of a major urban city

Monitoring and providing technical assistance to licensed residential child care providers and child placement agencies

Supervision of the investigation and disposition of allegations of child maltreatment

Professional Experience

Stevenson University:

August 2011- present

Adjunct professor in the Human Services Program; Course instruction include Services for Children and Youth and Family Studies addressing both the historical perspective as well as current trends

Professional Experience: Maryland Department of Human Resources

Office of Licensing and Monitoring:

March 2006 – present

Responsibilities include, but not limited to, providing technical assistance related to the interpretation and implementation of the Code of Maryland Regulations (COMAR) for residential child care programs and child placement agencies, licensed by the State.

Social Services Administration:

2006

March 2001 - March

Provide statewide leadership to local departments of social services regarding matters of child maltreatment and in-home family services. Monitor local departments for program effectiveness and compliance with statewide and federal regulations. Respond to inquiries from local and State politicians, including the Governor's office and local community members. Developed the regulations for implementation of Maryland's Safe Haven law (governing the abandonment of newborns)

Baltimore City Dept. of Social Services/Family Preservation: April 1999–March 2001

Unit administrator of a 40 person division, with six supervisors, in the provision of services aimed at preserving families while reducing the risk of harm to children who remained in the care of those families after maltreatment had been identified

Baltimore City Dept. of Social Services/Child Protective Services: May 1994–1999

Supervised case managers responsible for investigating allegations of child maltreatment and providing in-home services to families where child maltreatment was identified.

Baltimore County Dept. of Social Services/Child Protective Services: 1991 - 1994

Investigated allegations of child abuse and/or neglect; evaluated the information gathered during the investigation and determined validity. If valid, decided whether to remove the child from the home, or allow the child to remain with the family while receiving in-home services.

Baltimore City Dept. of Social Services/Service to Families w/Children: 1990 –1991

Provide services to families with children that include family counseling, referrals for community services and developing and implementing service plans.

Baltimore City Dept. of Social Services /Single Parent Services: 1986 –1990

Provide clinical intervention and counseling to families and adolescents who are parents, pregnant, or at risk for becoming parents. Organized and conducted community-based workshops and acted as a consultant to school-based clinics.

Memberships and Special Recognitions

Employee of the Year for Customer Service (2008), for the Maryland Department of Human Resources/ Office of Licensing and Monitoring

Member of Delta Sigma Theta Sorority

Assistant Director for Christian Education at Mt. Calvary AME Church, Towson, MD

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Barbara E. Guthrie (410) 848-4562

2142 Misty Meadow Road, Finksburg, Maryland 21048

beguthr@comcast.net

EDUCATION

60 CREDITS BEYOND THE MASTER'S DEGREE	1975 – PRESENT
McDaniel College	Westminster, Maryland
Towson University	
MASTER'S DEGREE IN SPECIAL EDUCATION (4.0 GPA)	1972 -1975
McDaniel College	Westminster, Maryland
BACHELOR OF ARTS	1967-1971
McDaniel College (Cum Laude)	Westminster, Maryland

Certification areas:

- ❖ Special Education K – 12
- ❖ Pupil Personnel Worker
- ❖ Guidance Counselor
- ❖ Special Education Principal
- ❖ Special Education Supervisor
- ❖ Supervisor of Guidance

National Board Certified Counselor

Human Services Board Certified Professional

EMPLOYMENT

ADJUNCT PROFESSOR, Stevenson University

2004-present

Teaches Introduction to Human Services and Administration of Human Services

SUPERVISOR OF GUIDANCE

Carroll County Public Westminster, Maryland

1999 – November 2005

- ❖ Provided staff development opportunities to counselors and other Student Services staff at the elementary, middle and high school level
- ❖ Supervised 90 counselors, crisis intervention specialists and behavior support specialists
- ❖ Served as Chairperson of the Character Education Steering Committee for the county
- ❖ Served as Facilitator for the County Character Education / Discipline Committee meetings
- ❖ Coordinated the implementation of the school and regional crisis teams
- ❖ Provided oversight/training for Freshman Seminar and Teacher as Advisor Program
- ❖ Provided presentations on a number of topics including character education, staff/student relationships, sexual harassment, leadership, crisis teams and violence prevention.
- ❖ Coordinated the county preparation for the MSDE record audit
- ❖ Coordinated the development of the guidance budget for the county

PUPIL PERSONNEL WORKER*Carroll County Public Schools**Westminster, Maryland*

1987 - 1999

- ❖ Coordinated Pupil Services Team meetings in five (5) schools
- ❖ Coordinated Title IX responsibilities
- ❖ Developed Pupil Services Handbook policies and regulations
- ❖ Consulted with administrators regarding Staff/Student relationships
- ❖ Met with students and parents regarding attendance and discipline issues
- ❖ Coordinated alternative program placements and transitions back to home schools
- ❖ Investigated and processed non-resident applications
- ❖ Provided portfolio reviews of students receiving home instruction
- ❖ Assisted school administrators and counselors in interpreting and applying Board policies and regulations
- ❖ Coordinated the development of transition plans for students returning to school from residential placements
- ❖ Served as Regional Crisis Team leader for the Liberty High School region
- ❖ Provided numerous presentations locally and statewide on topics such as Crisis Programs, Violence Prevention, Dealing with Difficult People and Stress Reduction
- ❖ Served as Maryland Equity Advocate and represented Carroll County Public Schools at state-wide conferences and presentations

AWARDS & RECOGNITIONS

-
- ❖ Inducted into Tau Epsilon Alpha, Human Services National Honor Society, 2010
 - ❖ Nominated for McDaniel College Alumni Association Award – 2008
 - ❖ Role model of character award – Awarded by the Carroll County Character Education Steering Committee - 2006
 - ❖ Character Education Program won National Best Character Education Partnership Promising Practices Citation, October 2005
 - ❖ Red, White and Blue Heroes Award presented by Child Abuse Sexual Assault Agency, January 2005.
 - ❖ Program Award for Self Injury Assessment Program presented by Maryland School Health Council, 2004.
 - ❖ Joseph Bailer Award for Outstanding McDaniel College Graduate Student, 2002
 - ❖ Maryland State School Health Council Achievement Award, 2001
 - ❖ Outstanding Community Partner Award for the Character Education Program, 2001
 - ❖ State of Maryland Pupil Personnel Worker of the Year , 1992

Community Involvement

-
- ❖ Board Member of Social Services of Carroll County (2008 to present)
 - ❖ Board Member of the Historical Society of Carroll County (2006 to present)
 - ❖ Parent Representative to the School Health Council (2008 to present)
 - ❖ Parent Representative to Westminster High School Improvement Team (2011 to present)
 - ❖ Cast member of The Music Man for September Song Community Theatre (present)
 - ❖ Educational docent for 3rd grade tours to the Historical Society (several hundred students a year)
 - ❖ Career Speaker and Mock Interviewer for Westminster High School Career Days and Elmer Wolfe Elem.

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LORYN LESSER
PO Box 492
Stevenson, MD 21153
443-802-6479
lslesser811@gmail.com

PROFESSIONAL SUMMARY

- * Licensed Clinical Professional Counselor with 30+ years experience in education, government, and agencies
- * Demonstrated effectiveness as an administrator for local, state, and national organizations in the public and private sector with an emphasis in leadership development, membership retention & major gifts campaigns
- * Recognized background in instruction, research, counseling, program development, fundraising, and government relations

KEY ACCOMPLISHMENTS

- Appointed Local and National Chair and Campaign Chair of an international organization
- Appointed to serve on the Maryland Commission for Women
- Successfully co-wrote and lobbied for the passage of the Professional Counselors Certification Law
 - Appointed to the Maryland Board of Examiners of Professional Counselors by two governors
 - Chairperson of the Maryland Board of Examiners of Professional Counselors
- Developed criteria; implemented certification procedures for the establishment of the National Academy of Certified Clinical Mental Health Counselors
 - Monitored and directed the activities of the executive board of a credentialing organization
 - Initiated candidate screening procedures; chaired examination selection committee
- Elected to represent colleagues on University Faculty Council and Faculty Welfare Committee

PROFESSIONAL EXPERIENCE

Counseling/Education

- Counseled voluntary and involuntary clients using a variety of treatment modalities
 - Individual, group, career, crisis and family counseling with children, adolescents, and adults
- Administered, scored, and interpreted intelligence, aptitude, achievement, personality, neurological and vocational tests
 - Utilized tests to assist in program planning, placement, and training
- Taught University, Community College, and High School courses in psychology, human services, sociology, education, family studies, research, instructional technology, counseling, government, and health & wellness
 - Supervised practicum students
 - Facilitated program planning and career decision-making
 - Served as a Thesis Advisor
- Co-authored countywide middle school reading curriculum and the accompanying teachers' manual

- Led in-service workshops to introduce the new curriculum
- Assessed developmentally disabled populations, some with dual diagnoses
 - Developed treatment plans
 - Participated within the multi-disciplinary teams
- Taught elementary school classes
 - Designed curriculum and wrote teachers' manuals for the curriculum
 - Sat on the math and reading program selection committees and trained teachers
 - Developed continuing education criteria

Administration/Program Development

- Local and National Chairman and Campaign Chairman for an international organization
 - Raised several million dollars per year throughout the United States
 - Responsible for program development, and major gifts fundraising activities
 - Recruited and trained volunteers, leaders, and potential leaders
- Advisor and liaison to national and state regulatory boards and not-for-profit boards of directors
- Supervised the Employment/Career Development department of a vocational services agency
 - Supervised staff, coordinated department activities, wrote grants
 - Implemented a continuing education workshop series
 - Maintained beneficial working relationships with community leaders and Board of Directors
- Administered first Baltimore City Commission for Women at direction of the Mayor
 - Facilitated, designed, developed, and implemented a computerized information & referral data base system
 - Reviewed, advocated, testified before legislative committees on issues related to women and mental health
- Coordinated/supervised the counseling department of a not-for-profit health center
 - Designed, developed, and implemented a vocational program for economically disadvantaged women to train as para-professionals
 - Created, and presented a series of community educational health care programs
 - Coordinated fund raising and public relations activities

EMPLOYMENT HISTORY

- 2011- 2016 Student Support Liaison, Baltimore City Schools, Baltimore, MD
- 2008- Critical Incident Response, Crisis Care Network, Grandville, MI (Headquarters)
- 2004- Adjunct Professor, Stevenson University, Stevenson, MD
- 2002- Licensed Clinical Professional Counselor, PsychoEducational Testing Service, Baltimore, MD
- 1997-2001 General Studies, Psychology, Health & Wellness Teacher, and Senior Thesis Advisor, Beth Tfiloh Community Day School, Baltimore, MD
- 1996-1997 Adjunct Faculty, Graduate Assistant, Towson University, Department of Reading, Special Education, and Instructional Technology, Towson, Maryland
- 1995-2000 Executive Director, American Association of State Counseling Boards
- 1990-1994 Psychologist Associate, Jewish Vocational Service, Baltimore, Maryland
- 1979-1991 Assistant Professor, Catonsville and Dundalk Community Colleges, Maryland (now CCBC)
- 1989-1991 Psychologist Associate, Rosewood Center, Owings Mills, Maryland

EDUCATION

- Ph.D. Walden University for Advanced Research, Social Change in Behavioral Science
- Ph.D. A.B.D., George Washington Univ., Counseling/Human Development, College Student Development
- M.S. Towson University, Instructional Technology: School Library Media
- M.A. Montclair State College, Counseling, Student Personnel Services

B.A., Richmond College/CUNY, Sociology; Human Development
Certification, Fairleigh Dickinson University-Teaneck, Advanced Cognitive Development, Montessori
Goucher College, Advanced Reading
Jemicy School Outreach, Orton Gillingham
Mediation, 40 + hours training
Wise Aging Facilitator Training

PROFESSIONAL CREDENTIALS

Licensed Clinical Professional Counselor, State of Maryland
Certified Clinical Mental Health Counselor
Certification, School Counselor, State of Maryland
Certification, School Library Media Specialist, State of Maryland
Human Services Board Certified Practitioner
National Certified Counselor
New York Teachers License, Elementary

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HAROLD D. SHAFFER, MS, LCPC, NCC

5 Stoneham Court
Catoonsville, MD 21228
(410) 747-7365-H
(410) 747-6490-O
HaroldDShaffer@AOL.com

PROFESSIONAL EXPERIENCE

Private Practice as Licensed Clinical Professional Counselor (1999-Present)

Epoch Counseling Center (1997-2001)

As DWI Program Coordinator/Counselor, I provided assessment, group and individual therapy, crisis intervention, case management, and treatment planning for clients suffering from addiction. I also served as clinical supervisor and mentor of graduate student interns.

State of Maryland (May, 2000-Present)

I am currently under contract with the Office of Education and Training for Addiction Services (OETAS), to develop and lead workshops for counselors and related health personnel working in the addictions field. I present at least one 20-hour workshop per year.

Health Care Financing Administration (1987-July, 2000)

Career Counselor/Organizational Development Specialist: I served as HCFA's Career Counselor. In that capacity, I counseled employees and managers on career and related work place issues with emphasis on assessment, designing Individual Development Plans (IDPs) and making lifestyle adjustments. I also planned and led life transition, time management, and career development workshops. In addition, I was the team leader for career development functions and served as coach and mentor for less senior staff. As a special assignment, I managed HCFA's Career Start Program, a national initiative to move individuals from welfare to productive employment.

Social Security Administration (SSA) (1970-1987)

Served in various professional and management positions with SSA's Office of Hearings and Appeals, Including:

Director, Office of System Resources

Director, Division of Hearings Procedures in the Office of Policy and Procedures

Disability Claims Analyst/Claims Representative

HAROLD D. SHAFFER
5 Stoneham Court
Catonsville, Md. 21228
(410) 747-6490

EDUCATION and SPECIALIZED TRAINING

MS, Pastoral Counseling, Loyola College in Maryland. (January 1998).
BS, Secondary Education, West Virginia Institute of Technology. (June, 1969)
Graduate of Executive Development Seminar--Office of Personnel Management
Training in Organizational Development and Change Management

CERTIFICATIONS

Maryland Licensed Clinical Professional Counselor (LCPC)
Nationally Certified Counselor (NCC)
Certificate in Clinical Pastoral Education
Certified Equal Employment Opportunity (EEO) Counselor

AWARDS AND RECOGNITION

Multiple High Quality and Sustained Superior Performance Awards
Social Security Administration Commissioner's Citation in 1986
Associate Commissioner's Citation

SKILLS AND ACHIEVEMENTS

DWI Program Coordinator, Epoch Counseling Center
Retreat/Workshop Leader for Church Communities and Twelve Step Recovery Groups
Experienced Facilitator/Instructor/Training Designer

References provided upon request.

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Barry W. Thomas

410-526-1239

thomas.bw@verizon.net

EDUCATION

Northcentral University, Prescott, AZ
EdD (ABD), Higher Education Leadership

Dissertation

“Facilitating the Needs of Adult Learners in Higher Education Using the Ombudsman Program.” A study to explore the specific barriers facing adult learners and how they seek resolution of these issues, and also exploring Ombudsman programs and their staffs’ perceptions and activities directed toward adult learners, and how they guide adult learners toward resolutions of their educational challenges.

Loyola University Maryland
MED, Guidance and Counseling, 1996

The Johns Hopkins University
MS, Educational Administration and Supervision, 1979

Towson University
BS, Elementary Education, 1972

ACADEMIC EMPLOYMENT

2012-Present	Stevenson University
2013-Present	Carroll Community College
2012	University of Baltimore
2003-2011	Strayer University (Professor and Academic Dean)
2003	Community College of Baltimore County
2001-2005	Loyola University Maryland
1988-2005	Carroll Community College
1972-2003	Baltimore County Public Schools

TEACHING EXPERIENCES

Stevenson University

Introduction to Sociology, Family Studies

Carroll Community College

Introduction to Sociology, Social Problems, Humanities, Human Growth and Development, English Review

University of Baltimore

Ethical Issues in Business and Society

Strayer University

Organizational Behavior, Labor Relations, Business Ethics, Research and Strategic Communications, Contemporary Issues in Education, Educational Administration and Instructional Supervision

Community College of Baltimore County

Leadership,

Introduction to Human Services
Loyola University Maryland
Mediation and Negotiations
Successful Parent Teacher Conferences
Baltimore County Public Schools
Classroom teacher grades 3-6
Superintendent's Designee (hearing officer)

RELATED STUDENT-ORIENTED SKILLS AND UNIVERSITY INVESTMENT

English Writing and Reading Tutor, Carroll Community College
Academic Advising and Counseling students, Strayer University
Assessment of Student Artifacts, committee member, Stevenson University
Certified Pupil Personnel Worker (school social worker), Baltimore County Schools
Counseling and Mentoring Students (CAMS) (Guidance Program), Baltimore County Schools

SPECIALIZED COMMUNITY EXPERIENCES

Department of Social Services for Baltimore County Child Protective Services, Protective Services Intake (investigating child abuse and child neglect cases)
American Red Cross Disaster Mental Health Volunteer
Certified mediator in District and Circuit Court, Maryland
Maryland Institute for Continuing Professional Education of Lawyers (MICPEL)
Gang Resistance Education and Training (GREAT) Educator
Employment Support for Guard and Reserve (Department of Defense volunteer Ombudsman)

AWARDS AND HONORS

Outstanding Mature Campus for Strayer University 2009
District Court of Maryland, Certificate of Appreciation 2002, 2003
Baltimore County Police, Certificate of Appreciation in Mediation Program 2002
Good Neighbor Certificate of Appreciation 2000
Maryland You Are Beautiful (Baltimore County nominee) 1996
Red Cross Exceptional Volunteer Award, (Disaster Mental Health Committee) 1992, 1993
TABCO Recognition Award 1992
WBAL-TV Class Act 1991
Baltimore County Chamber of Commerce Outstanding Teacher 1990, 1991

PRESENTATIONS

“Faculty Expectations and Students’ Realities,” Maryland Consortium for Adjunct Professional Development 2013
HASS Forum on Values, Stevenson University 2012
Regional workshops for Loyola Child Care Institute: “Conflict Resolution,” “Communication with Parents,” “Alternatives in Discipline” 1995-2003
“Crime, Juvenile and Violent Victimization” 2001
“School Disciplinary Hearings,” MICPEL Program 2000
“Helping your child have a successful school year: A single parent balancing act,” Jewish Single Parent Information Network 2000
“Conflict Resolution and Discipline: Positive Approaches to Negative Situations” for the Maryland Association of Resources for Families and Youth 1998
“Self Esteem Skills for Adolescents, Middle Schoolers, High Schoolers and College Students” The Institute for Drug and Alcohol Abuse Education, Office of Continuing Education at Carroll Community College 1991

PUBLICATIONS

- “The Three R’s of Homework” *The Advocate* 1993
- “Successful Conferencing Skills for Parents and Teachers” *AMCHA newsletter* 1992
- “At-Risk Kids: What Do We Do With Them?” *The Advocate* 1992
- “Beyond Syllabus Requirements” *The Adjunct Mentor* 1991
- “Acrostics for Clients” *The Advocate* 1991

REVIEWS

Disruptive Student Behavior in the Classroom, *NEA Professional Library* (Advisory Board Member for each review) 1986

Empowering At-Risk Families During the Early Childhood Years, NEA Professional Library 1993
Dare to Confront!, Master Media Ltd 1992

Ten Commandments for Teaching: A Teacher’s View, NEA Professional Library 1990

NEA Focus on Fine Arts: Elementary, NEA Professional Library 1989

Disruptive Student Behavior in Classroom, NEA Professional Library 1986

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AAC By-Laws

**Academic Affairs Committee
By-Laws**

The purpose of the Academic Affairs Committee shall be to research, report on, and recommend to the Faculty Council actions relevant to the academic standards of the university. All recommendations by the committee to the Council shall be in writing.

The guiding philosophy of the AAC is threefold:

- Peer-Review: The AAC encourages collaboration across disciplines and schools so that the entire institution contributes to and is aware of academic conversations, standards, and best practices.
- Alignment: The AAC looks for a clear progression of measurable competencies from the course objectives to the course level description to the track objectives to the program outcomes so that the AAC can chart the progress of students from when they enter a program to when they leave a program.
- Assessment: The AAC is more effective if it has accurate and current information about SU programs, so the AAC encourages periodic Program Review presentations.

Article I
Membership

Section I. Eligibility

Members of the Committee shall be full-time faculty members and shall be appointed by their respective schools. Members must serve at least two years on the committee, and no school shall elect two new members in the same year. The appointment cycles must be staggered so that only one new member from a school joins in the same year.

Section II. Proportionate Representation

Each school (Business, Education, Design, Sciences, Graduate and Professional Studies, and Humanities and Social Sciences) shall appoint two full-time faculty members. A representative from the library shall also sit on the committee.

Section III. Replacement

In case of frequent absences by any member, the chair, with the consent of a majority of the Committee, shall fill the vacancy.

Article II Officers

Chair: The chair's duties shall be to preside at the meetings, to serve as official spokesperson for the Committee, and to appoint a substitute Recording Chair in the event of the Recording Chair's absence.

The Vice Chair: The vice-chair's duties shall be to act in the place of the chair of the Committee when the chair is unable to carry out any of the functions of the office of the chair.

The Recording Chair: The recording chair's duties shall be to record the minutes of the meetings and distribute summaries of these proceedings to members of the university community, and to carry on the necessary correspondence for the Committee.

Article III Meetings

Section 1. Regular Meetings

Regular meetings shall be held once a month during the allotted time for committee meetings on campus.

Section 2. Special Meetings

Special meetings may be called by the Chair, especially around deadlines.

Section 3. Quorum

A majority of the Council's membership shall constitute a quorum for the transaction of business (7 members including the chair) at regular and special meetings.

Section 4. Minutes

A complete and permanent set of minutes for each meeting shall be kept electronically. The Chair shall send a summary report of the business transacted to Faculty Council.

Section 5. Parliamentary Procedure

The committee has adopted *Robert's Rule of Order* as the official guide for all deliberations.

Section 6. Voting

Voting shall be by voice, by show of hands, or by secret ballot when requested. A majority of those present will carry the motion. Also, proposals submitted to the Committee shall be either accepted or rejected. There shall be no “conditional acceptance” of a proposal. If a proposal is rejected, a list of reasons shall be provided. If a proposal is rejected, it may be resubmitted after consulting your AAC School Representative. Commentary may also accompany an accepted proposal.

As outlined in *Robert's Rules*, there is no “friendly amendment.” Once the chair has stated a motion, it is no longer the property of the mover. Any amendment, “friendly” or otherwise, must be adopted by the Committee, either by vote or unanimous consent. If even one member objects, then the amendment must be debated and voted on.

Section 7. Submission Guidelines

Guidelines and meeting dates shall be disseminated to all Deans, Program Coordinators, and faculty members at the beginning of each academic year.

1. All proposals must meet the outlined criteria in the AAC Style Sheet and the AAC Course Proposal Guidelines.
2. All proposals must be vetted by the appropriate process described in the AAC document “Curricular Change Process.”

This step will serve as a motion “to approve,” but there will be no discussion until another AAC Representative seconds the motion. If seconded, there will be a short 5-minute discussion (the initial Representative may yield his or her time to another person to lead the brief discussion) and vote. If un-seconded, the motion fails and there will be no further discussion.

3. The deadlines for new course proposals will be disseminated each August.
4. The deadline for submissions for a Friday meeting is 10:00 a.m. the preceding Monday.

Section 8. Program Review Presentation Policy

Because the AAC will be more effective if it has accurate and current information about SU programs, the Program Review Presentations are solely for the AAC's edification and are in no way connected to the overall assessment of any program.

Section 9. Alterations to Process, Form, and Guidelines

Any substantial alteration to a process, form or guideline will not take effect until the beginning of the following semester in which the alteration was approved by the committee

STEVENSON
UNIVERSITY
COUNSELING & HUMAN SERVICES DEPARTMENT

Responsibilities of Department Chair

The following list of responsibilities is not comprehensive but is intended to illustrate the scope of activities that the position entails.

General Faculty Responsibilities

- Teach two courses each semester (two course release time per semester for Department Chair responsibilities)
- Serve on faculty committees

Administrative Responsibilities

- Advise students majoring and minoring in Human Services
- Advise transfer students
- Mentor faculty members on an individual basis
- Conduct classroom observations of fulltime and adjunct faculty
- Plan, conduct, and disseminate results of faculty meetings
- Hire faculty in collaboration with the division Dean
- Conduct all program assessment procedures and disseminate results
- Schedule courses and assign instructors to teach them
- Communicate with possible future employers of students and coordinate employment opportunities with the Career Services Office
- Maintain connections with articulation partners, both community college and graduate school, and update articulation agreements
- Write student recommendations for graduate school and employment
- Consult with other program coordinators/department chairs
- Write and disseminate annual department reports
- Submit department Unit Action Plan and budget requests
- Develop and manage program budget
- Maintain Human Services Department website
- Coordinate curriculum development and review; monitor quality and effectiveness of all course offerings

Recruitment Responsibilities

- Collaborate with admissions staff to promote the program
- Create written materials for use in recruitment
- Represent the program at admissions events
- Develop and maintain articulation agreements with 2-year colleges and graduate schools

COUNSELING & HUMAN SERVICES DEPARTMENT

Responsibilities of Field Placement Coordinator

1. Before semester begins Develop relationships with and visit new agencies
Liaise with directors of agencies used previously
Send e-mails in Fall semester to all majors about meetings during Week 1 and attach survey.
2. Week 1 Continue to develop relationships with and visit new agencies
Liaise with directors of agencies used previously
Conduct brief classroom meetings with prospective interns (CHS 360) and practicum students (CHS 430) (In spring, CHS 380 instead of 360 and 430.).
Hand out student field placement responsibilities sheet.
Students will return completed surveys.
Students will schedule individual appointments during these group meetings.
Determine and approve eligibility of students for field placements
3. Weeks 2,3 Conduct individual interviews with all students going into field placements the following semester to preliminarily match students with an agency.
4. Weeks 4,5,6 Continue to develop relationships with and visit new agencies
Students interview with agencies (must be complete by week 7)
Internship students interview at ONE agency. If that agency is not appropriate the student must request permission from the Field Placement Coordinator to interview at another agency. Practicum students interview with three agencies. If those agencies are not appropriate the student must request permission from the Field Placement Coordinator to interview at another agency.
Spring only: Conduct brief group meetings with prospective fall practicum candidates. Students will complete surveys and schedule individual appointments
5. Week 7 Match prospective student with cooperating agency based on student's skills and area of interest and agency's ability and willingness to provide a quality experience.
Notify students of placement before pre-registration advising
6. Weeks 10,11 Make official confirmation of agency placement for student and e-mail handbook and syllabus to supervisors.
Submit list of field placements and field instructors for each student planning to complete practicum or internship to Program Coordinator.
7. Weeks 12-14 Provide group orientation for internship students

Provide orientation for field instructors
Emphasize evaluation process
Continue to develop relationships with and visit new agencies

Throughout the semester

Mediate conflicts between internship and practicum students and their field instructors at request of faculty supervisor

Spring semester

Teach seminar for interns

Function as university supervisor for interns (e.g., telephone field instructor of each intern to discuss student progress)

Write thank you notes to interns' field instructors

*Conduct brief group meetings with students going into a fall practicum (meet early in the semester) and with students going into a spring practicum the following year (meet late in the semester)

COUNSELING & HUMAN SERVICES DEPARTMENT **Responsibilities of University Supervisor for Field Placements**

1. Attend first class meeting of CHS 441 to orient supervisees. Provide your supervisees your contact info (email, cell phone, etc.) and get this info from them. Discuss journaling to be sure that the weekly process you use is clear. Also discuss Learning Contracts & your Site Visit Agenda.
2. Introduce self to field instructor by e-mail or phone call during first week and schedule a time for your midterm site visit.
3. Respond weekly by e-mail to e-mailed journal entries from supervisees. Responses must be substantive and prompt (within 5 days of receipt of journal entry).
4. Collaborate and sign off on Learning Contracts.
5. Attend CHS 441 class on date Learning Contract is due and on date Mid-Term Evaluation is due to meet with your supervisees individually, review their Learning Contracts or Midterm Eval and discuss their progress.
6. Visit placement site at mid-term to conference with field instructor and student (observation of student and one-on-one time with student if appropriate). **Submit a brief report to the Field Placement Coordinator.**
7. Conduct additional visit(s) to placement site if needed.
8. Communicate with Field Placement Coordinator about progress of student.
9. Attend Senior Practicum Presentations at the end of the semester
10. With input from field instructor, evaluate student's overall performance and provide a final course grade (Pass/Fail)

I UNDERSTAND AND AGREE TO FULFILL THE ABOVE RESPONSIBILITIS OF A UNIVERSITY SUPERVISOR.

Date

Signature

Thanks for working with our students to help them be successful in their practicum experiences.

Faculty Performance Appraisal Department Chair Evaluation

Purpose:

Performance appraisal is an opportunity for supervisors and faculty to summarize the accomplishments of the past year and to dialogue about direction needed for continued growth as a professional educator.

Process:

1. The supervisor will complete the following document using appropriate resources such as the following:
 - Annual Faculty Record
 - Student Evaluations
 - Faculty Response to Student Evaluations
 - Review of course syllabi
 - Classroom visits
 - Faculty Development Plans
2. The supervisor and faculty member will schedule a meeting to conduct the performance appraisal.
3. A copy of the completed performance appraisal document will be forwarded for the review of the faculty member at least one week prior to a scheduled performance appraisal meeting.
4. During the performance appraisal meeting, the faculty member and supervisor will have the opportunity to dialogue about the review and discuss professional development activities for the coming year.
5. Faculty, in collaboration with the supervisor, should review their Faculty Development Plan for the current year and develop a Faculty Development Plan for the coming year.
6. At the conclusion of the meeting, the faculty member, the supervisor and the Division Director, as appropriate, will sign the document and forward it to the VP and Dean for Academic Affairs.
7. If the faculty member does not agree with the evaluation, written comments may be added to the document and forwarded within one week of the meeting.
8. During the implementation phase of this process, the supervisor and faculty member may reflect on past years and the faculty's performance over time.

Faculty Performance Appraisal

Department Chair Evaluation

Faculty Member _____ Date _____

Supervisor _____ Department _____

Evaluation Scale: Evaluate the performance of the named faculty member by assigning a rating between four and zero to each of the following statements. Descriptions of the ratings are as follows:

3 Exceeds expectations

2 Meets expectations

1 Below expectations

N/A Not applicable

Other – allows faculty and supervisor to describe an area not addressed in tool

Instructional Activity:

1. ____ Presents evidence of current curricula, content, and organization through improved course syllabi, course references, text selection, and related instructional materials.
2. ____ Follows current college and department guidelines and procedures relevant to effective academic instruction.
 - Submission of grades, reports and records in a thorough and timely manner.
 - Accountability in class meeting times, office hours, and department meeting attendance.
 - Follows college schedules for advising, exam schedules and similar responsibilities.
3. ____ Exhibits appropriate interpersonal skills in dealing with students.
4. ____ Exhibits proficiency in oral, written and computer communication skills.
5. ____ Demonstrates a continued interest in expanding knowledge base to support coursework.
6. ____ Demonstrates involvement in improving student academic outcomes.
7. ____ Responds to student course evaluations in an open and thoughtful manner.
8. ____ Other: Teaches effectively

Professional Competence and Scholarly Activity

9. Participates in professional development activities as described in the Guidelines for Promotion, Sabbatical and Educational Leave, section – Professional Competence and Scholarship.
10. Attends college-sponsored faculty development sessions that enhance professional growth.
11. Provides correct student advisement relative to course selection, degree matriculation, support services and career choice.
12. Exhibits appropriate interpersonal skills in dealing with colleagues, and administrators.
13. Other:

Service to College and Community At Large

14. Demonstrates service to the college as described in the Guidelines for Promotion, Sabbatical and Educational Leave – Section – Service to College and Profession.
15. Demonstrates service to the profession as described in the Guidelines for Promotion, Sabbatical and Educational Leave – Section – Service to College and Profession.
16. Provides service to the community at large through outreach activities sponsored by the department or college. In some departments, services may relate directly to the profession and may not be departmentally sponsored.
17. Other:

Comments by Supervisor:

(attach additional sheets as needed)

Comments by Dean:

(if applicable)

Comments by Faculty:

(attach additional sheets as needed)

Recommendations for next evaluation period based on collaboration between faculty member and department director:

•

•

The following signatures verify that a conference has taken place between the faculty member and the supervisor. These signatures do not necessarily certify that the employee agrees with the final evaluation score or all evaluation items. However, the faculty has the right to make written comments in this regard as seen in the section above.

Faculty Member _____ **Date** _____

Supervisor _____

Date _____

Dean _____

Date _____

[Table of Contents](#)[Standard 8b](#)**Student Course Evaluation Form****Project Name**

Course: Course Title

Instructor: Instructor Name

To see all response choices for each question as you answer, scroll your screen so that you can view each section in its entirety, including the response choices at the top of each column.

*** 1- THE INSTRUCTOR**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
The instructor demonstrated a broad understanding of the course material.	ja	ja	ja	ja	ja	ja
The instructor treated students in a professional manner.	ja	ja	ja	ja	ja	ja
The instructor was prepared for each session.	ja	ja	ja	ja	ja	ja
The instructor started and ended class on time.	ja	ja	ja	ja	ja	ja
The instructor was available during his/her office hours.	ja	ja	ja	ja	ja	ja
The instructor communicated the subject matter in a logical, organized manner.	ja	ja	ja	ja	ja	ja
The instructor encouraged and responded to student questions.	ja	ja	ja	ja	ja	ja
The instructor adjusted the pace according to student comprehension of the material.	ja	ja	ja	ja	ja	ja
The instructor's methods facilitated my learning.	ja	ja	ja	ja	ja	ja
The instructor gave timely feedback on assignments and tests.	ja	ja	ja	ja	ja	ja

*** 2- THE COURSE**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
The course objectives were attainable.	ja	ja	ja	ja	ja	ja
The course syllabus was reasonably followed.	ja	ja	ja	ja	ja	ja
The course content adequately reflected the course objectives.	ja	ja	ja	ja	ja	ja
The course material was presented at a reasonable level.	ja	ja	ja	ja	ja	ja
Learning outcomes were a helpful guide in studying.	ja	ja	ja	ja	ja	ja
The course text(s) were understandable and complimentary to the course objectives.	ja	ja	ja	ja	ja	ja
Supplemental materials and assignments were relevant to the course objectives.	ja	ja	ja	ja	ja	ja
Assignments were reasonable.	ja	ja	ja	ja	ja	ja
Exams, quizzes, and other means of evaluation were reasonable in length.	ja	ja	ja	ja	ja	ja
Exams, quizzes, and other means of evaluation were reasonable in difficulty.	ja	ja	ja	ja	ja	ja
Test material was consistent with learning outcomes.	ja	ja	ja	ja	ja	ja

3- DID THIS COURSE ACHIEVE THE STATED LEARNING OUTCOMES?

5

6

Faculty Response to Student Evaluation Data

Course Name _____ **Course Number** _____

Semester/Year _____

The following name and signature indicates that I have seen the evaluations of this course.

Faculty Name _____ **Signature** _____

Process: After reviewing the summary of student evaluation data for each course reflect upon the following questions and provide a response. Comments are optional. This form will then be shared with your supervisor.

1. Based upon the student evaluations and my own observations, I believe that the strengths of this course are:
 2. Based upon the student evaluations and my own observations, I believe that the concerns regarding the course are:
 3. In light of the strengths/concerns stated above, I will take the following action:

CLASSROOM OBSERVATION

Faculty Member Visited: _____ Date: _____

Course Number/Section: _____

Class Topic/Format: _____

Classroom Environment: (comments about setup of room and any factors that would distract from the learning process)

Comments:

Observation Process:

Instruction: (presentation of material, relevance of points covered, knowledge of subject matter, organization of material, explanation of terms/concepts)

Comments:

Instructor-Student Rapport: (student involvement and interaction with faculty, opportunities to ask questions, answers to questions, guidance of class discussion, openness to suggestions made by students)

Comments:

Style of Presentation: (gestures, movement, voice tone, eye contact, use of instructional resources, demonstrations, student participation and group activities)

Comments:

General comments: (parts of the class that enhanced the learning process, suggestions for improvement)

Signature of Observer: _____ Date: _____

STEVENSON
UNIVERSITY
HUMAN SERVICES DEPARTMENT

Midterm Course Evaluation

Please help us to continue to improve our courses and our teaching by providing some informal, anonymous and constructive feedback about this course. Thank you.

COURSE: CHS _____

STRENGTHS

SUGGESTIONS

OTHER COMMENTS

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Counseling & Human Services Department Budget 2018-2019

<https://now.stevenson.edu/employee/Pages/WebAdvisor.aspx?title=Budg...>

Budget Summary Multi-Year

Fiscal Year 2019FY Status OPEN

GL Account	UP GL Description	Budgeted	Requisitioned	Encumbered	Actual	Funds Available
7-103-50040-502500-00	SHS: HUMAN SERVICES : SALARIES-PT STUDENT	1,500.00	0.00	0.00	0.00	1,500.00
7-103-50040-502500-20	SHS: HUMAN SERVICES : SALARIES-PT STUDENT	0.00	0.00	0.00	70.70	70.70-
7-103-50040-601900-00	SHS: HUMAN SERVICES : STUDENT SUPPLIES	180.00	0.00	0.00	30.98	159.02
7-103-50040-615500-00	SHS: HUMAN SERVICES : PROMOTIONAL GIVE-AWAYS	500.00	0.00	0.00	174.78	325.22
7-103-50040-620100-00	SHS: HUMAN SERVICES : PROFESSIONAL DEVELOPMENT	427.50	0.00	0.00	1,210.00	782.50-
7-103-50040-620300-00	SHS: HUMAN SERVICES : PROFESSIONAL DEVELOPMENT TRAVEL	1,605.00	0.00	0.00	1,315.74	289.26
7-103-50040-620400-00	SHS: HUMAN SERVICES : STUDENT CONFERENCE	1,349.00	0.00	0.00	985.24	363.76
7-103-50040-624500-00	SHS: HUMAN SERVICES : MEMBERSHIP: PROFESSIONAL	760.00	0.00	0.00	930.00	170.00-
7-103-50040-631500-00	SHS: HUMAN SERVICES :	95.00	0.00	0.00	2.51	92.49

1 of 2

7/22/2019, 12:47 PM

POSTAGE

7-103-50040-637100-00	SHS: HUMAN SERVICES : OFFICE SUPPLIES	0.00	0.00	0.00	25.53	25.53-
7-103-50040-642800-00	SHS: HUMAN SERVICES : DEPT/DIV EVENTS:FOOD	1,237.39	0.00	0.00	1,108.05	129.34
7-103-50040-647000-00	SHS: HUMAN SERVICES : PRINTING	0.00	0.00	0.00	21.80	21.80-

7-103-50040-651900-00	SHS: HUMAN SERVICES : GIFTS TO OTHERS	1,020.00	0.00	0.00	926.91	93.09
Org.unit Total		8,683.89	0.00	0.00	6,802.24	1,881.65
Fund Total		8,683.89	0.00	0.00	6,802.24	1,881.65
Grand Total		8,683.89	0.00	0.00	6,802.24	1,881.65

[Table of Contents](#)[Standard 9](#)**Human Services Department Budget 2019-2020**<https://now.stevenson.edu/employee/Pages/WebAdvisor.aspx?title=Budg...>**Budget Summary Multi-Year**

Fiscal Year 2020FY Status OPEN

GL Account	U/P	GL Description	Budgeted	Requisitioned	Encumbered	Actual	Funds Available
7-103-50040-502500-20		SHS: HUMAN SERVICES : SALARIES-PT STUDENT	1,500.00	0.00	0.00	0.00	1,500.00
7-103-50040-601900-20		SHS: HUMAN SERVICES : STUDENT SUPPLIES	190.00	0.00	0.00	0.00	190.00
7-103-50040-620100-20		SHS: HUMAN SERVICES : PROFESSIONAL DEVELOPMENT	427.50	0.00	0.00	0.00	427.50
7-103-50040-620300-20		SHS: HUMAN SERVICES : PROFESSIONAL DEVELOPMENT TRAVEL	1,605.00	0.00	0.00	0.00	1,605.00
7-103-50040-620400-20		SHS: HUMAN SERVICES : STUDENT CONFERENCE	1,349.00	0.00	0.00	0.00	1,349.00
7-103-50040-624500-20		SHS: HUMAN SERVICES : MEMBERSHIP: PROFESSIONAL	760.00	0.00	0.00	0.00	760.00
7-103-50040-631500-20		SHS: HUMAN SERVICES : POSTAGE	95.00	0.00	0.00	0.00	95.00
7-103-50040-642800-20		SHS: HUMAN SERVICES : DEPT/DIV EVENTS:FOOD	1,237.39	0.00	0.00	0.00	1,237.39
7-103-50040-651900-20		SHS: HUMAN SERVICES : GIFTS	1,520.00	0.00	0.00	0.00	1,520.00

1 of 2

7/22/2019, 12:54 PM

TO OTHERS

Org.unit Total	8,683.89	0.00	0.00	0.00	8,683.89
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**STEVENSON UNIVERSITY
Computer Lab Facilities**

Greenspring Campus

Dawson Center

DC 205 - 27 PC's	3 Mac's	DC 315 – 25 PC's
DC 203 - 18 Mac's		DC 316 - 25 PC's
DC 230 - 20 Mac's		DC 317 - 25 PC's

LRC

LRC 17 – 29 PC's
Maryland Room- 6 Mac's
Kiosk – 12 PC's
Refcore – 8 PC's

Knott Hall

Academic Link – 8 PC's

Owings Mill Campus

School of Business

SB 101 – 28 PC's	SB 201 – 22 PC's
SB 102 – 28 PC's	SB 207 – 20 PC's
SB 104 – 28 PC's	Library – 6 Mac's
SB105 – 28 PC's	

Caves

Study Area – 4 PC's
Academic Link – 6 PC's , 1 Mac

Owings Mills North

Design Building

SD 118 – 18 Mac's	SD 123 - 18 Mac's
SD 112 – 12 Mac's Editing Bays	SD 124 – 10 Mac's
SD 122 – 18 Mac's	SD 125 – 18 Mac's

Manning Academic Center

Learning Commons – 20 PC's

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[Standard 9d](#)

Library Resources

Library Resources at Stevenson University

Catalog and Book Collections:

Students and faculty can search the SU Library book and video collections through the SHARC online catalog which is jointly managed with the Maryland Interlibrary Consortium (MIC). The Consortium is comprised of 5 area colleges and provides access to shared collections totaling over 800,000 volumes. Through the catalog, students and faculty can request materials from MIC partner libraries to be delivered to the SU campus within 24-48 hours.

The Stevenson University Library collections support the curriculum. Faculty regularly review the collections and make specific recommendations. The strength of the library's book collection in the following areas is particularly important to the Human Services Community: marriage, family therapy, communities, social services, psychology, child development, education and health care. There is also an extensive collection of DVD and video titles in these areas which can be taken home or viewed in the library.

Databases and Journal Collections:

Subscription databases, many of which include full-text, are available from all campus workstations and remotely. Some relevant databases for Human Services include *Academic Search Premier*, *ERIC*, *Medline*, *PsycInfo* and *PsycArticles*, *ISI Web of Knowledge* and *Science Direct*. This fall, we expect to add two new databases specifically geared to the Human Services program: *Counseling and Therapy Transcripts*, *Client Narratives and Reference Works* and *Counseling and Therapy*.

The Stevenson University Library subscribes to approximately 700 titles in print and many more in electronic format via the databases described above. Titles relevant to the study of human services include *The Journal of Marriage and Family*, *Addiction Research*, *Family Relations* and *Human Service Education*.

Some of the many print and electronic journal titles in human services and related fields are available through the library. Information can be obtained electronically in the following categories:

Social Welfare & Social Work - General
Social Welfare & Social Work: Child & Youth Development
Social Welfare & Social Work: Criminology, Penology & Juvenile Delinquency
Social Welfare & Social Work: Gerontology
Social Welfare & Social Work: Substance Abuse
Sociology & Social History: Family & Marriage
Sociology & Social History: Social Conditions
Gender & Ethnic Studies: Ethnic & Race Studies
Psychology

Library Staff and Services:

The Library Contact for the Human Services Program communicates, consults and collaborates with human services faculty and students to bring the full range of library resources to their attention. The Library Contact also informs faculty about new services, programs and resources that will enhance student learning.

Together, through library instruction, reference services, and research guides, the library staff works to meet the research needs of SU's human services students.

Stevenson University Library staff includes an Information Literacy Librarian who coordinates information literacy efforts on campus and teaches library instruction sessions upon request from faculty for courses in any department and at all levels.

The Reference Desk is staffed 68 hours per week by professional librarians with MLS degrees who are prepared to help students with their research requests, as well as questions about copyright, avoiding plagiarism and citing sources. The Library also participates in the AskUsNow Reference Chat project, making a librarian available to Stevenson students and faculty on a 24/7 basis.

Research guides covering various disciplines and tailored to the Stevenson community are available on the library website. Library staff is prepared to respond to faculty requests for subject guides tailored to their courses.

Traditional and electronic reserves are available for faculty needing to make specific print, media or electronic material available for courses.

In addition to the Maryland Interlibrary Consortium, the University participates in several other consortia to extend student access to needed materials. The Baltimore Academic Libraries Consortium allows Stevenson students to borrow materials at nine other academic libraries in the region. Traditional Inter-library Loan and document delivery are possible when materials are not available locally. Participation in the Maryland Digital Library allows the Library to expand its electronic database holdings significantly.

Articulation Agreement between Anne Arundel Community College
And
Stevenson University

This Articulation Agreement is made by and between Anne Arundel Community College, 101 College Parkway, Arnold, MD 21012 and Stevenson University, 1525 Greenspring Valley Road, Stevenson, MD 21153.

WHEREAS Anne Arundel Community College and Stevenson University recognize the need and importance of facilitating the transfer of students from Anne Arundel Community College to Stevenson University as these students pursue their educational goals, and;

WHEREAS Anne Arundel Community College and Stevenson University recognize that to enhance this transition, a formal articulation agreement between Anne Arundel Community College and Stevenson University should be established, and;

WHEREAS Anne Arundel Community College and Stevenson University have conducted a thorough review of the curricula at Anne Arundel Community College and Stevenson University in the Human Services programs;

Now, THEREFORE, in consideration of the mutual promises and conditions herein, the adequacy of which is hereby acknowledged, Anne Arundel Community College and Stevenson University hereby agrees as follows:

The following general principles guide the operation of this Agreement:

- I. The program is designed for graduates of the Human Services A.A.S. program. A maximum of 70 credit hours from Anne Arundel Community College will be allowed toward fulfillment of the 120 credit hours required for baccalaureate completion.
2. All course credits as delineated in the attached articulation plan will be accepted as transfer to fulfill Stevenson University requirements for the B.S. degree in Human Services. Only courses in which the student earns a grade of "C" or better are eligible for transfer.
3. Students must maintain a 2.0 cumulative grade point average in order to transfer.
4. Credits earned from non-direct classroom instruction (including CLEP, AP and other nationally recognized standardized examination scores) are included in the maximum of 70 credits that will be accepted by Stevenson University toward degree requirements. An appropriate score is determined by Stevenson University, and the student must submit original test scores/results to Stevenson University. Tech Prep credits will not transfer. Credit awarded for experiential learning ("life experience") is not recognized by, and is not transferrable to, Stevenson University.

5. Students intending to transfer should complete the admission application for Stevenson University following the third semester of their A.A.S. degree. Students should contact the Financial Aid Office at Stevenson University as soon as possible in regard to college deadlines for financial aid.
6. While Anne Arundel Community College and Stevenson University do not presently have a dual enrollment program, should one be agreed to, this agreement will not preclude students from participation and students may apply for and receive the benefits of dual enrollment. Those students would then be subject to the policies of said program should they apply.
7. Anne Arundel Community College students who have completed the Human Services A.A.S. program will be given every consideration for financial assistance and will be eligible for academic scholarships at Stevenson University.
8. Anne Arundel Community College and Stevenson University further agree to monitor the performance of this agreement and to revise it as necessary.
9. Appointed institutional representatives at Anne Arundel Community College and Stevenson University will insure that appropriate personnel in their respective institution are aware of this agreement, including the admissions and advising staffs, transfer coordinator, and appropriate faculty and deans.
10. Students who begin their studies at Anne Arundel Community College will be treated on an equal basis with students who began their studies at Stevenson University in regards to the award and distribution of financial aid, campus housing, registration and all other student services.
11. Anne Arundel Community College and Stevenson University agree to publicize this agreement. Anne Arundel Community College will distribute information regarding this articulation agreement to Anne Arundel Community College students interested in pursuing a Bachelor's degree in Human Services at Stevenson University.
12. Anne Arundel Community College and Stevenson University will conduct a biennial review/revision of the procedures and articulation agreement.

**A.A.S. in Human Services- B.S. in Human Services
Transfer Agreement**

The Human Services degree at AACC is considered a career program. Therefore, Human Services students who transfer to Stevenson University will have their coursework evaluated on a course-by-course basis to determine which of the Stevenson University education requirements and discipline requirements have been met. By taking full advantage of the AACC-Stevenson University course agreements outlined below, the transfer student may matriculate at junior standing. Further, this agreement allows the student who has obtained an A.A.S. degree in Human Services from AACC and who has enrolled in the Human Services major at Stevenson University to apply up to 70 transfer credits to required components of the major.

The following indicates the transfer of course agreement between the A.A.S. in Human Services at AACC and the B.S. in Human Services at Stevenson University.

Lower Division Stevenson Requirements

COURSE EQUIVALENTS

Articulated Courses-AACC	Articulated Courses – SU
BIO 101 Fundamentals of Biology or BIO 230 Structure and Function of the Human Body	BIO 104 The Human Body and Contemporary Health Issues
COM 111/COM 116 Fundamentals of Oral Communication or COM 131 Oral Interpretation	CM 101 Public Speaking
CSI 112 Computing/Information Technology	IS 134 MS Windows and Office Applications
ENG 111 Composition and Introduction to Literature*	ENG 151 English Composition*
ENG 112 Composition and Introduction to Literature 2*	ENG 152 Writing About Literature*
Health/Fitness/Wellness Gen. Ed. Requirement**	Physical Education (1 credit)**
HUS 100 Introduction to Human Services	CHS 201 Introduction to Human Services
HUS 101 Human Services Ethics in Practice	Focused Elective
HUS 114 Beginning Counseling Techniques	Focused Elective
HUS 115 Fieldwork: Beginning Counseling and Assessment Techniques	Focused Elective
HUS 130 Introduction to Family Counseling	Focused Elective
HUS 141 Group Dynamics	Focused Elective
HUS 210 Fieldwork: Crisis Intervention and Counseling	Focused Elective
HUS 211 Crisis Intervention and Counseling	Focused Elective
HUS 216 Theories of Counseling	Focused Elective
HUS 217 Fieldwork: Theories of Counseling	Focused Elective
MAT 135 Elementary Statistics	MATH 140 Basic Statistics
PSY 111 Introduction to Psychology	PSY 101 Introduction to Psychology
PSY 214 Introduction to Abnormal Psychology	PSY 215 Psychopathology
SOC 111 Introduction to Sociology	SOC 101 Introduction to Sociology

OTHER POSSIBLE TRANSFERABLE ELECTIVES (To maximum 70 credits)

Articulated Courses - AACC
ART 101, FLM 120, MUS 100, THA 111***

Articulated Courses - SU
Fine Arts Elective (ART, FLM, MUS, THEA)

ENG 207***	ENG 210 Business Writing or ENG 212 Science Writing Humanities Electives (3)
ENG 209, ENG 211, HIS 111, HIS 211, PHL 100, PHL 111***	LAW 259 Children and Family Law Math(above 140) or Science Elective
LGS 160 Domestic Relations MAT 131, PHS 100, PHS 119***	PSY 108 Human Growth and Development
PSY 211 Developmental Psychology	CHS 101 Family Studies
SOC 211 Marriage and the Family	

*AACC students successfully completing ENG 121 will satisfy SU's ENG 152 requirement. International students may substitute ENG 115/ENG 116 for ENG 151/ENG 152.

** Studio DAN courses may be used to satisfy the PE requirements.

***Additional courses at AACC may satisfy these requirements. Please refer to ARTSYS for specific course transferability.

Upper Division Stevenson University Requirements

All AACC transfer students with an A.A.S. in Human Services will be required to take a minimum of 20 credits of lower division coursework and 30 credits of upper division coursework from Stevenson University.

In addition to the general education requirements indicated in the preceding section of this articulation agreement, the Bachelor of Science degree with a major in Human Services at Stevenson University requires students to successfully complete the following course work:

Stevenson University			AACC Program Equivalent
Course Number	Course Title	Credit Hours	
CHS315/515	Group Process and Practice	3	None
CHS 340/540	Administration of Human Services	3	None
CHS360	Counseling Strategies for Individuals	3	None
CHS380	Internship in Human Services	3	None
CHS430	Family Dynamics and Interventions	3	None
CHS440	Practicum in Human Services	9-12	None
CHS441	Seminar in Human Services	3	None
PHIL 415	Topics in Professional Ethics	3	None

Human Services students transferring to the Human Services Program at Stevenson University should be aware that the Human Services curriculum is built upon a series of established course sequences. For students to progress through the program, they must have the appropriate prerequisites, co-requisites, and must also achieve sufficient GPA levels.

This agreement becomes effective upon signature by all parties and shall continue in effect unless voided by either party up to sixty (60) days prior written notice. Anne Arundel Community College and Stevenson University will consider, in good faith, any amendments proposed by either party; however, the agreement may only be amended in writing, signed by both parties.

The agreement may be terminated by either party for due cause and after adequate notice to the other. Termination of the agreement will not affect any students currently enrolled at AACC in the Human Services major at the time of termination, and they shall be able to transfer credits pursuant to this agreement.

Summary

For students following this agreement, the steps are as follows:

Step 1: Complete the A.A.S. in Human Services at Anne Arundel Community College.

Step 2: Apply for admission to Stevenson University, indicating Bachelor of Science in Human Services as the intended major. Admissions applications can be obtained by visiting the Stevenson University website at www.stevenson.edu/aclmissions.

Articulation Agreement
Between
The Community College of Baltimore County
And
Stevenson University

This Articulation Agreement (“Agreement”) is made by and between The Community College of Baltimore County, 800 South Rolling Rd., Baltimore, MD 21228; 7201 Rossville Blvd., Baltimore, MD 21237; 7200 Sollers Point Rd., Baltimore, MD 21222; and Stevenson University, 1525 Greenspring Valley Rd., Stevenson, MD 21153.

WHEREAS The Community College of Baltimore County and Stevenson University recognize the need and importance of facilitating the transfer of students from The Community College of Baltimore County to Stevenson University as these students pursue their educational goals, and

WHEREAS The Community College of Baltimore County and Stevenson University recognize that to enhance this transition, a formal articulation agreement between The Community College of Baltimore County and Stevenson University should be established, and

WHEREAS The Community College of Baltimore County and Stevenson University have conducted a thorough review of the curricula at The Community College of Baltimore County and Stevenson University in the Human Services program,

Now, **THEREFORE**, in consideration of the mutual promises and conditions herein, the adequacy of which is hereby acknowledged, The Community College of Baltimore County and Stevenson University hereby agree as follows:

The following general principles guide the operation of this Agreement:

1. The agreement is designed for graduates of the Associate of Applied Science in Human Services. A maximum of 70 credit hours from The Community College of Baltimore County will be allowed toward fulfillment of the 120 credit hours required for baccalaureate completion.

2. Students must apply to Stevenson University as a Human Services major. Applications may be found at the Stevenson University website: www.stevenson.edu
3. Transfer students will need to see a Stevenson Human Services program advisor to work out their required course list.
4. All course credits as delineated in the attached articulation plan will be accepted as transfer to fulfill Stevenson University requirements for the Bachelor of Science degree in Human Services. Only courses in which the student earns a grade of "C" or better are eligible for transfer.
5. Students must maintain a 2.0 cumulative grade point average in order to transfer.
6. Students need 30 credits of upper division coursework (300 and 400 level) in order to graduate from Stevenson University. Since this agreement articulates some upper division coursework, students may need to take additional upper division courses to meet this requirement.
7. Credits earned from non-direct classroom instruction (including CLEP, AP, and other nationally recognized standardized examination scores) are included in the maximum of 70 credits that will be accepted by Stevenson University toward degree requirements. An appropriate score is determined by Stevenson University, and students must submit original test scores/results to Stevenson University. Articulated High School credits will only transfer when accompanied by test scores given at CCBC and if the grade is on the CCBC transcript. Credit awarded for experiential learning ("life experience") is not recognized by, and is not transferable to, Stevenson University except when accompanied by test scores given at CCBC. The credit is only acceptable if it is on the CCBC transcript and articulated into CCBC credit prior to admission to Stevenson University.
8. Students intending to transfer should complete the admission application for Stevenson University following the third semester of their Associate Degree program. Students should contact the Financial Aid Office at Stevenson University as soon as possible in regard to college deadlines for financial aid.
9. The Community College of Baltimore County and Stevenson University do not presently have a dual enrollment program; should one be agreed to, this agreement will not preclude students from participation. Students may apply for and receive the benefits of dual enrollment. Those students would then be subject to the policies of said program should they apply.
10. The Community College of Baltimore County students who have completed the Associate of Applied Science degree in Human Services will be given every consideration for financial assistance and will be eligible to compete for academic scholarships at Stevenson University.

11. The Community College of Baltimore County and Stevenson University further agree to monitor the performance of this agreement and to revise it as necessary.
12. Appointed institutional representatives at The Community College of Baltimore County and Stevenson University will ensure that appropriate personnel in their respective institutions are aware of this agreement, including the admissions and advising staffs, transfer coordinator, and appropriate faculty and deans.
13. Students who begin their studies at The Community College of Baltimore County will be treated on an equal basis with students who began their studies at Stevenson University in regards to the award and distribution of financial aid, campus housing, course selection, registration, and all other student services.
14. The Community College of Baltimore County and Stevenson University agree to publicize this agreement. The Community College of Baltimore County will distribute information regarding this articulation agreement to The Community College of Baltimore County students interested in pursuing a Bachelor's degree in Human Services.
15. The Community College of Baltimore County and Stevenson University will conduct a review/revision of the procedures and contract every year.

This agreement becomes effective upon signature by all parties and shall continue in effect unless voided by either party upon sixty (60) days prior written notice. The Community College of Baltimore County and Stevenson University will consider, in good faith, any amendments proposed by either party; however, the Agreement may only be amended in writing, signed by both parties.

The agreement may be terminated by either party for due cause and after adequate notice to the other. Termination of the agreement will not affect any students currently enrolled at The Community College of Baltimore County in the Human Services major at the time of termination, and they shall be able to transfer credits pursuant to this agreement.

IN WITNESS WHEREOF the parties hereto have executed this agreement in duplicates this
____ day of _____, _____.

Kevin J. Manning, Ph.D.
President
Stevenson University

Mark McColloch, Ph.D.
Vice President of Instruction
The Community College of Baltimore County

Paul D. Lack, Ph.D.
Vice President for Academic Affairs
Stevenson University

A.A.S. in Human Services to B.S. in Human Services Articulation Agreement

The following indicates the transfer of course agreement between the A.A.S. in Human Services at the Community College of Baltimore County and the B.S. in Human Services at Stevenson University.

COURSE EQUIVALENCIES

Articulated Courses- CCBC	Credits	Articulated Courses-SU	Credits
BIOL 107 Human Biology <i>Satisfies CCBC Biology and Physical Sciences Gen Ed Requirement</i>	4	BIO 104 The Human Body and Contemporary Health Issues	4
CMNS 101 Fundamentals Communication	3	CM 101 Foundations of Communication	3
ENGI 101 College Composition I	3	ENG 151 English Composition	3
ENGI 102 College Composition II OR ENGL 239 Business Communication <i>Satisfies CCBC ENGL 102 recommendation as CCBC HUMS Program Requirement</i>	3	ENG 152 Writing About Literature OR ENG Writing Elective (200 or above)	3
SOCL 121 Marriage and the Family <i>Satisfies CCBC HUMS Elective</i>	3	CHS 101 Invitation to Family Studies	3
HUMS 101 Introduction to Human Services	3	CHS 201 Introduction to Human Services	3
PSYC 105 Human Relations in a Culturally Diverse Society <i>Satisfies CCBC Hums Elective</i>	3	CHS 220 Diversity and Cultural Competence in Human Services	3
HUMS 139 Interview/Communication Techniques	3	Focused CHS Elective	3
HUMS 211 Case Management in Human Services	3	Focused CHS Elective	3
HUMS 274 Internship: Human Services	3	CHS 299 <i>Satisfies CHS 380 Internship Requirement with the completion of a professional portfolio and advisement with a SU field experience coordinator to discuss final semester practicum opportunities based on HUMS 274 CCBC Internship.</i>	3
HUMS 122 Aging in America	3	Focused CHS Elective	3
HUMS 220 Crisis Intervention OR HUMS 260 Behavior Management and Crisis Intervention in Youth	3	Focused CHS Elective	3
CSIT 101 Introduction to Computers	3	IS 134 MS Windows and Office Applications (if CSIT 101 at CCBC) Not SU requirement Lower Level Electives (LLE)	3
MATH 153 Introduction to Statistical Methods	4	MATH 210 Statistics and Probability <i>Satisfies SU HUMS program requirement of MATH 140</i>	4
PSYC 101 Introduction to Psychology	3	PSY 101 Introduction to Psychology	3
PSYC 103/EDTR Principles of Human Growth and Development	3	PSY 108 Human Growth and Development	3
OR HUMS 160 Life Stages in Child and Youth Care		OR PSY 206 Child Development <i>Satisfies Program Requirement for Children track or CHS Focused elective.</i>	
PSYC 201 Abnormal Psychology	3	PSY 215 Psychopathology	3

SOCL 101 Introduction to Sociology <i>Satisfies CCBC HUMS Program Requirement of SOCL 102 Social Problems</i>	3	SOC 101 Introduction to Sociology	3
HUMS 205 Techniques of Group Counseling	3	CHS 215 <i>Satisfies CHS 315 Group Process and Practice once student enters the SU HUMS program.</i>	3
HUMS 106 Introduction to the Field of Child and Youth Care	3	CHS 275 Focused CHS Elective <i>Required for Children Track at SU</i>	3
Total CCBC Credits Taken with AAS: 62		Total Credits Transferred: 62-70*	

Remaining Coursework including Upper Division SU Requirements

NOTE: Students need 30 upper division credits (300 and 400 level) in order to graduate from Stevenson), students may need to take additional upper division courses to meet this requirement.

*Additional Course Equivalencies that may be completed at CCBC for SU credit (**not to exceed 70 total**).

Stevenson University			The Community College of Baltimore County
Course Number	Course Title	Credit Hours	CCBC Equivalency
CHS 210	Professional Writing in Human Services	3	None
CHS 224	Introduction to Research Methods	3	*PSYC 255 Experimental Psychology (4)
LAW 259	Children and Family Law	3	None
PSY 108	Human Growth and Development	3	*PSYC 103 Principles of Human Growth and Development
Fine Arts Elective (Gen Ed)		3	*Choose One: ARTD 104, ARTD 105, MUSC 101, MUSC 102, THTR 111
Math/Science Elective (Gen Ed)		3	*Choose One: MATH 135, MATH 165, ASTM 101/102, ENVS 101/102 (3-4)
Humanities Elective (Gen Ed)		3	*Choose One: PHIL 101, PHIL 103, PHIL 131, Any HIST, ENGL 242, ENGL 243
Humanities Elective (Gen Ed)		3	None
Humanities Elective (Gen Ed)		3	None
CHS 315 <i>Satisfied by transfer course CHS 215 once students enter SU CHS program.</i>	Group Process and Practice	3	*HUMS 205 Techniques of Group Counseling
CHS 340	Administration of Human Services	3	None
CHS 360	Counseling Strategies for Individuals	3	None
CHS 380 <i>Satisfied by transfer course CHS 299**</i>	Internship in Human Services	3	*HUMS 274 Internship: Human Services
CHS 430	Family Dynamics and Interventions	3	None
CHS 440	Practicum in Human Services	12	None
CHS 441	Seminar in Human Services	3	None
PHIL 415	Topics in Professional Ethics	3	None

Courses in which students earn a grade of less than “C” at are not acceptable for transfer.

** Transfer course CHS 299 Satisfies the SU CHS 380 Internship Requirement with the completion of a professional portfolio and advisement with a SU field experience coordinator to discuss final semester practicum opportunities based on HUMS 274 CCBC Internship.

**Articulation Agreement
Between
Frederick Community College
And
Stevenson University**

This Articulation Agreement (“Agreement”) is made by and between Frederick Community College (FCC), 7932 Opossumtown Pike, Frederick, MD 21702 and Stevenson University (SU), 1525 Greenspring Valley Road, Stevenson, MD 21153.

WHEREAS FCC and SU recognize the need and importance of facilitating the transfer of students from FCC to SU as these students pursue their educational goals, and

WHEREAS FCC and SU recognize that to enhance this transition, a formal articulation agreement between FCC and SU should be established, and

WHEREAS FCC and SU have conducted a thorough review of the curricula at FCC and SU in the Human Services programs,

Now, **THEREFORE**, in consideration of the mutual promises and conditions herein, the adequacy of which is hereby acknowledged, FCC and SU hereby agree as follows:

The following general principles guide the operation of this Agreement:

1. The program is designed for graduates of the Human Services AA program. A maximum of 70 credit hours from FCC will be allowed toward fulfillment of the 120 credit hours required for baccalaureate completion.
2. All course credits as delineated in the attached articulation plan will be accepted as transfer to fulfill SU requirements for the B.S. degree in Human Services. Only courses in which the student earns a grade of “C” or better are eligible for transfer.
3. Students must maintain a 2.0 cumulative grade point average in order to transfer.
4. Credits earned from non-direct classroom instruction (including CLEP, AP, and other nationally recognized standardized examination scores) are included in the maximum of 70 credits that will be accepted by SU toward degree requirements. An appropriate score is determined by SU, and student must submit original test scores/results to SU. Tech Prep credits will not transfer. Credit awarded for experiential learning (“life experience”) is not recognized by, and is not transferable to, SU.
5. Students intending to transfer should complete the admission application for SU following the third semester of their Associate Degree program. Students should contact the Financial Aid Office at SU as soon as possible in regard to college deadlines for financial aid.
6. While FCC and SU do not presently have a dual enrollment program should one be agreed to, this agreement will not preclude students from participation and

- students may apply for and receive the benefits of dual enrollment. Those students would then be subject to the policies of said program should they apply.
7. FCC students who have completed the A.A. degree in Human Services will be given every consideration for financial assistance and will be eligible to compete for academic scholarships at SU.
 8. FCC and SU further agree to monitor the performance of this agreement and to revise it as necessary.
 9. Appointed institutional representatives at FCC and SU will insure that appropriate personnel in their respective institution are aware of this agreement, including the admissions and advising staffs, transfer coordinator, and appropriate faculty and deans.
 10. Students who begin their studies at FCC will be treated on an equal basis with students who began their studies at SU in regards to the award and distribution of financial aid, campus housing, course selection, registration and all other student services.
 11. FCC and SU agree to publicize this agreement. The FCC will distribute information regarding this articulation agreement to FCC students interested in pursuing a Bachelor's degree in Human Services.
 12. FCC and SU will conduct an annual review/revision of the procedures and contract.

This agreement becomes effective upon signature by all parties and shall continue in effect unless voided by either party upon sixty (60) days prior written notice. FCC and SU will consider, in good faith, any amendments proposed by either party; however, the Agreement may only be amended in writing, signed by both parties.

The agreement may be terminated by either party for due cause and after adequate notice to the other. Termination of the agreement will not affect any students currently enrolled at FCC in the Human Services major at the time of termination, and they shall be able to transfer credits pursuant to this agreement.

IN WITNESS WHEREOF the parties hereto have executed this agreement in duplicate this _____ day of _____, _____.

Kevin J. Manning, Ph.D.
President
Stevenson University

Carol Eaton, Ph.D.
President
Frederick Community College

Paul Lack, Ph.D.
Vice President for Academic Affairs
Stevenson University

Suzanne Beal, Ph.D.
Vice President for Learning
Frederick Community College

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IN PROGRESS

Howard Community College
A.A. or A.S. Transfer Plan

Human Services, A.A. to Counseling & Human Services, B.S.

This transfer plan is intended for students pursuing an [A.A.](#) in Human Services at [Howard Community College](#) who are interested in pursuing a B.S. in Counseling & Human Services at Stevenson University. The equivalencies below demonstrate how a student can meet both the requirements of the associate degree and prepare for a seamless transfer to Stevenson. Any student who enters Stevenson with an A.A. or A.S. degree will have completed all general education requirements with the exception of composition II if not taken at the community college. Please note:

- Only courses that have course equivalencies are displayed. This guide does not show all transferable courses from this college. It also does not display all Stevenson University courses that will fulfill a specific requirement.
- Program requirements must be completed with a grade of C or better, and general education courses must be passed with a grade of D or better.
- Stevenson University will accept up to 70 credits from 2-year institutions. Up to 90 credits can be applied to degree requirements from a combination of 2-year institutions, 4-year institutions, and non-direct classroom instruction (including CLEP, AP, and other nationally recognized standardized examination scores). For additional information about credit transfer, please see:
<http://www.stevenson.edu/admissions-aid/getting-started/transfer-students/transfer-credit-evaluation/>
- For scholarship information please see the “Paying for College” page on:
<http://www.stevenson.edu/transfer>
- Transfer plans are intended to be used as planning tools. If you need additional assistance in selecting courses to take prior to transferring to Stevenson University, contact Stevenson Admissions at 443-352-4450.

Community College Degree Requirements	Stevenson Equivalency	Category	Credits Transferred
HEED 125 Ethics in Professional Practice	<i>Focused Elective</i>	<i>Program Requirement</i>	3
HUMS 110 Introduction to Human Services	<i>CHS 201 Human Services and Social Policy</i>	<i>Program Requirement and GE Social Science</i>	3
HUMS 122 Individual Counseling Techniques	CHS 260 Counseling Strategies for Individuals	<i>Program Requirement</i>	3
HUMS 123 Group Counseling Skills	Meets CHS 315 Group Counseling	<i>Program Requirement</i>	3

Community College Degree Requirements	Stevenson Equivalency	Category	Credits Transferred
HUMS 124 Family Counseling	CHS 101 Family Studies	<i>Program Requirement</i>	3
HUMS 150 Community Resources and Partnerships	Focused Elective	<i>Program Requirement</i>	3
HUMS 250 Community Services Practicum	Meets CHS 380 Internship	<i>Program Requirement</i>	3
Elective: SU recommends HUMS 120 Medical Aspects of Chemical Dependency	CHS 270 Psychopharmacology and Addictions	<i>Program Requirement</i>	3
Elective (all options available will meet a focused elective requirement)	<i>Depends on course selected</i>	<i>Program Requirement (Focused Elective)</i>	3
PSYC 101 General Psychology	PSY 101 Intro. to Psychology	<i>Program Requirement</i>	3
PSYC 200 Lifespan Development	PSY 108 Human Growth and Development	<i>Program Requirement</i>	3
PSYC 203 Abnormal Psychology	PSY 215 Psychopathology	<i>Program Requirement (Focused Elective)</i>	3
ENGL 121 College Composition	ENG 151 English Composition	<i>Program Requirement and GE</i>	3
BIOL 101 General Biology I	BIO 113 General Biology I	GE lab science	4
Arts and Humanities Core Group A		GE Humanities	3
Arts and Humanities Core Group B		GE Humanities	3
Science Gen Ed Core		GE math/science	3
Mathematics Gen Ed Core, SU recommends MATH 138 Statistics	MATH 136 Intro to Statistics	<i>Program Requirement and GE Quant. Lit.</i>	3
Social & Behavioral Sciences Core Group B		GE Social Science	3
General Education Core Course, SU recommends English 210	ENG 152 Into to Literature	GE Composition	3
Total	61 Credits		

Remaining Courses to be taken at Stevenson

Students who complete the plan above including all recommended courses and earn the A.A. in Human Services will take the following courses at Stevenson to meet the B.S. requirements. Students who transfer before completing the associate degree may have more general education and program requirements to take and fewer free electives.

General Education Requirements (0 credits)

Fully met

Major Requirements (33 credits)

SOC 101 Introduction to Sociology (3)

CHS 217 Professional Development in Counseling & Human Services (3)

CHS 220 Diversity & Cultural Competence (3)

CHS 224 Research Methods and Writing (3)

CHS 340 Administration of Human Services (3)

CHS 430 Family Dynamics & Interventions (3)

CHS 440 Practicum in Counseling & Human Services (9)
 CHS 441 Seminar in Counseling & Human Services (3)
 Focused Elective (3)

Additional Credits Needed: 26 credits of general electives

Total credits to be taken at SU: 59

Suggested Course Sequence

YEAR 3				
SEMESTER	FALL	SPRING		
RECOMMENDED COURSES	SOC 101 Introduction to Sociology	3	CHS 220 Diversity & Cultural Comp.	3
	CHS 217 Professional Development in Counseling & Human Services	3	CHS 224 Research Methods & Writing	3
	General Elective	3	CHS 340 Administration of Human Services	3
	General Elective	3	General Elective	3
	General Elective	3	General Elective	3
CREDITS	15 CREDITS		15 CREDITS	
YEAR 4				
SEMESTER	FALL	SPRING		
RECOMMENDED COURSES	CHS 430 Family Dynamics & Interventions	3	CHS 440 Practicum in Counseling & Human Services	9
	Focused Elective	3	CHS 441 Seminar in Counseling & Human Services	3
	General Elective	3	General Elective	3
	General Elective	3		
	General Elective	3		
CREDITS	15 CREDITS		15 CREDITS	

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Agreement between Stevenson University and McDaniel College Graduate Program

Human services majors at Stevenson University have the opportunity to complete their B.S. in Human Services from Stevenson University and M.S. in Human Services Management from McDaniel College in 5 years. Graduates will receive a Bachelor's Degree in Human Services from SU and a Master's Degree in Human Services Management: Special Education from McDaniel College.

The McDaniel Program provides graduate students with a master's degree while completing a live-in internship as a Community Living Manager (CLM) in a residence for adults with developmental disabilities. In return for their internship as CLMs, students receive a 75% tuition scholarship, a stipend (\$18,000 per year in 2010), full health care benefits, and free room and board.

Students who intend to apply for the Master's Program at McDaniel College should enroll in CHS 515 and CHS 540 instead of CHS 315 and CHS 340. Students who have been accepted into McDaniel College's Master's Program in Human Services Management: Special Education may enroll in McDaniel College's EDU 550, Research Methodology, during their senior year at Stevenson University. Accepted students participating in CHS 440 will be required to complete a minimum of 50% of their field placement hours with Target Community and Educational Services.

Juniors will receive additional information about the 5-year degree program in the CHS 380 class. Interested students must submit (1) a letter of interest and (2) a recommendation by a full-time faculty member in the SU Human Services Program. Minimum criteria for the program are (1) 2.75 GPA and (2) acquisition of a Bachelor's Degree in Human Services prior to beginning the fifth year of their graduate studies at McDaniel College.

If students transfer 6 credits (CHS 515 and CHS 540) and complete EDU 550 during their senior year, they will be able to complete McDaniel College's Master's Program in Human Services Management: Special Education in 1 year (6 credits-summer; 9 credits-fall, and 9 credits-spring). Only courses in which the student earns a grade of "B" or better are eligible for transfer.

Graduates with a master's degree in human services typically work as directors, managers, and coordinators for non-profit agencies, usually working with children and adults with disabilities, but also with the elderly population. Some work for state or federal government agencies, for example, the Developmental Disabilities Administration or other state service providers.

The following indicates the transfer of course agreement between the B.S. in Human Services at Stevenson University and the M.S. in Human Services Management in Special Education at McDaniel College.

COURSE EQUIVALENTS

Articulated Courses at McDaniel College	Articulated Courses at Stevenson University
CED 508 Group Dynamics	CHS 515 Group Process and Practice
HSM 510 Introduction to Agency Management	CHS 540 Administration of Human Services

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Stevenson Healthcare Management M.S. Program Agreement

John A. Rosicky

From: John A. Rosicky
Sent: Friday, April 19, 2013 1:43 PM
To: Joyce Becker; Jim Salvucci; Carla Elaine Owens; Amanda M Courier; Sharon B. Buchbinder
Cc: John A. Rosicky
Subject: RE: BS/MS Human Services to HCM

Thank you for meeting yesterday to talk about a transition from the Human Services B.S. degree to the Healthcare Management M.S. program. To summarize, we agreed that students who complete the Human Services program and are admitted to the Healthcare Management program (meeting all admissions requirements), would be able to have credits from two courses in the Human Services program (HSR 515 and HSR 540) apply to Healthcare Management with the following stipulations:

- HSR 515 Group Process and Practices would substitute for HCM 650 Organizational Behavior in Healthcare
- HSR 540 Administration of Human Services would substitute for HCM 605 Healthcare Management and Administration
- Students must take the courses at the graduate level (500 level). If students opt to take HSR 315 and HSR 340 these would not count.
- Students must earn a C- or better in order for the courses to transfer into the Healthcare Management program
- Students in the Healthcare Management program are only allowed to earn one grade lower than a B; a C grade in either of the HSR courses would count towards this limit.
- The HSR courses would be treated as transfer courses, so would appear on the graduate transcripts with P grades and would not affect the graduate GPA (although the grade limitations described above are still enforced)
- Students may apply for the Accelerated BS to MS Option after they have completed 60 credit hours. If they are accepted, they may take up to four additional graduate courses in the Healthcare Management program, while they are completing their B.S. degree, at the undergraduate tuition rate.

I will notify current Human Services majors about this opportunity and we will make ongoing efforts to promote the BS to MS option with Healthcare Management. GPS will also continue to promote the transition opportunities for Stevenson students.

Please let me know if I have any of these details incorrect and thank you again for your time in considering how our Human Services students can make a smooth transition into the Healthcare Management program. I think this will be a good partnership.

Best,

John

John Rosicky, Ph.D.
Department Chair, Human Services
Stevenson University

1525 Greenspring Valley Road

Stevenson, MD 21153

From: Joyce Becker

Sent: Tuesday, April 02, 2013 2:30 PM

Required: Jim Salvucci; Eugenia Violante; Carla Elaine Owens; Amanda M Courier; John A. Rosicky; Sharon B. Buchbinder

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COUNSELING & HUMAN SERVICES DEPARTMENT

**2014-2019 Field Placement Agencies
(Internal Use Only)**

Abilities Network- Services for disabled children, adults, and their families through education, training, and advocacy.

American Red Cross – Disaster relief, international family tracing, holocaust and war victims tracing, CPR/health and safety courses, military services, blood drives.

Art with a Heart - Visual art programs for abused, neglected and abandoned children; homeless people; battered women and their children; pregnant adolescents; mentally and physically disabled adults; low-income senior citizens; elementary, middle, and high school students; youth in after-school programs; and children receiving long-term health care.

Assistance Center of Towson Churches- Provides emergency assistance to families and individuals (food, shelter, cash assistance)

Aliza Brandwine Center – School-based (Baltimore County) family involvement program for parents/caregivers and their young children, birth to four years of age.

Anne Arundel Medical Center

- Patient Advocacy

ARC of Baltimore – Services for adults who are developmentally disabled

- Adult Day Center
- Family & Children's Services

The Arrow Project- Residential and foster care services to children with severe emotional and behavioral problems

- Diagnostic Center
- Center for Education, Towson campus

Baltimore City Detention Center

- Case Management

Baltimore County Department of Social Services – Public financial assistance and social services for individuals, families, and children.

- Adult Services
- Adoptions
- Child Placement Services
- Detention Center
- Foster Care
- Legal Department

Baltimore County Office of Community Conservation- Funds grant proposals for the preservation and development of Baltimore neighborhoods, also policy development

Blakehurst Retirement Community – Housing, medical, and social services for senior citizens

- Health Center - Therapeutic Recreation Department

Cancer Support Foundation – Support & Resources provided to families coping with cancer related issues.

Carroll County Public Schools

- Guidance Department & Intervention Programs
 - Hampstead Elementary School
 - Mechanicsville Elementary School
 - Piney Ridge Elementary School
 - Winfield Elementary School

Carroll Lutheran Village – Continuing care community offering independent, residential and assisted living for seniors

- Activities Department

Catholic Charities Head Start of Carroll County- Educational program for low income families

- Preschool program
- Social work/case management department

Catholic Charities of the Archdiocese of Baltimore

- Human Resources

Charles H. Hickey, Jr. School – School for juvenile delinquents

Children's Guild – School for children with developmental and behavioral disabilities

Children's House – Housing for families whose children are patients at Johns Hopkins Hospital

Cold Weather Shelter – Housing for the homeless

Columbia Addictions Center – Counseling and education for persons with addictions

Creative Alliance - Cultivates community in Baltimore through collaborative programs focused on supporting, sharing, and demonstrating art of all kinds.

Creative Kids Community Center – Services for infants, children, youth, adults, immigrants, communities.

- Community Services

Department of Juvenile Services

- Drug Court and Addictions
- Female Intervention Team
- William Donald Shaefer House

Epoch Center for Addictions – Drug rehabilitation and counseling center

Family Crisis Center – Services for victims of domestic violence.

FIRN – Resources for the foreign born (e.g., immigration counseling, human and social services)

Franklin Square Hospital

- Department of Psychosocial Oncology
- Department of Social Work/Case Management

Gallagher Services – Day services for adults with developmental disabilities.

- Psychosocial Day Program

Gaudenzia – Drug and alcohol rehabilitation programs

Girl Scouts of Central Maryland

Grace & St. Peter School - Episcopal coeducational day school that educates children 3 years old through grade five.

Grassroots – Shelters for individuals who are homeless

- Howard County

Harford County School System - Limited spots in school counseling.

Harford Memorial Hospital

- Behavioral Health Unit

Healthy Start – Education and outreach for pregnant women and mothers with newborns

Hearing and Speech Agency- Services dedicated to the speech, language, and hearing needs of children and adults

- Gateway School, preschool classroom

Hope Worldwide – Faith-based relief and development organization providing humanitarian aid to the poor.

House of Ruth - Serves and houses victims of domestic violence.

Howard County Department of Aging

- Florence Bain Center

Howard County Department of Social Services – Child Protective Services - Support for Case Workers investigating allegations of Child Abuse & Neglect

Howard County Public Schools

- Horticulture Program
Cedar Lane School

Howard County States Attorney's Office – Domestic Violence Unit – Court and litigation support services for victims of domestic violence.

Identity – Services for Latino youths

Institute of Notre Dame– Private Catholic high school

- Department of Guidance and Counseling

Irvine Nature Center

- Outdoor education center, school field trips and in-school presentations
(Baltimore County and Baltimore City Public Schools)

Jenkins Senior Living- Residential and health care services to elderly

Johns Hopkins Hospital

- Transplant Center Outreach

Johns Hopkins - Bayview Medical Center

- Volunteer Services

Kennedy Krieger High School – Educational services for high school students with emotional, cognitive, developmental, and psychiatric disabilities.

- Administrative Office
- Library
- Student Transitioning

Kennedy Krieger Institute – Inpatient and outpatient health services for infants to 24-year-olds who have developmental disabilities

- Human Resources
- Speech and Language Services for School Programs
- Patient Services
- Child Life
- Physical and Occupational Therapy
- Neurology Clinic

Kernan Hospital

- Outpatient Therapy Department

Key Point Health Services – Mental health services for adults (outpatient treatment, residential care, and rehabilitation services)

Kid's Peace – Services for foster children and juveniles

Levindale Hebrew Geriatric Center and Hospital - A complete range of quality health and quality of life programs for the elderly and disabled.

Make-A-Wish Foundation- Services to children with life-threatening illness or injury

Maryland Division of Corrections –

- Human Resources Department

Maryland Zoo in Baltimore

- Volunteer Office

Maryland Therapeutic Riding Center of Howard County – Therapeutic Horse Riding for Children with Disabilities

Mt. Washington Pediatric Hospital – Services for traumatically injured children

- Department of Child Life – Therapeutic Recreational Services

National Aquarium in Baltimore

- Community Affairs and Government Relations

Northwest Hospital

- Domestic Violence Program

Oak Crest Village – Housing and other services for senior citizens.

- Department of Resident Services

Office of the Public Defender – Services beyond criminal defense (e.g., referrals)

- Neighborhood Defenders Northwest

Our Daily Bread – Hot lunch program for homeless and individuals with disabilities

Pickersgill Retirement Center- Residential and other services for senior adults

- Activities Department
- Social Work Office

Planned Parenthood – Reproductive health care services

- Human Resources Department

Rape Crisis Intervention Services of Carroll County – Services for individuals who have been raped

Safe House Westminster – Domestic Violence Center and Emergency Housing for Women

Safe Streets – Emergency resources for victims of violence in Baltimore City (Cherry Hill)

Saint Elizabeth School – Educational programs for middle and high school students who have disabilities and/or intellectual limitations

- Individualized Education Programs
- Transition Services

Saint James Academy – Private school (Kindergarten – eighth grade)

- Admissions Department
- Classroom Activities
- Guidance Department
- Middle School Administration

St. Paul's School for Girls – Private school for girls (Middle-upper school)

- College Counseling Department

Sheppard Pratt Health System – Mental health services for adults and children.

- Inpatient Units
 - Child
 - Female Adolescent
 - Male Adolescent
 - Adolescent Neuropsychiatry
- Day Hospitals
 - Child

- Adolescent
Geriatric
- Forbush School
 - Pre-School
 - Therapeutic Autism Program
 - School Psychology
- Research – Quality and Evaluation Services

Sinai Hospital

- Child Life Department

St. Vincent's Center- Residential, therapeutic group facility serving children

- Diagnostic Unit
- Five Residential Units
- School

Stadium Place – Housing and other services for senior citizens

Stevenson University

- Admissions Office
- Career HQ®
- Office of Academic Support
- Office of Residence Life
- Office of Student Affairs
- Wellness Center

Turning Point Clinic – Addictions rehabilitation and counseling

Villa Maria – Therapeutic behavioral services for children and adolescents with cognitive, developmental, and emotional disorders.

- Educational Treatment
 - Class Setting, Physical Education
- Residential Treatment

Women's Shelter – Residence and services for victims of domestic violence and their children

- Westminster

YWCA of the Greater Baltimore Area

- Emergency Shelter



Training Affiliation Agreement

Stevenson University

This Agreement is made this **13th** day of **December, 2013** between **Stevenson University** (hereinafter "School") located at **1525 Greenspring Valley Rd, Stevenson, Maryland 21153** and Kennedy Krieger Institute (hereinafter "Affiliate") located at 707 North Broadway, Baltimore, Maryland 21205.

Whereas the parties intend by this Agreement to set forth the terms and conditions of a program for the clinical or research education of students enrolled in a program of study in the **Human Services** Department at the School. Now, therefore, it is agreed as follows:

I. Responsibilities

- A. **School:** The School shall, in consultation with representatives of Affiliate, plan and administer the educational program for students placed with Affiliate and shall assume the following responsibilities.
 1. The School shall provide the students and Affiliate with the overall plan for the internship or practicum experience prior to initiation of students in field training. An Internship manual will be provided and incorporated as applicable to the clinical or research training of the students accepted by Affiliate.
 2. The School shall provide the name of the students to be assigned to the educational program at least one month prior to commencement of the students' program. Affiliate will review the credentials of the students assigned to the program and will approve students for participation there.
 3. The School shall assure that each student has completed pre-clinical instruction in accordance with standards mutually agreeable to the School and Affiliate, including but not limited to, training in bloodborne pathogens exposure.
 4. The School will instruct participating students to abide by rules, regulations, policies and procedures as stipulated by the Directors of the School and Affiliate, including the policy of holding patient information in the strictest confidence as required by local and federal regulations. HIPAA training may be completed through the Affiliate.
 5. If requested by Affiliate, the School shall instruct the student to provide Affiliate with evidence of current TB status and Hepatitis B immunization or signed declination statement. Otherwise, TB testing and Hepatitis B immunization will be provided by the Affiliate. TB testing is required for all students at the Affiliate for (6) weeks or more. Students are required to receive (2) PPD tests within the last (12) months as part of a two-step screening program required by the CDC, OSHA, and Affiliate's accreditation agencies.
 6. Students with clinical responsibilities under this agreement will be covered by the School's professional liability insurance in the minimum of \$1 million per occurrence and \$3 million aggregate OR the School will advise students that they are individually responsible for securing and maintaining professional liability insurance with limits satisfactory to Affiliate, but in no case less than \$1 million per occurrence and \$3 million aggregate and shall assure

compliance with this provision. Proof of professional liability insurance coverage for students in clinical training shall be provided to the Affiliate on an annual basis.

7. The School shall have full responsibility for the conduct of any student disciplinary proceedings in accordance with applicable statutes, rules, regulations, and case law.
 8. The School represents that its educational program is accredited by appropriate accreditation agencies and students will receive appropriate credits toward the completion of their educational programs by participating in a clinical or research program.
- B. Affiliate: The Affiliate shall plan and administer all aspects of patient care and shall assume the following responsibilities:
1. Provide supervision of students during their clinical or research experience as deemed appropriate.
 2. Cooperate with the School in the planning and structuring of students' clinical or research experience and assist in making the experience compatible with the School's educational objectives. The Affiliate will notify the School of any site-specific or program-specific requirements.
 3. Assume responsibility for students' clinical or research assignments. Assignments will be made to best meet the needs of students and the Affiliate in consideration of the mission of the clinical or research service, readiness of the student, student's degree of proficiency, and the best interests of Affiliate's patients.
 4. Provide performance evaluation of the Student when requested by the School.
 5. Orient students to the rules, regulations, policies, and procedures of Affiliate.
 6. Inform the School supervisor when problems with students' conduct occur.
 7. Assist students in accessing emergency medical care services, if needed, through the Johns Hopkins Emergency Room services. Cost of such service will be the responsibility of students.

II. General Provisions

- A. No provision shall prevent Affiliate from refusing to accept any student who has been discharged for cause as an employee by said affiliate.
- B. Affiliate may request the withdrawal of any student for a cause related to maintaining Affiliate's standards, practices, or policies. The School shall comply immediately in such instances.
- C. Students of the School shall not be deemed to be employees of Affiliate for the purposes of compensation, benefits, worker's compensation, or unemployment.
- D. No student shall be discriminated against on the basis of race, religion, color, national origin, sex, marital status, sexual orientation, age handicap, or veteran status.
- E. It is acknowledged that the clinical or research training is mutually beneficial to all parties and that no monetary consideration is paid by either party to the other.
- F. Student's acceptance into clinical or research training with Affiliate is contingent upon proof by student of professional liability coverage at limits accepted by Affiliate and the School, but in no case less than \$1 million per occurrence and \$3 million aggregate. Coverage must remain in force

throughout the period students are participating in the program. Proof of professional liability insurance coverage for students in clinical training shall be provided to the Affiliate on an annual basis. The Certificate of Insurance (COI) is required before the start of the training affiliation agreement.

- G. No provision shall prevent any patient from requesting not to be a teaching patient or prevent any member of the Affiliate's Clinical or Administrative staff from designating any patient as a non-teaching patient.
- H. No amendment or modification to this agreement shall be effective unless the same is in writing and signed by both parties. Terms of this contract shall remain in effect for five (5) years from the date of this agreement.
- I. Emergency treatments for injuries/illness incurred become the financial responsibility of the student.

III. Construction/Jurisdiction

This agreement shall be construed by and enforced in accordance with the laws of the State of Maryland without regard to its principles of conflicts of law. Institution hereby submits to the jurisdiction of federal and state courts located in the State of Maryland with respect to all legal actions or proceedings relating to or arising from this Agreement.

IV. Indemnity

The parties agree to indemnify and hold harmless each other for the actions and failures to act on the part of each party's employees, officers, students and agents, and that each party is liable to claims, losses, damages, cost judgments or obligations, including attorney's fees resulting from or in any way connected with performance or failure to perform services or obligations under this Agreement by its own officers, employees, agents, and students.

**Stevenson University
Stevenson, Maryland**

Signature

First and Last Name (*Please Print*)

Title

Date

**Kennedy Krieger Institute
Baltimore, Maryland**

Signature

Bruce K. Shapiro, M.D.
Vice President, Training

Date

FIELD PLACEMENT AGREEMENT

This Agreement, entered into this 1st day of April, 2016, between Stevenson University (hereinafter referred to as the "**SPONSOR**"), and **SHEPPARD PRATT HEALTH SYSTEM, INC.**, of Baltimore, Maryland 21285-6815 (hereinafter referred to as the "**HEALTH SYSTEM**").

WHEREAS, it is to the mutual benefit of the **HEALTH SYSTEM** and the **SPONSOR** for the **SPONSOR** to assign certain of its students for clinical education in the Volunteer Services program (the "Education Program") operated by the **HEALTH SYSTEM**; and

WHEREAS, it is in the best interests of the parties hereto to plan jointly for the organization, administration, and operation of the Education Program;

NOW, THEREFORE, in consideration of the mutual covenants by each party to be kept and performed, it is agreed as follows:

ARTICLE I. SPONSOR RESPONSIBILITIES

A. Selection. The selection of students who are to participate in the Education Program at the **HEALTH SYSTEM** is to be made by the **SPONSOR** in coordination with **Health System's manager of the Education Program** in accordance with requirements as set forth below.

1. The **SPONSOR** shall verify that the students meet the academic requirements of the **SPONSOR** for eligibility for "internship," "practicum" or field work" experiences for which they shall receive academic credit.

2. The **SPONSOR** shall warrant to the **HEALTH SYSTEM** that each student has on record with the **SPONSOR** a complete physical, showing general good health, freedom from tuberculosis and no other infectious diseases. Upon request from the **HEALTH SYSTEM**, a copy of records reflecting the foregoing shall be made available to **HEALTH SYSTEM**.

3. The **SPONSOR** shall inform each student that he/she must make formal application to the Education Program and be interviewed by the manager of the Education Program. If suitable for placement, student must then have a successful interview with clinical staff in the area of assignment.

4. The **SPONSOR** shall inform each student that he/she must attend a three-hour orientation and must comply with all other requirements of the **SPONSOR** for the Education Program.

5. The SPONSOR and the HEALTH SYSTEM shall select students without regard to race, sex, religion, color, national origin, or physical handicap.

6. The SPONSOR shall base selection of the students upon additional criteria as may be, from time to time, established by the Education Program and presented in writing to the SPONSOR by the HEALTH SYSTEM Representative.

7. The SPONSOR shall notify students selected for the Education Program that the student is not an employee of the HEALTH SYSTEM for any purpose, that the student shall not be compensated in any way, and that the student is not entitled to any benefit afforded by the HEALTH SYSTEM to its employees, including, but not limited to worker's compensation insurance. Students shall be informed that they will not be reimbursed for rendering services to patients during the course of the Education Program.

B. Insurance.

1. General Liability Insurance. The SPONSOR and any students earning academic credit through the Education Program shall have general liability insurance coverage provided either by the SPONSOR or by the student and coverage shall be in the minimum amount of One Hundred Thousand Dollars (\$100,000) for each incident and Five Hundred Thousand Dollars (\$500,000) for annual aggregate coverage for each student. SPONSOR agrees to furnish to the HEALTH SYSTEM a valid Certificate of Insurance of such general liability insurance for each proposed student as soon as practicable prior to and as a condition of his/her placement in the Education Program. Where such liability insurance is procured directly by the student, the student must provide a valid Certificate of Insurance as soon as practicable prior to and as a condition of his/her placement in the Education Program.

Certifications of Liability Insurance are to be sent to HEALTH SYSTEM at the following address:

Thomas Flis
Sheppard Pratt Health System, Inc.
6501 North Charles Street, P.O. Box 6815
Baltimore, MD 21285-6815

2. Health Insurance. Each student accepted into the Education Program, as a condition of participation, must carry health insurance including major medical coverage adequate to cover the student's needs in case of any accident, injury or illness while participating in the HEALTH SYSTEM's Education Program, and shall furnish proof of such insurance to HEALTH SYSTEM upon request.

C. Confidentiality; HIPAA Compliance. In the course of a student's participation in the Education Program, the student and the SPONSOR staff may become privy to, or may receive or create certain confidential health or medical information relating to persons being treated in the HEALTH SYSTEM ("Protected Health Information"), the confidentiality of which is regulated by the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 ("HIPAA"). SPONSOR agrees to maintain and to require all students to maintain the confidentiality of all Protected Health Information as required by HIPAA. Not in limitation of the foregoing, but in addition thereto:

- (i) Neither the SPONSOR nor any student shall directly or indirectly use, divulge, reveal, report, publish, transfer or disclose any Protected Health Information other than as may be strictly necessary to perform its duties under this Agreement.
- (ii) SPONSOR agrees to maintain and use appropriate safeguards to prevent the use or disclosure of Protected Health Information other than as needed to perform the functions of this Agreement.
- (iii) SPONSOR agrees to report to HEALTH SYSTEM any use or disclosure of Protected Health Information not provided for by this Agreement of which it becomes aware.
- (iv) SPONSOR shall insure that any student or SPONSOR staff who have privy to Protected Health Information received from HEALTH SYSTEM, or created, or received by on behalf of HEALTH SYSTEM agree to the same restrictions that apply to HEALTH SYSTEM with respect to such Protected Health Information.
- (v) SPONSOR agrees to maintain records of any disclosures of Protected Health Information, and within ten days of a request by HEALTH SYSTEM for an accounting of disclosures of Protected Health Information, SPONSOR shall make available to HEALTH SYSTEM the information to provide such an accounting of disclosures. At a minimum, such information shall include the date of disclosure, the name of the entity or person who received the Protected Health Information, and, if known, the address of such entity or person, a brief description of the Protected Health Information disclosed, and a statement of the purpose of the disclosure.
- (vi) Notwithstanding any provision of this Agreement to the contrary regarding term or termination, if HEALTH SYSTEM determines in good faith that SPONSOR or any student has violated a material term of this Paragraph C pertaining to the confidentiality of Protected Health Information, HEALTH SYSTEM shall have the

option to immediately terminate this Agreement or to immediately terminate the participation in the Education Program of any student who was involved in the violation.

D. Indemnification Clause. SPONSOR agrees to indemnify and save harmless the HEALTH SYSTEM and any and all of its subsidiaries and affiliates, their trustees, agents, servants, and employees from and against all claims, suits, judgments, and/or damages brought, recovered or exacted against the HEALTH SYSTEM for or on account of any negligent or wrongful acts of SPONSOR, its agents, employees, associates, enrollees, students, or subcontractors. HEALTH SYSTEM agrees to indemnify and save harmless the SPONSOR and any and all of its subsidiaries and affiliates, their trustees, agents, servants and employees from and against all claims, suits, judgments and/or damages brought, recovered or exacted against the SPONSOR for or on account of any negligent or wrongful acts of HEALTH SYSTEM, its agents, employees, associates or subcontractors.

E. Notice of Student Cancellation. In the event of cancellation by a student holding a reserved space in an Education Program at HEALTH SYSTEM, SPONSOR shall immediately notify HEALTH SYSTEM. Failure to notify of a cancellation, or excessive cancellations may, at HEALTH SYSTEM's option, permit HEALTH SYSTEM to terminate this Agreement prior to the expiration of the term.

ARTICLE II. HEALTH SYSTEM RESPONSIBILITIES

A. HEALTH SYSTEM Services and Facilities.

1. The HEALTH SYSTEM shall be responsible for and retain absolute control over the organization, administration, operation, and financing of its services and the implementation of its Education Program.

2. The HEALTH SYSTEM shall provide each student with clinical training and service opportunities of an extent, quality, and range as are appropriate for student clinical training.

3. The SPONSOR shall be informed regarding significant changes in clinical facilities which may affect the SPONSOR.

4. The HEALTH SYSTEM shall retain the right to require the removal from, and deny access to, its facility of any student whose professional or social conduct is, in the opinion of the HEALTH SYSTEM, disruptive, disreputable, or otherwise destructive of the established

practices of the HEALTH SYSTEM or its standing in the community. Such action shall be reported promptly to SPONSOR's contact person as noted in III, F, below.

B. Accreditation. The HEALTH SYSTEM shall retain its accreditation by the Joint Commission for the Accreditation of Hospitals or similar appropriate accrediting agency.

C. Medical Services. The HEALTH SYSTEM agrees to furnish first aid for students, as available. The parties acknowledge that the HEALTH SYSTEM is not a general acute care facility and does not maintain an acute care emergency room.

D. Hepatitis B. The Centers for Disease Control recommend that all personnel working in a patient care environment receive the Hepatitis B vaccine. At present, the HEALTH SYSTEM does not require that students enrolled in the HEALTH SYSTEM's clinical training programs receive the vaccine. The HEALTH SYSTEM maintains that it is the student's personal and financial responsibility to determine whether they should receive the vaccine.

E. Service Requirement. The minimum duration of the Education Program is three (3) months. All students shall meet the minimum three (3) month service requirement.

F. HEALTH SYSTEM Policies. The HEALTH SYSTEM shall provide each student with orientation and access to the policies, procedures, protocols, and practices of the HEALTH SYSTEM and all applicable laws and regulations at the time of the Student's arrival at the HEALTH SYSTEM.

ARTICLE III. JOINT RESPONSIBILITIES

A. Liaison Personnel. The HEALTH SYSTEM and the SPONSOR shall provide liaison personnel from the Education Program staff and academic institution faculty to assure systematic planning and the exchange of information regarding policy changes, problems, and new developments related to the Education Program.

B. Assignments. The maximum number of students assigned to the HEALTH SYSTEM during any instructional period shall be established by the HEALTH SYSTEM as determined by the availability of facilities and experiences, and the needs of the HEALTH SYSTEM staff.

C. Governing Rules, Regulations, Practices. Where areas of differences exist or occur in rules, regulations, or questions of clinical practices, the HEALTH SYSTEM rules, regulations, or practices shall prevail, and such conflict shall be referred to the SPONSOR and HEALTH SYSTEM representatives.

The HEALTH SYSTEM has adopted a policy to establish and maintain a work environment free from the effects of alcohol or other drugs, and specifically prohibits the illegal or unauthorized use, possession, manufacture, dispensation or sale of alcohol, controlled substances, drugs or drug paraphernalia on HEALTH SYSTEM premises or on HEALTH SYSTEM business, or in HEALTH SYSTEM supplied vehicles. SPONSOR agrees to advise students of this policy and to inform students that a determination by HEALTH SYSTEM of non-conformance to this policy shall result in the immediate termination of their participation in the Education Program.

D. Student Records. The parties hereto acknowledge that certain records and documents relating to individual students maintained by the HEALTH SYSTEM and the SPONSOR- may be governed by the Family Educational Rights and Privacy Act of 1974 and other federal and state statutes and regulations. Both parties agree to protect said records in accordance with any such applicable statute or regulation and to cooperate fully with the other party in complying with the provisions of such statutes and regulations.

E. Representation. In implementing this Agreement, the SPONSOR shall be represented by the head of the SPONSOR's internship program or designee. The HEALTH SYSTEM shall be represented by the Manager of Volunteer Services. These representatives shall remain available for consultation and communication to act upon any decisions required in the performance of this Agreement.

F. Notice. When written notice is required or permitted, it shall be given to the respective parties, by hand or by Registered or Certified Mail, Return Receipt Requested, to the respective representative, at the following addresses:

If to the SPONSOR:

John Rosicky, Ph.D
Professor and Department Chair
Human Services Department
Stevenson University
1525 Greenspring Valley Road
Stevenson, MD 21153

If to the HEALTH SYSTEM:

Sheppard Pratt Health System, Inc.
Thomas Flis
Manager, Volunteer Services
6501 North Charles Street, P. O. Box 6815
Baltimore, MD 21285-6815

G. Term and Renewals. This Agreement shall be in force and effect for the period of April 1, 2009, through April 1, 2012, and shall automatically renew for additional periods of one (1) year unless terminated, in writing, at least thirty (30) days prior to the termination date.

H. Termination. This Agreement may be terminated by either party upon giving written notice of such intent to the other party as designated in F., above, by Certified or Registered Mail, Return Receipt Requested, at least thirty (30) days prior to the date of such termination. Such termination shall not affect students currently enrolled in the Education Program, subject to the stipulations of II.A.4, above.

I. Section Headings. The section headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

J. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Maryland. Baltimore County, Maryland, shall be the venue for any action, special proceeding, or other proceeding that may be brought, which arises out of or in connection with or by reason of this Agreement.

K. Assignment. No assignment of this Agreement or the rights and obligations hereunder shall be valid without the specific written consent of both Parties hereto, except that this Agreement may be assigned by the HEALTH SYSTEM as a result of reorganization, merger, or consolidation, or to any successor entity operating the facility now operated by the HEALTH SYSTEM.

L. Entire Agreement. This Agreement and cited appendices supersede all previous contracts or agreements between the Parties with respect to the subject matter hereof, and constitutes the entire Agreement between the Parties.

M. Amendments. This Agreement may be amended only by an instrument in writing signed by each of the Parties.

N. Execution. This Agreement and amendments thereto shall be executed in duplicate copies: (1) on behalf of the SPONSOR by an appropriate official of SPONSOR; and (2) on behalf of the HEALTH SYSTEM by the authorized representative of the HEALTH SYSTEM. Each duplicate copy shall be deemed an original, but both duplicate originals shall together constitute one and the same instrument.

FOR HEALTH SYSTEM:

Patricia Pinkerton
Vice President and Chief Financial Officer

Date

Thomas Flis
Manager, Volunteer Services

Date

FOR SPONSOR

Stevenson University

Name:
Title:

Date

Date

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Sample Letter of Agreement with Field Placement Agency

Dear _____ -

Thank you for agreeing to participate in a human services field placement experience. Our students look forward to the opportunity to put into practice what they have learned in their major courses. Your participation in this experience is invaluable. This letter is to confirm the placement of _____ (Internship) _____ (Practicum), the student who has been assigned to you.

In preparation for the field placement, please review the university's catalog on our website: www.stevenson.edu/academics/catalog. The catalog provides the university's calendar as well as the university's "Non-Discrimination and Sexual Harassment" policies and "Grievance Procedures". Please review these policies, as you are expected to be aware of them and, where applicable, comply with them.

I have attached the Student Field Placement Handbook for your reference. The Field Placement Responsibilities list will clarify the roles and functions of yourself, your student, and the college supervisor. The Student Field Placement Evaluation Tool is also found in the handbook; this form should be completed by the field instructor and student at the midpoint and at the end of the experience.

Field placement instructors are expected to provide the students with an opportunity to demonstrate the application of their course studies to the workplace. **By accepting our student for a Field Placement, you are agreeing to comply with the terms and conditions as set forth in the Field Placement Handbook.** If you have any questions as to what types of activities may be appropriate for your student, please do not hesitate to contact me.

Again, thank you for your participation in this course. If you have any questions or concerns, or would like to discuss the field placement experience with me, please contact me or the department chair, Dr. John Rosicky at 443-334-2289. I will be supervising the students in their field placements and will serve as a resource to you throughout the placement. We greatly appreciate your partnership with us at this pivotal time in the student's academic and professional development.

Tom

Very truly yours,

Mayaugh Finkenberg, E.D.
Field Placement Coordinator
Human Services Program
443-334-2254
mfinkenberg@stevenson.edu

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Family Studies (CHS 101 ON2 & 101 ON3) - Spring 2019

INSTRUCTOR: Thomas K. Swisher, J.D., Ph.D.
E-MAIL: tswisher1472@stevenson.edu
Appointment
PHONE: 443-996-6659

OFFICE: ON 173

OFFICE HOURS: By

Email Dr. Swisher to schedule.

3 Credits

Prerequisite(s): ENG-151 or equivalent (may be taken concurrently)

Classroom Location: MAC S225

Scheduled Class Days and Time:

CHS 101 01: Tuesday & Thursday; 11:00 a.m. to 12:15 p.m.

CHS 101 02: Tuesday & Thursday; 12:30 p.m. to 1:45 p.m.

Course Description: Explores family forms and issues across the life course in terms of current and historical trends as well as cross-cultural variations. The course addresses marriage and the family, partner selection and intimate relationships, and family crisis and social policy.

Instructional Methods Used in this Course: Course objectives will be achieved by a variety of possible methods which include lecture, class discussions, group activities, papers, videos, and fieldwork.

Required and Recommended Texts, Manuals, and Supplies: Benokraitis, N.V. & Buehler, C. (2018). Marriages & Families (9th ed.). Upper Saddle River, NJ: Pearson.

Additional readings are specified in the Course Schedule.

At the completion of the course, students should be able to:

1. Employ theoretical frameworks for studying the various structures and functions of families. (Discipline Expertise)
2. Articulate the impact of culture and history on variations in family development. (Discipline Expertise)
3. Describe individual and family growth and interactions across the life span, including “normal” stress in families as well as specific crises such as divorce and violence. (Discipline Expertise)

4. Articulate the diversity of family life issues both domestically and internationally. (Discipline Expertise)
5. Describe the reciprocal influences between both families and the work place and families and other social institutions. (Discipline Expertise)

Grading Scale:

Letter Grade	Percentage Points	QPA Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	0-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under "Academic Standing and Grading Information" in the "Academic Information" section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

1. Class Participation/Periodic Assignments (10%)

Advance preparation is mandatory, as students will be expected to synthesize, analyze, and evaluate the readings in terms of academic knowledge as well as personal and professional experience. Grading will take into consideration participation, punctuality, consistency, expressive participation, and receptive participation.

Research/News Presentation

Each student will deliver a short (2 minutes or less) oral summary of a recent (within the past year) news item pertaining to family studies. Coverage should be succinct but thorough. A copy of the item should be given to the instructor at the time of the presentation.

2. Quizzes (10%)

Students will take 5 short, announced quizzes during the semester. They will consist of multiple choice and fill-in-the blank questions and will cover information from the text as well as information presented in class.

3. Midterm (20%)

The midterm will consist of multiple choice and short essay questions. Like the quizzes, it will cover information from the text as well as information presented in class.

4. Article Review (15%)

Each student will review one assigned journal article.

5. Issue Presentation and Report (25%)

Each student will choose an issue in family studies to investigate. Team presentations will be delivered to the class, and individually written reports will be submitted.

6. Final Exam (20%)

The format for the final will be similar to that of the midterm.

All work product is expected to be of high quality as to both content and form (follow APA guidelines).

Resources for improved work product:

- Consult “Noodlebib” for bibliography formatting.
- Consult APA Guidelines for appropriate formatting.
- Submit your drafts to “Smarthinking” – an online writing lab

Examples of related professional journals for the individual and group assignments are: American Journal of Family Therapy, *Family Process*, *Journal of Couple and Relationship Therapy*, *Journal of Family Therapy*, *Journal of Marital and Family Therapy*, *Journal of Sex and Marital Therapy* as well as journals such as *Family Relations*, *Journal of Marriage and Family*, and *Families in Society*.

1. Class Participation

Students are expected to participate in all classes and to arrive promptly. Whenever a student is absent, it is the student’s responsibility to obtain lecture notes for that class session. A class directory will be distributed; please use it to contact a classmate to obtain missed class notes. Usage of all electronic devices is prohibited in class.

2. Written Assignments

All written assignments must be typewritten. Handwritten assignments will not be accepted.

3. Late Assignments or Presentations

All assignments or presentations are due at the **beginning** of the class period for which they are assigned. Otherwise, grades will be lowered 10% for each 24 hours (including weekends and holidays) the assignment is late. **ONLY HARD COPIES ARE ACCEPTABLE. E-MAILED ASSIGNMENTS WILL NOT BE ACCEPTED.**

4. Academic Link

The Academic Link is a free service to all Stevenson students. At the first sign of a problem in this course, it is recommended that you go to KH 201 and sign up for a tutor.

5. E-mail and Blackboard

Information about this course will be e-mailed to students at their college e-mail address, and course information will be posted on Blackboard. Therefore, it is important for students to check their college e-mail and course website regularly.

GUIDELINES

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Standards of Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course. Students will be asked to assent to and to uphold the University Honor Pledge:

"I pledge on my honor that I have neither given nor received unauthorized assistance on this assignment/exam."

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

ACADEMIC SERVICES AND RESOURCES

Disability Services

Stevenson University will make reasonable accommodations for qualified students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for students who self-identify as having a disability and provide appropriate documentation. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University's Office of Disability Services:

<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student's grade. To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for

your needs. For more information about library services, please visit:
<http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

The Wellness Center

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at:
<http://www.stevenson.edu/student-life/health-wellness/>

SU Goal No. 1: Intellectual Development (ID) - The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C) - The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW) - The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL) - The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR) - The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP) - The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

DATE	THEME	READINGS
1/29	Course Overview Review Syllabus Introductions	IN CLASS MATERIALS
1/31	The Changing Family	Benokraitis, Chapter 1
2/5 & 2/7	Studying The Family	Benokraitis, Chapter 2
2/12	QUIZ on Chapters 1 & 2 – Administered at start of class. Historical and Contemporary Family Diversity	Benokraitis, Chapter 3
2/14	Variations in Racial & Ethnic Families	Benokraitis, Chapter 3

2/19	ASSIGNMENT 1 - Article Review – Hand in at start of class. Socialization & Gender Roles	Benokraitis, Chapter 5
2/21	QUIZ on Chapters 3, 4 & 5 – Administered at start of class. Love & Loving Relationships	Benokraitis, Chapter 6
2/26 & 28	Sexuality & Sexual Expression	Benokraitis, Chapter 7
3/5	Choosing Others: Dating & Mate Selection	Benokraitis, Chapter 8
3/7 &/or 3/12	QUIZ on Chapters 6, 7 & 8 – Administered at start of class. Singlehood & Cohabitation	Benokraitis, Chapter 9
3/12 &/or 3/14	MIDTERM	
3/19 & 21	NO CLASS – SPRING BREAK	
3/26	Parenting: More Choices & Constraints	Benokraitis, Chapter 11
3/28	Issues in Contemporary U.S. Families Review & Discuss Assignment 2 due later in semester	
4/2	Library Orientation &/or Work in Teams	
4/4	The Economy & Family Life	Benokraitis, Chapter 4
4/9	Domestic Violence & Other Family Health Issues	Benokraitis, Chapter 12
4/11	QUIZ: Chapters 11, 4 & 12 - Administered at start of class.	
4/16	Domestic Violence & Stress	Benokraitis, Chapter 14
4/18	Marriage & Communication	Benokraitis, Chapter 10
4/23	Marriage & Communication (Cont.) ASSIGNMENT 2 - Written Issue Report - Hand in at start of class. GROUP #1 PRESENTATION	
4/25	Separation, Divorce, Remarriage & Stepfamilies GROUP #2 PRESENTATION	Benokraitis, Chapter 13
4/30	Separation, Divorce, Remarriage & Stepfamilies (Cont.) QUIZ: Chapters 10 & 14 - Administered at start of class. GROUP #3 PRESENTATION – “Spanking”	
5/2	Separation, Divorce, Remarriage & Stepfamilies (Cont.) GROUP #4 PRESENTATION – “Divorce and Children”	



5/7	Families in Later Life GROUP #5 PRESENTATION – “Stepfamilies”	Benokraitis, Chapter 14
5/9	TEST PREP, REFLECTIONS, AND CONCLUSIONS	
TBA	FINAL EXAMINATION	

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STEVENSON

U N I V E R S I T Y

CHS 101 – FAMILY STUDIES

ARTICLE REVIEW

After you have read the assigned journal article, (**Adaptation to Parental Gender Transition: Stress and Resilience Among Transgender Parents (Archives of Sexual Behavior; January 2016; Volume 45, pages 607-617)**) write a review of it as outlined below. Please use complete sentences when writing your summary and reaction, and delineate the various sections by lettering them (A,B, or C) and numbering them (1,2,3, or 4) so that they correspond to this assignment sheet. Double space each response using Times New Roman 12 pt. font.

A. APA Citation

The article you will read is from a professional journal. Cite it, using APA style, as you would if you were including it in a reference list

B. Summary

Summarize the article by answering the following questions **in your own words**; don't use quotations from the article:

1. What had previous research indicated? (Summarize; don't rewrite the literature review!)
2. What did the researchers want to find out? (What goals, objectives, hypotheses, or research questions did they have?)
3. (a) From whom did they collect their data? (b) What types of data did they collect?
4. What did the researchers find out?

C. Reaction

React to the article by addressing the following questions:

1. What are the implications/applications of the findings of this specific study for (a) human services workers and (b) families?
(Use the specific findings from the study to answer the questions)

2. Based on your own thoughts and experiences, do the findings seem valid? (Do they “make sense”?) Explain why or why not.

Grading

Papers will be graded based on (1) thoroughness and accuracy (2) thoughtfulness, and (3) mechanics of writing (grammar, spelling, punctuation, etc.).

A. APA Citation (15)

B. Summary (80)

What had previous research indicated? (20 points)

What did the researchers want to find out? (What goals, objectives, hypotheses, or research questions did they have?) (20 points)

(a) From whom did they collect their data? (10 points) (b) What types of data did they collect? (10 points)

What did the researchers find out? (20 points)

C. Reaction (40)

What are the implications/applications of the findings for (a) human services workers (10 points) and (b) families? (10 points)
(How can the findings be used?)

Based on your own thoughts and experiences, do the findings seem valid? (Do they “make sense”?) Explain why or why not. (20 points)

D. Writing Mechanics (15)

Total (150)

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STEVENSON
U N I V E R S I T Y
COUNSELING & HUMAN SERVICES DEPARTMENT

CHS 101 - FAMILY STUDIES
Issue Presentations

The personal enrichment of each student is central to Stevenson's mission; "enlarging one's horizons and integrating one's total capabilities" are key elements in the fulfillment of the mission. In the following assignment your horizon will be enlarged as you learn new information and then integrate it by thinking about it critically and reflecting upon it.

There are many controversial issues related to families. In this assignment, you will investigate one of these issues by reading and **preparing for but not conducting** fieldwork. After you have collected your data, you will present **both sides** of the issue to the class in a team presentation. In an individual written report, you will summarize and react to a journal article, discuss your fieldwork preparation, and reflect on your topic.

The issues to be presented and the team presentation posting dates are as follows

- | | |
|---|---------|
| 1. Is Healthcare a Right? | Apr. 18 |
| 2. Does Marriage Matter? | Apr. 23 |
| 3. Is Media Violence Harmful to Children and Adolescents? | Apr 30 |
| 4. Is Spanking Detrimental to Children and Adolescents? | May 2 |

All written reports are due on April 18

PREPARATION

1. Read the *Taking Sides* article that addresses your topic. All articles can be found on eReserves at this link: <http://stevenson.libguides.com/er.php?ecid=7817>. The password is CHS101! (the exclamation point is part of the password). A hard copy of each article is also on reserve in the Stevenson library under CHS 101.
2. Read at least one additional article on your topic **from a scholarly journal**. This article can be found electronically by using any of the databases available from the Library Home Page. Databases often include articles that are *not* scholarly – look for “peer-reviewed” journals (*see descriptions and examples below*). The article must be a **minimum of three pages** long and **must not be a duplication of another team member's article**. Your Article Review will be **written on your individual article** and you **must submit a link or electronic copy of your article**.
3. In addition to reading about the issue you are investigating, I would like you to conduct some field work to gather the thoughts and opinions of others. This could include interviewing someone with professional or personal knowledge of the topic, or surveying other students.

CLASS PRESENTATION (Team Work)

All students working on a particular issue will post a presentation for the entire class to review. In presenting your issue, it is important to present **both** sides. In addition, you should provide information from your individual articles and your field work.

WRITTEN REPORT (Individual Work)

Reports should include the following sections and will generally be 3-5 pages long:

- A. Article Review
 1. Citation of article **using APA style**, including retrieval information.
 2. Summary (Concise but thorough coverage of main points)
 3. Evaluation (your analysis of the strengths, weaknesses and applicability of the article)
- B. Discussion of Field Work
 1. Description of what you did or who you interviewed, including a copy of your questions or survey.
 2. Analysis/discussion of your results and how they relate to the issue.
- C. Reflection on Your Issue - Based on your reading and field work, what are your own, personal thoughts on this issue?

GRADING

The issue presentation and paper comprise 20% of each student's final grade. The criteria that will be used in determining grades are the following:

Written Report

- Thoroughness
- Accuracy
- Demonstration of thoughtfulness re: reaction and reflection
- Mechanics of writing (grammar, punctuation, spelling, etc.)

Team Presentation

- Understanding of concepts
- Description and explanation
- Organization
- Feedback from classmates
- Team participation

Scholarly Journals and Popular Magazines

Understanding the Difference

Scholarly-Use for paper	Popular-DO NOT USE
<p>These periodicals are called:</p> <ul style="list-style-type: none"> ● Journals ● Scholarly journals ● Peer reviewed journals ● Refereed journals 	<p>These periodicals are called:</p> <ul style="list-style-type: none"> ● Magazines ● Digests
<p>Their intended audience is:</p> <ul style="list-style-type: none"> ● Scholars within one academic discipline ● Subject specialists 	<p>Their intended audience is:</p> <ul style="list-style-type: none"> ● The general reader ● A specific demographic group ● Enthusiasts or hobbyists with common interests
<p>Journals publish:</p> <ul style="list-style-type: none"> ● Original scholarly research including abstracts, methodology, conclusions and cited references ● Discussions of current topics within an academic discipline 	<p>Magazines publish:</p> <ul style="list-style-type: none"> ● Articles related to the theme of the magazine ● News oriented articles ● First person accounts ● Articles summarizing current research for an average reader
<p>Published articles must:</p> <ul style="list-style-type: none"> ● Be submitted by recognized scholars in the field ● Pass a rigorous review by a panel of subject experts (<i>peer-review</i>) ● Meet strict guidelines for format and content 	<p>Published articles are:</p> <ul style="list-style-type: none"> ● Written by a magazine's own staff writers ● Submitted by freelance writers ● Generally checked for factual accuracy ● Edited for style, grammar, and punctuation
<p>Journals include:</p> <ul style="list-style-type: none"> ● Advertisements for other scholarly publications, scholarly conferences or professional products ● Illustrations or photographs that enhance the understanding of an article 	<p>Magazines include:</p> <ul style="list-style-type: none"> ● Vast quantities of glossy advertisements ● Eye catching illustrations and photographs ● Visual effects to grab a reader's attention
<p>Journals are published by:</p> <ul style="list-style-type: none"> ● Scholarly or professional associations or societies ● Universities or research institutions 	<p>Magazines are published by:</p> <ul style="list-style-type: none"> ● Corporate conglomerates ● Commercial publishers ● Special interest groups

Examples of Scholarly Journals and Popular Magazines

Scholarly Journals	Popular Magazines-DO NOT USE
American Journal of Psychology	Psychology Today
Women's Studies Quarterly	Ladies Home Journal
Science	Scientific American
Current Issues in Psychological Science	National Geographic
Journal of American History	Time
Journal of Marriage and the Family	Family Circle
JAMA (Journal of the American Medical Association)	Health
Child Development	Parents

Remember to cite your articles using **APA formatting**. For detailed tutorials and information on APA format, see associated items on Blackboard or visit the Stevenson Library resources. Here's a quick example:

Author Last Name, Initial of First Name. (Year of publication). Title of the article. *Title of Periodical, Volume number*(Issue number), page numbers. Retrieved from Name of database.
doi:10#####

So it would look like this:

Smith, A. B. & Jones, C. (2011). How not to plagiarize: A simple guide. *The Journal of Citations*, 8(2), 26-34. Retrieved from imaginary database.

NOTE: *the title of the article is NOT capitalized, but the name of the journal is. Only last names of the authors are spelled out and there are no titles (Dr. or Ph.D). Follow punctuation exactly. Even if an article is retrieved off of the internet, the basic citation information must be included.*



CHS 201 Human Services and Social Policy Fall 2018

Dr. Mayaugust Finkenberg

Telephone number: 443-334-2491

Stevenson email: mfinkenberg@stevenson.edu

Best times for phone contact: Call anytime and leave a voicemail if I am not in

Office location: LRC 115. This is on the second floor of the Greenspring Library

Office hours: Tuesdays 12:30-2 /Thursdays 12:30-1. I am available outside of my office hours, you are welcome to stop in anytime my door is open or email for an appointment.

[Class Schedule](#)

CHS 201- Human Services and Social Policy

Section number: 2

Credits: 3 credits

Prerequisite(s): ENG 151 .

Classroom or Studio Location: Dawson Center 301

Scheduled Class Days and Time: Tu/ Thurs 9:30-10:45

Course Description: This course provides an overview of the goals, functions and organization of human services for individuals and groups. Students also examine the major theoretical approaches for helping people in need and the various functions of professionals in human services.

Instructional Methods Used in this Course: : Course objectives will be achieved by a variety of methods which include lecture, class discussions, group projects, papers, guest speakers, videos, and fieldwork

Required and Recommended Texts, Manuals, and Supplies: There is no required text for this course. There ARE reading materials. All reading materials are linked in the class Blackboard site.

1. **Course Objectives/Learning Outcomes:** Identify the goals, functions, and organization of human services and their relationship to the various roles of human service workers.
2. Identify specific examples of treatment and prevention programs that have been designed to help resolve family and individual problems.
3. Articulate how diversity among individuals, families, and communities may affect the delivery of human services.
4. Describe how personal, ethical (related to the NOHS/CSHSE Ethical Standards), and legal issues affect the delivery of human services.
5. Locate and interpret sources appropriate to public policy, trends, and issues that affect individuals and families.

6. Specify how his/her personal values and goals relate to a career in human services.
7. Identify and apply principles of assessment, planning, brokering, and case management.
8. Compare and contrast major models of causation for psychopathology and major theoretical approaches for helping people in need.
9. Assess the needs of a specific community or population.

To determine if this course fulfills additional program or track outcomes, please see the department chair or program coordinator.

Grading Scale:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	1-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under “Academic Standing and Grading Information” in the “Academic Information” section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

Course Requirements:

1. **Class Participation/Quiz Questions**
2. **Quizzes**
3. **Midterm**
4. **Final Exam**
5. **Annotated Bibliography**
6. **Team Research Project**

Policies:

Late Assignments/Presentations: All assignments and presentations are due at the date and time posted on Blackboard and on this syllabus. Otherwise, grades will be lowered one letter grade for each 24 hours (including weekends and holidays) the assignment is late.

Make-up Exams and Quizzes. Students are expected to take exams and quizzes at the scheduled time. Make-up exams and quizzes are permitted with a documented and excused reason. Examples of documented excuses include an illness with an accompanying note from doctor's office. The window for taking the make-up exam closes once the exam is returned in class.

Classroom and Studio Policies: It is expected that students will be fully attentive to the instructor and to their peers during class time. As such, use of technology is allowed if it enhances the students learning experience. Use of technology for purposes unrelated to class should be done before or after class.

Submission of Assignments or Projects:

Written Assignments: All written assignments must be typewritten. Handwritten assignments will not be accepted. Papers will be submitted via Blackboard unless otherwise noted. All assignments submitted via Blackboard will be screened with *SafeAssign*, a software program that monitors for possible plagiarism. Papers may NOT be put in the instructor's mailbox.

Course-Specific Attendance

Attendance is required and expected. Students are responsible for the material presented in class which includes lectures and guest speakers- material that will not be found in your readings. If a student must miss class for an unavoidable reason, it is expected that the student will email the instructor to notify of the absence and contact a classmate to get class notes. Best practice is to ask a classmate to take notes prior to the missed class. Students should email the instructor with specific questions after contacting classmates.

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Standards of Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

*“I pledge on my honor that I have neither given nor received
unauthorized assistance on this assignment/exam.”*

Suspected violations of the Academic Integrity Policy will be reported and investigated as outlined in the Policy Manual, Volume V.

Disability Services

Stevenson University will make reasonable accommodations for students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for every student who self-identifies as having a disability. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University’s Office of Disability Services:

<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student’s grade. To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

The Wellness Center

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at: <http://www.stevenson.edu/student-life/health-wellness/>

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.



Graded Assignments:

1. Class Participation/Quiz Questions (10%)

Advance preparation is mandatory, as students will be expected to synthesize, analyze, and evaluate the readings in terms of academic knowledge as well as personal and professional experience. Grading will take into consideration punctuality, consistency, completion of in-class and outside-class assignments, expressive participation, and receptive participation.

Quiz Questions: As part of your class participation grade, you will submit two quiz questions via blackboard every Wednesday before class. Questions should be in multiple choice format.

2. Quizzes (15%)

Several short quizzes will be completed throughout the semester. The quizzes will be announced and will cover information from the readings as well as information presented in class.

3. Midterm (15%)

The midterm will consist of multiple choice, true-false, and short essay questions. Like the quizzes, it will cover information from the text as well as information presented in class.

4. Final Exam (15%)

The format for the final will be similar to that of the midterm.

5. Annotated Bibliography (15%)

You will select, read and write a summary and review of two literature resources on a selected special population.

6. Team Research Project

As part of a small team of classmates, you will be responsible for researching the needs of a special population group presenting your findings to the class. In addition to the class presentation, you will also submit an individual written report on your group.

Community Needs Assessment Presentation(15%)

Individual Reflection Paper (15%)

Final exam date, time, and location: Thursday, Dec 13 8 - 10 AM

Course Calendar:

WEEKLY CLASS SCHEDULE – FALL 18

	Topics Covered	Required Readings	Due
Week 1 Aug 28 &30	COURSE OVERVIEW, FOUNDATIONAL CONCEPTS	Piliavin, 2009 Altruism and Helping.pdf	
Week 2 Sept 4 & 6	THE HISTORY OF HELPING and MODERN DAY HUMAN SERVICES	DiGiovanni-CSHSE_Legacy.pdf (pp 9-14); Kincaid, 2009 -four essential components of CHS.pdf	
	ROLES AND FUNCTIONS OF HUMAN SERVICE WORKERS		
Week 3 9/11, 9/13	MACRO-LEVEL PRACTICE	The Community Tool Box (weblinks on BB)	SEPT 11- Quiz 1
Week 4 9/18, 9/20	ASSESSING THE NEEDS OF THE COMMUNITY	The Community Tool Box and Conducting a Needs Assessment	
Week 5 9/25, 9/27	WORKING WITH INDIVIDUAL AND FAMILIES: THEORETICAL PERSPECTIVES	Meet in library computer lab Mehr, Chapter 6 (pp 102-110 only) Mehr Chapter 8	SEPT 27- Community Needs Assessment Action Plan – Questions due OCT 2- Quiz 2
Week 6 10/2, 10/4	WORKING WITH INDIVIDUAL AND FAMILIES: THEORETICAL PERSPECTIVES	Mehr, Chapter 7 (March 1)	OCT 4- Annotated Bibliography
10/9	FALL BREAK	NO CLASS	

Week 7 10/11	Mid Term EXAM		Mid Term Exam
Week 8 10/16, 10/18	THE SKILLS OF HELPING- CASEMANAGEMENT AND SOFT SKILLS	Bogo (2006) pp. 123-130 and 137-140 Burnard (1999) pp. 48-54	OCT 18- Team Role Preference Scale
Week 9 10/23, 10/25	ISSUE-SPECIFIC SOCIAL POLICY	Reading TBD	
Week 10 10/30, 11/1	ISSUE SPECIFIC SOCIAL POLICY	Reading TBD	OCT 30- Quiz 3
Week 11 11/6, 11/8	TRAUMA INFORMED CARE AND CRISIS INTERVENTION	Miller Najavits 2012- Trauma informed care in correctional facilities.pdf	
Week 12 NOV 13 & 15	Individual and Group Research		NOV 15- Individual Reflection Papers
Week 13 NOV 20	GROUP PRESENTATIONS	PRESENTATIONS	NOV 20- Quiz 4
Week 14 11/27 & 29	NO CLASS NOV 22- ENJOY THANKSGIVING GROUP PRESENTATIONS	PRESENTATIONS	Group Presentations Revised &Community Action Plan
Week 15 12/4, 12/6	MULTICULTURAL AND ETHICAL ISSUES IN HUMAN SERVICES	NOHS Code of Ethics	
	STRESS MANAGEMENT		
Week 16 12/13	FINAL REVIEW FINAL EXAM 8-10 AM	This is subject to change based on University-Wide exam Schedule.	

**Quiz Questions are due every Thursday before class unless otherwise noted.

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COUNSELING & HUMAN SERVICES DEPARTMENT
CHS 201 - HUMAN SERVICES and Social Policy
Team Research Project
Community Needs Assessment
PREPARATION

- Choose a special population group with a potential human services need. Examples include but are not limited to: College students and involvement in healthy activities, the elderly and keeping active socially, abused or neglected children, college students and substance abuse, the chronically homeless, the social needs of disabled youth or reintegration of incarcerated. Your group has some flexibility with choosing the topic. Get approval from your instructor on your special population before you begin.
- **Individually**, begin your research by completing the Annotated Bibliography assignment. This will provide you with some background information as you and your team move forward with your Community Needs Assessment.

CONDUCTING THE NEEDS ASSESSMENT

1. Create a Needs Assessment Action Plan:

- Formulate Needs Assessment Questions. What do you want to learn about this special population? Meet with your group to develop questions that will guide your inquiry into the needs of this community of people. If you were going to create a program or advocate for changes in public policy for this special population, what information would you first need to know about this special population?
- Review existing data. What do you already know about the community? Possible sources include your annotated bibliography and previous field experiences. This is an opportunity for team members to share the information with each other.
- Determine what information you still need to know and how you will gather that information. You will complete the Community Needs Assessment Action Plan with your group.

2. Collect new data. Each team member is responsible for a conducting field work activity. The field work should be part of the Community Needs Assessment Action Plan. Examples of field work can include an additional field experience with targeted questions or phone interviews of several service providers, a survey or interview of community members or other stakeholders. Create the data collection instrument (the survey or interview questions) and collect the data.

3. Analyze your Data. Meet with your team to formulate ideas about the key findings you have learned about your community. Be sure to identify your source through in-text citations.

4. Report Your Findings. Each team will be allotted 20-30 minutes to present their findings to the class. These findings should provide an in-depth discussion of the needs, strengths and resources of this special population. In addition to the findings, this presentation should include an overview of your Community Needs Assessment Action Plan and your data collection methods.

GROUP DELIVERABLES

1. Community Needs Assessment Action Plan
2. Class presentation

INDIVIDUAL DELIVERABLES

1. Field Work
2. Reflection Paper

INDIVIDUAL REFLECTION PAPER

You will write a 2-3 page paper (double spaced) reflecting on your work in the community needs assessment. This paper should include the following:

1. Field Work. Describe your field work. Describe the results of your field work. How did your field work contribute to the overall community needs assessment? Include a copy of the data collection tool you created.
2. Discuss the strengths and weaknesses of your community needs assessment. If time and resources was no barrier, how would you improve the community needs assessment?
3. The group process. Working in a group can be very rewarding and highly productive. Group work is not just about lightening the load by dividing up responsibilities; when done well the collaborative process can be much more than the sum of its parts. At the same time, when groups do not function well, the group process can be very challenging. Reflect on how well your team functioned. Provide examples. What was your role in the group process- i.e., what did you do to add to help the team function collaboratively? What conflicts did your group have and how did you work through these problems?

GRADING Team Presentation (50%)

- Evaluation of team participation
- Understanding of concepts
- Presentation of findings
- Needs Assessment Action Plan
- Presentation Style (engaging and organized)

Individual Reflection Paper (50%)

- Thoroughness, accuracy
- Thought and reasoning
- Writing mechanics (grammar, punctuation, spelling, etc.)

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CHS 220 Diversity and Cultural Competence in Human Services Spring 2019

Lauri Weiner, J.D., HS-BCP.

Stevenson telephone number: 443-394-9641

Stevenson email: lweiner@stevenson.edu

Best times for phone contact: During office hours

Office location: MAC N177

Office hours: M 3:30-4:30, T, H 2:00 -3:00 and by appointment

CHS 220

Section number: 01

Credits: 3.

Prerequisite(s): CHS 101 Family Studies

Classroom or Studio Location: MAC S227 on the Owings Mills North Campus

Scheduled Class Days and Time: TTH 11-12:15

Course Description Explores commonalities and differences in contemporary families and individuals. The course examines the culturally competent provision of human services when working with individuals of similar and different races, ethnicities, socio-economic statuses, religions, sexual orientations, and abilities.

Instructional Methods Used in this Course: Course objectives will be achieved by a variety of methods which include lecture, class discussions, team projects, papers, videos, and fieldwork

Required and Recommended Texts, Manuals, and Supplies: Lum, D. (Ed). (2011). *Culturally competent, practice: A framework for understanding diverse groups and justice issues*. Belmont: Brooks/Cole.

Course Objectives/Learning Outcomes: All syllabi must include the approved course learning outcomes. See department for the approved learning outcomes.

1. Identify one's own ethnic heritage, history or cultural background, values and assumptions and how this can affect one's experience as a practitioner.
2. Articulate the impact of history and culture on various ethnic minority groups in the United States.

3. Identify demographic trends in the United States and how they will impact on the need to be culturally competent.
4. Describe how one's culture, race and ethnicity influence seeking help, describing issues and interactions with others.
5. Demonstrate a knowledge of diversity as it relates to other aspects of family including but not limited to religion, sexual orientation, disabilities, age and family structure.

Grading Scale:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	1-59	0.0

Students must earn a minimum grade of "C" in courses that are used to fulfill the SEE requirement and major requirements.

Grading Standard: Grades are determined based on total number of points, not percentages so there is no rounding up. All assignment grades are posted in Blackboard. Participation grades are determined at the end of the semester including feedback obtained through student completion of a participation rubric. Group presentations are evaluated by classmates, as well as the instructor. Extra credit points earned are added in at the end of the semester and are not posted in Blackboard.

Course Requirements:

1. Class Participation/Periodic Assignments (10%)

Advance preparation is mandatory, as students will be expected to synthesize, analyze, and evaluate the readings in terms of academic knowledge as well as personal and professional experience. Grading will take into consideration punctuality, consistency, expressive participation, and receptive participation.

Current Events

Each student will deliver a short oral summary of a recent (within the past year) news item pertaining to the topics covered in this course and pose 2 open-ended questions to the class for discussion. Coverage should be succinct but thorough.

2. Class Debates (10%)

Each student will be assigned to one of three groups. The groups' role will rotate during the semester. Each group will have the opportunity of presenting support for or against a particular topic being considered. The third group during each of these debates will listen to both sides and determine which side presented the most convincing evidence.

3. Response Papers (15%)

Students will write 3 short (2-3 pages) response papers on topics assigned by the instructor. Papers can be opinion-based but must provide documentation supporting student's opinion.

4. Cultural Autobiography (20%)

Each student will write her/his own cultural autobiography to become more aware of one's own background as well as how it impacts on relationships with others. More details will be provided.

5. Immigrant Interview (20%)

Each student will interview someone who is an immigrant or whose parent/parents have immigrated to the U.S. and learn about that person's experiences and how it affected the family. Examples of questions will be given to students ahead of time.

6. Group Presentation and Report (25%)

Each student will choose a nation to study in-depth. Students will examine how people from that nation or similar nations are presented in the media including news, television and movies. Students will prepare a list of services available for that group to be given out during the presentation. One copy of the team presentation will be provided to the instructor, and individually written reports will be submitted.

7. Optional Outside Assignment

A student may elect to complete a variety of optional assignments. You may visit an approved museum or attend an approved relevant event. A description of your experience must be turned in by the end of April.

COURSE GROUND RULES: Students will be exposed to different realities, opinions and perspectives with which you may be uncomfortable or disagree. The class readings, assignments and discussions will require you to think critically about various aspects of diversity and may challenge some of your values and beliefs. **It is important to treat each other with respect, to listen to other points of view, and to question others in an appropriate manner.** Information shared in class is confidential.

WRITTEN ASSIGNMENTS

All written assignments must be typewritten. Handwritten assignments will not be accepted unless prior approval has been provided by the instructor. All written assignments will be submitted in the Blackboard site.

LATE ASSIGNMENTS OR PRESENTATIONS

Students will not receive credit for assignments submitted late or missed exams without prior approval of the instructor. Student must provide a documented valid excuse explaining why they could not complete the assignment. Examples of documented valid excuses that will be considered are those involving illness, family emergencies, and catastrophic incidents, all of which can be verified through documentation and directly affect the involved student. **If you miss an assignment without an acceptable documented valid excuse, you will earn a grade of Zero.**

Grades will be lowered 10% for each 24 hours (including weekends and holidays) the assignment is late.

Submission of Assignments or Projects: All written assignments must be submitted in Times New Roman, font size 12 and double-spaced. All assignments should be uploaded in Blackboard unless other instructions are provided.

Classroom Policies: Cell phone usage is not permitted during class without prior approval of the instructor. Laptops are permitted so long as they do not interfere with the learning of other students and are on topic. Laptops may not be used whenever videos/movies are shown in class.

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance Participation

Students are expected to participate in all classes and to arrive promptly. Whenever a student is absent, it is the student's responsibility to obtain lecture notes and handouts for that class session. While a student is not required to attend all classes, a student cannot actively participate unless s/he is present for most classes

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Standards of Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

*"I pledge on my honor that I have neither given nor received
unauthorized assistance on this assignment/exam."*

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

Disability Services

Stevenson University will make reasonable accommodations for students with disabilities. The Office of Disability Services (ODS) facilitates equal access for every student who self-identifies as having a disability. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University's Office of Disability Services:

<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student's grade. To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

CHS 220 –Diversity and Cultural Competence in Human Services

COURSE SCHEDULE (Subject to change)

1-29	OVERVIEW
1-31	CULTURALLY COMPETENT PRACTICE READING: Lum, Chapter 1
2-5,7	MOVIE DUE 2-7: Response Paper 1
2-12,14,19	SOCIAL CONTEXT READING: Lum, Chapter 2, 9 2-14 Debate 1
2-21, 26	HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE READING: Lum, Chapter 3
2-28	CULTURAL AWARENESS READING: Lum, Chapter 5 DUE 2-28: Cultural Autobiography
3-5, 7	FIRST NATIONS READING: Lum, Chapter 8 DUE 3-7: Response Paper 2
3-12, 14	AFRICANS READING: Lum, Chapter 10
3-26, 28	LATINOS READING: Lum, Chapter 11 Debate 2: 3/28
	4-2, 4 ASIANS
	READING: Lum, Chapter 12 DUE 4-4: Immigrant Interview
4-9, 11	ARABS and MUSLIMS READING: Lum, Chapter 13

- 4-16 **RELIGION**
READING: On Reserve
- 4-18, 23, 25 **IMMIGRANTS AND REFUGEES**
READING: Lum, Chapter 9, On Reserve
4-18 Debate 3
- 4-30 **LGBTQ**
READING: Lum, Chapter 15
DUE 4-30: Response Paper 3
- 5-2 **PEOPLE WITH DISABILITIES**
READING: Lum, Chapter 16
- 5/7 Meet with Groups

GROUP PROJECTS

5-9, 14 at 10:45 am DUE 5-9: Written Culture Report

Graded Assignments: See previous descriptions and due dates listed in course calendar

Final exam date, time, and location: 5/14 8-10:45 am will finish Group Presentations in MAC S227

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CHS 220

Group Presentation and Research Paper

Each student will choose a nation to study in-depth. In studying the particular nation, students should:

1. Describe the ethnic and religious groupings within the nation including which groups are the majority and how other groups are treated.
2. Examine the family structure both in terms of what is the norm as well as what is acceptable.
3. Address the role of both the elderly and children and describe how they are treated.
4. Discuss gender roles both the norms and what is acceptable.
5. Explain the cultural values of your nation.
6. Describe how the LGTBQ population is viewed.
7. Address how physical and mental illnesses are treated.
8. Explain how the political system is structured and what its impact may be on family life or how it may influence people immigrating to the United States.
9. Describe its location and what someone should know about it geographically.
10. Discuss important events in the history of the nation and their impact on people today.
11. Address economic or occupational factors that might be important to know about this nation.
12. Provide information about significant holidays both religious and secular and explain any which are not part of the dominant American culture.
13. Describe immigration patterns to the United States over the last 5 years.

Based on what you have learned from doing the research, explain what you think the strengths of these people are and what challenges they may face. What should someone know in order to be culturally competent working with this population?

CLASS PRESENTATION (Team Work) (125 points)

All students who selected a related nation will conduct a seminar presentation for the entire class. Presentations should be 30 minutes. Some class time will be given to help the teams prepare for their presentations, if possible, but time outside of class will also be necessary. A copy of the presentation must be turned in at the beginning of the class. Students will prepare a list of services that are available to members of the broader group, which that nation represents and hand out during the presentation.

RESEARCH PAPER (Individual Work) (125 points)

Papers should address the information in the first section of the instructions as well as any other information you think is relevant. You must use a minimum of 4 credible sources and APA format including a reference page at the end and citations within the body of the paper. The paper should be double-spaced and in a 12 point font. Minimum paper length is 5 pages.

GRADING

The paper and presentation comprise 25% of each student's final grade.

The Honor Code must be included at the end of the paper.

Papers should address the information in the first section of the instructions as well as any other information you think is relevant. You must use a minimum of 4 credible sources and APA format including a reference page at the end and citations within the body of the paper. The paper should be double-spaced and in a readable font.

GRADING

The paper and presentations comprise 25% of each student's final grade. The criteria that will be used in determining grades are the following:

Research Paper

- Thoroughness
- Accuracy
- Mechanics of writing (grammar, punctuation, spelling, etc.)

Team Presentation

- Description and explanation
- Organization
- Ability to engage audience
- Team participation
- Creativity

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Sample Country Report

2019

South Korea



7/19/2019

South Korea, also named Republic of Korea, is located in East Asia on the Southern half of the Korean Peninsula “jutting out from the far east of the Asian land mass into the Yellow Sea”(Geography of South Korea). It’s northern boundary is marked by the Korean DMZ (Demilitarized Zone) which also forms the Southern border of North Korea, also called the Democratic People Republic of Korea (Geography of South Korea). South Korea is surrounded by three seas: The yellow sea to the West, the East China Sea to the South, and the Sea of Japan to the East (Geography of South Korea). South Korea’s capital city, Seoul (Geography of South Korea), was home to over 10 million people in 2018 (The Statistic of Seoul, 2018), making up for 19% of South Korea’s total population of over 51 million people (South Korea Population (LIVE)).



Image retrieved from: <https://www.freeworldmaps.net/asia/southkorea/map.html>

South Korea’s history officially begins after World War II, when Japanese occupation ends with Soviet troops occupying the North, while U.S troops occupied the South in 1945, with the formal establishment of South Korea in 1948 (South Korea: History). Each power, both North and South Korea, accepted Japan’s surrender in order to bring stability to their nation

(History of South Korea). Japan's surrender however, marked the beginning of Soviet and U.S trusteeship over North and South Korea (History of South Korea). The United States troops landed at Incheon in 1945 and established a military government shortly after (History of South Korea). After WWII, chaos plagued the country, which emphasized the mark that Japanese colonization left in both North and South Korea, as well as the unpreparedness of US's military government due to the drastic differences in culture (History of South Korea). The People's Republic of Korea (Korea as a whole country, before division) was short lived, but it was developed after negotiation with Japanese invaders (History of South Korea). The People's Republic of Korea was deemed invalid by the United States in the South and in 1945, the US returned the Provisional government the status of private citizens followed by the development of the Korean Advisory Council (History of South Korea).



U.S Military in South Korea; 1945. Retrieved from:
http://www.tanks-encyclopedia.com/coldwar/South_Korea/South_Korean_Tanks.php

During the first republic, after the establishment of South Korea, popular elections elected Syngman Rhee as the first president; this was followed by the Soviet Union establishing North Korea, or the Democratic People's Republic of Korea under Kim II-Sung (History of

South Korea). Throughout the year, the new government continued to develop itself, and the president was to be elected by a National Assembly (History of South Korea). In late 1948, the United Nations only recognized the republic of Korea as the sole legal government of Korea (History of South Korea). Land was also redistributed by the U.S and South Korea that was originally held by the Japanese colonial government, companies, and colonists; even Koreans with large amounts of land were told to give up most of their land which resulted in a new class of family proprietors (History of South Korea). Although Rhee was accepted, his cabinet was not, and a party was created in hopes of removing this cabinet, which led to a regrouping of Rhee's faction into the soon to be known Liberal Party (History of South Korea). Rhee's goal was to align South Korea's government closely to the United States' government, which meant he was against both North Korea and Japan. Relations with Japan or North Korea achieved little progress, which resulted in Korean forces invading South Korea in 1950 (named the Korean War) and was ended by the Korean Armistice Agreement in 1953 (History of South Korea). After the agreement, there was political turmoil under the leadership of Rhee which eventually caused a revolt due to his want of cementing control over the government and need for more power (History of South Korea). The non-violent protests throughout the country against Rhee's leadership, eventually led to his resignation in 1960 (History of South Korea).



Douglas MacArthur & Syngman Rhee in the Ceremony inaugurating the South Korean Government; Retrieved from:
https://en.wikipedia.org/wiki/Syngman_Rhee

During the second republic, It was the first and only time that South Korea utilized a cabinet system instead of a presidential system (History of South Korea). In 1960, Yun Posun won election and Chang Myon became the prime minister and head of government (History of South Korea). The second republic mainly revolved around the growth of student unions, as union activity grew rapidly (History of South Korea). Chang carried out purges of military and police officials who were involved in anti-democratic activities or any sort of corruption, which resulted in more than 2,200 government officials and 4,000 police officers being killed (History of South Korea). During this time, the government also considered reducing the size of the military substantially, and the economic status of the country was not in such a great shape, so a 5-year plan was developed in hopes of stabilizing the economy (History of South Korea).



During the third republic, Park Chung Hee (Major general of the military in South Korea during the second republic) ran again and won 51.4% votes, and he eventually won the 1971 election (History of South Korea). During the third republic, South Korea began taking a role in international relations and their relations with Japan slowly stabilized, with an agreement ratified in 1965 (History of South Korea). The nation continued its ties with the United States, as it continued to take U.S aid. Korea joined the Vietnam war, sending 300,000 soldiers to fight alongside the United States and South Vietnamese troops (History of South Korea). Their economy grew rapidly, as they used aid from both Japan and the United States to export businesses (History of South Korea). In 1971, Park declared a national emergency and in 1972, he dissolved the National Assemble and announced plans to “eliminate the popular election of the president” (History of South Korea).



Park Chung-Hee; Retrieved from: https://en.wikipedia.org/wiki/Park_Chung-hee

During the fourth republic, Park developed a new constitution which gave him control over parliament (History of South Korea). This journey towards power eventually led to his assassination in 1979 and marked the beginning of the fifth republic (History of South Korea). After his assassination, protests mostly composed of university students and labor unions against authoritarian rule, reached an all time high, and a confrontation between these students, union members, and armed forces took place in the city of Gwangju (History of South Korea). This confrontation turned into a riot that lasted 9 days (History of South Korea). Many union members and college students were killed during this riot, which outraged the public and consolidated the support of democracy which paved way to the first democratic elections in 1987 (History of South Korea).



Gwangju Uprising; Retrieved from:

<https://www.theaustralian.com.au/arts/review/south-koreas-gwangju-massacre-sets-scene-for-han-kang-novel/news-story/cc0917fe75d397e0780a461fa4fe7d00>

Ever since 1987, South Korea has been a democratic community, and managed to create one of the most vibrant “democratic communities in the world” (Government of South Korea). Its government now divides into three branches: the executive, judicial, and legislative branches, even though some ministries in the executive branch also carry out local functions (Government

of South Korea). Local governments also contain executive and legislative bodies of their own (Government of South Korea). The president heads the executive branch and the constitution permits the president to serve a 5-year term (Government of South Korea). The president's serves as the head of the government, the head of the state, and the commander in chief who has the power to declare war as well as declare a state of national emergency (Government of South Korea). The National Assembly has the authority to impeach the president under suspicions of wrong doing by both the president or by cabinet-level officials (Government of South Korea). The prime minister acts as a vice-president would in the United States (Government of South Korea). If the president becomes incapacitated, then the prime minister takes control of the state (Government of South Korea).

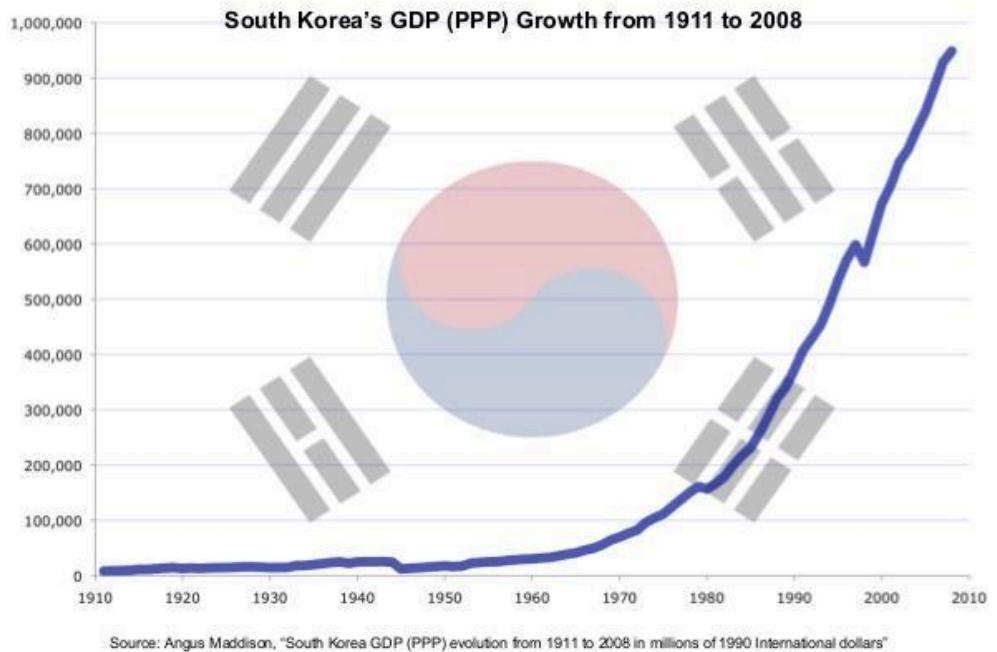


Coat of Arms of Republic of Korea; Retrieved from: <https://globaledge.msu.edu/countries/south-korea/government>

Despite South Korea being a relatively new nation, its economy has been able to grow exponentially. Since the 1950s, South Korea's GDP (gross domestic product) has continuously increased and it has not had a substantial amount of decrease; how is this possible? After the war, South Korea was very poor (Mincheva, 2017). The first attempt at economic growth was the “idea that import substitution would lead to self-sufficiency of the economy” (Mincheva, 2017).

The government increased tariffs on imports substantially and importers received special permits to import certain products (Mincheva, 2017). This policy allowed businessmen to get rich, however it failed due to the average growth rate still being very low (Mincheva, 2017). Until the 1960, more than 2/3rds of South Korea's annual income was financed by the United States, and for a while South Korea depended on the aid that the United States was supplying (Mincheva, 2017). During the second period, Chung Hee introduced economic intervention (Mincheva, 2017), and the country's economic takeoff was mostly due to rapid industrialization under the direction of the military government (Seth, 2017). During this time, South Korea's economy grew rapidly (Seth, 2017). Today, South Korea's economy is the fourth largest economy in Asia, making it also the 11th largest one in the world, often famous for its exponential rise out of nothing (Economy and Business Opportunities from South Korea). It is a mixed economy, with its domination revolving around family owned businesses (Economy and Business Opportunities from South Korea).

Coming out of Age: The Korean Miracle



Source: Angus Maddison, "South Korea GDP (PPP) evolution from 1911 to 2008 in millions of 1990 International dollars"

From 1910-2010, South Korea's Economic Growth; Retrieved from:

http://e-pao.net/epSubPageExtractor.asp?src=education.Jobs_Career.Learn_from_South_Korea_not_just_the_hairstyle_and_fashions_but_a_lots_more_By_Boris_Leishangthem

More than 50% of South Korea's population confess to belong in some sort of religious affiliation (Religion in Korea). The country is one of the few countries in which all popular religions coexist in peace, as its affiliations spread among Buddhism, Christianity, Confucianism, Shamanism and Islam (Religion in Korea). Some citizens even follow a religion, but also utilize traditions of another religion; for example, there is a substantial number of citizens who categorize themselves as Christians, but often follow traditions and practices belonging to Confucianism (Religion in Korea). Even new religions have emerged within the South Korean community, such as Cheondogyo (Religion of the Heavenly Way), which inspired and had a leading role in the Independence movement against Japanese colonizers (Religion in Korea). This religion combines elements of Confucianism, Buddhism, Taoism, Shamanism, and Roman

Catholicism (Britannica, 1998) and the religion and its customs, focus on leading people into the path of enlightenment (Cheondogyo).



Symbol of Cheondogyo; Retrieved from: <https://en.wikipedia.org/wiki/Cheondoism>

Because South Korea has a mixture of religions, there are many Public Holidays that pertain to these different religions. They have many holidays known to the United States, such as Christmas Day, but they also have Hangeul day, which marks the invention of the Korean alphabet in 1446, or Chuseok which is a bit like Korean Thanksgiving day (South Korea Public Holidays 2019). When it comes to traditions and customs, due to the country being home to many religions, cultures often differ from household to household, and often are we able to see the intertwine of the different cultures and how it works together in order to shape the everyday life of a South Korea household (Byung-Sun Oh, 1997). In other words, South Korean supports religious freedom, and this can be clearly seen in the diversity of the country as a whole (Byung-Sun Oh, 1997).



Korean citizens visiting the King Sejong statue during Hangeul Day; Retrieved from:

<https://asiasociety.org/blog/asia/happy-hangul-day>

Although progression, industrialization and democratization has revolutionized a woman's role in South Korean society, traditional gender roles are highly favored (South Korea). House work is regarded as woman's work even when a woman has a profession outside of the home (South Korea). Women in the workforce often also get paid less than men, and men overrepresent the workforce as well as the population within their political system (South Korea). The law also calls for equality of all citizens, regardless of gender; but that is not the norm, and these norms (gender role ideologies) often complicate things in multiple ways (South Korea). Women are allowed to do things such as run for presidency or for high power positions, but because of the norm of them being submissive towards men in social settings, it makes it quite difficult for women to actually run and succeed (South Korea); although in private, men often leave decision making to their wives (South Korea). This norm however, does not mean that women do not often fight to change it (South Korea). There are women's movement whose goals are to protect women's rights as well as improve their status (South Korea). In response to this activism, men organized the first National Men's Association due to reverse sexism, and

they enacted to prevent violence and sexual harassment that favor women and fight to abolish exclusively male duties such as military service (South Korea).



Women's March in South Korea; Retrieved from:
<https://studybreaks.com/news-politics/south-korea-women-march-for-justice/>

When it comes to family structure, family background and educational level are important considerations when in search of a partner (South Korea). This is where the old and the new may collide, as some individuals have love marriages, but some may meet their spouse through arranged meetings by parents, relatives, friends, or matchmakers (South Korea). Marriage in itself is seen as a rite of passage that comes with its own social status as well, and it is seen as a union of their families as well in order to ensure the continuation of the husband's family line (South Korea). Remarriages are rare, and in some instances, in more traditional locales, remarriages of widows are not allowed and remarriages after a divorce are difficult (South Korea). The South Korean familial household mostly consists of two-generation households, three-generation households are more traditional, but that in itself is fading and only 14.7% of the total population belonged to a three-generation household in 1995 (South Korea). When it comes to inheritance, it was nationally known for the eldest son to receive a larger

portion of the parent's inheritance because it is more common for the eldest son to be held against higher standards and be given most of the responsibility (South Korea). In 1989 however, after a revision of the Family Law, it re-stated that family inheritance must be divided "equally among sons and daughters (South Korea).



South Korean Family Picture in traditional clothing; Retrieved from:
<https://sites.google.com/site/skorealegrand/home/family-structure>

Children are thought to be indebted to their parents and this debt lies in the idea of filial duty ("Treating parents respectfully at all times, taking care of them in their old age, mourning them at proper funerals, and performing ceremonies for them after their deaths") (The Value and Meaning of the Korean Family). The "children's debt to their parents" goes further along, entailing that maintaining the family line is a must as well (The Value and Meaning of the Korean Family). Traditional South Korean families include children eventually leaving the home but living close by (The Value and Meaning of the Korean Family). Young children are "indulged" and are not disciplined until they are older (The Value and Meaning of the Korean Family). Parents also began separating girls and boys and trained children to be respectful to their elders, not being respectful to elders resulting in punishment (The Value and Meaning of the Korean Family). Girls were seen as outsiders that will eventually leave the family and,

traditionally, many of them were not taught to read or to write (The Value and Meaning of the Korean Family). She was taught that her place in the family was inferior to that of her male siblings, and that of her father (The Value and Meaning of the Korean Family). In today's South Korean household however due to democracy and urbanization, both girls and boys are entitled to an education and are both treated more equally in the household, although it is expected for the girls to take on more household tasks and chores when they get older.



South Korean Children; Retrieved from:
<https://nation.com.pk/31-Dec-2018/children-inheriting-more-from-parents-in-south-korea>

Contrary to traditional norms, according to research, the elderly is not properly taken care of in South Korea, and it is an ongoing problem (Smith, 2018). It is very common for the elderly to not be taken care of by their children, as they are “too busy taking care of their own children” (Smith, 2018). The elderly often say that they do not want to burden their children, and even go as far as to say they do not want to be supported by their children (Smith, 2018). The elderly often live in tiny rooms and they often admit to being uncomfortable with their situation but claim that it is something they have to live with (Smith, 2018). Almost half of the elderly

population of South Korea live in poverty (Smith, 2018). This situation is mostly due to South Korean's ageing society "whose hard graft transformed South Korea into one of the strongest economies, but who have not reaped the financial benefits in later life" (Smith, 2018). Elderly who live alone often experience nursing problems, economic and psychological anxieties, and loneliness (Smith, 2018). As a matter of fact, South Korea's high suicide rate is largely due to the high suicide rates in the elderly population specifically (Smith, 2018). Most of the elderly population also cannot afford to retire, and often have to rely on jobs in order to not become homeless, but it has also been proven rather difficult for the elderly to obtain jobs in the first place, which result in many of them not being able to afford a place to live at all (Smith, 2018).



Madam Kim, 86-years old, works by collecting trash; Retrieved from:
<https://www.channelnewsasia.com/news/asia/poor-and-on-their-own-south-korea-s-elderly-who-will--work-until-8577758>

In regard to the LGBTQ+ community, South Korea, especially within the Christian population of South Korea, is primarily conservative (Manzella, 2018). There have never been official laws that prohibit sex marriage or homosexual sex, but being gay, lesbian, or transgender is still a cultural taboo; most of the homosexual population in South Korea is still closeted (Manzella, 2018). Also, although there have not been laws specifically prohibiting same-sex marriage, this type of marriage is not recognized by the government and the population does not have laws

against discrimination (Manzella, 2018). South Koreans who identify as LGBTQ+ are unable to adopt children or serve in the military (Manzella, 2018). Through censorship, the government has blocked same-sex dating apps and Korean Christian organizations often fuel campaigns that spread the message of marriage strictly being between a man and a woman (Manzella, 2018). Specifically with transgender individuals, only when they surgically change their sex can they officially change their sex from a male to a female or a female to a male (Manzella, 2018). Despite all of these bumps on the road for South Korea's LGBTQ+ population, more than half of South Korean's overall population supports same-sex marriage (Manzella, 2018). Korea is home to an annual pride event that occurs annually, as well as a Queer Culture Festival (although it had to go to court due to police banning this event) (Manzella, 2018). The progress is slow, it is an ongoing battle, but the LGBTQ+ community is slowly but surely gaining momentum in South Korea.



Retrieved from: <http://www.newnownext.com/lgbt-in-south-korea/02/2018/>

South Korea is strong in many ways; however, the mental health field is not one of its strengths. In Korea, “there is no such thing as mental health” ('In Korea, there is no mental health':

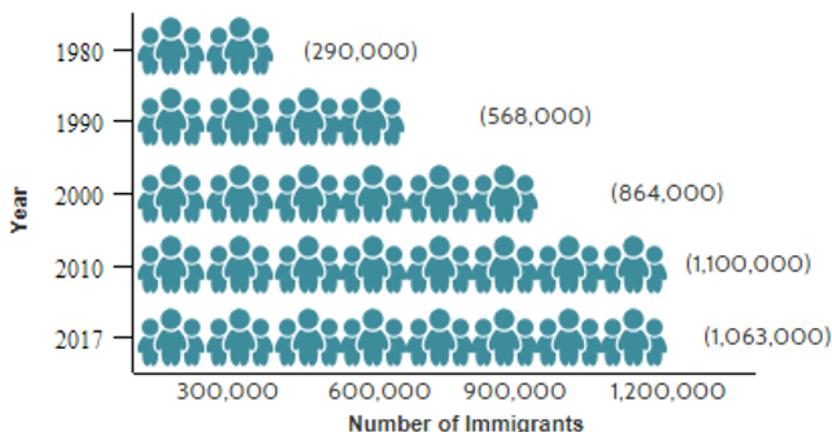
Barriers to treatment, 2017). As previously stated, suicide rates in South Korea are relatively high, second highest in the world, and this can be partly due to citizen's hesitation in seeking help in the first place ('In Korea, there is no mental health': Barriers to treatment, 2017). In fact, when one expresses themselves as having a mental issue, they are seen as weak-minded ('In Korea, there is no mental health': Barriers to treatment, 2017). In the Christian community, when one has a mental health issue, it is often seen as someone having lack of faith in Christ ('In Korea, there is no mental health': Barriers to treatment, 2017). Reasons for suicide can be anywhere from lack of conformity in the young population, to poverty and loneliness in the elderly population ('In Korea, there is no mental health': Barriers to treatment, 2017). Barriers of actual treatment are partly due to the cultural norm of lack of trust in strangers, as well as family reputation ('In Korea, there is no mental health': Barriers to treatment, 2017). A strange response to this suicide epidemic are "Death Experience" schools, where suicidal teens are "taught to appreciate life again", by showing them what it is like to be dead (Mailonline, 2015).



Depressed individuals sit in coffins that are then sealed in order for them to lay in the dark for 10 minutes to reflect of their life; retrieved from:

<https://www.dailymail.co.uk/news/article-3284587/Learn-dead-day-Suicidal-people-locked-coffins-bizarre-death-experience-schools-South-Korea-40-people-kill-day.html>

It is typical of South Korean citizens to want to remain a purely Korean nation and due to this, it has only been recently that South Korea has begun to test its waters on immigration by hiring temporary foreign workers, as well as giving undocumented immigrants temporary permits (Park, 2015). At the end of 2015, there were a total of 1.5 registered foreign nationals, which is an incredible 235% increase over the less than 500,000 registered foreign individuals in 2003 (Park, 2015). Due to this process being relatively new, there is not much that can be said over the matter except wait and see. Korean immigrants to the United States however, has seen a dramatical increase since the 1960s, with just a tiny fraction being from North Korea (O'Connor & Batalova, 2019). Contemporary Korean immigrants tend to be of high socioeconomic standing compared to other immigrant groups that reside in the United States (O'Connor & Batalova, 2019). South Korean students have been “among the three largest groups of international students enrolled in U.S higher education institutions” (O'Connor & Batalova, 2019). As of 2017 however, the Korean immigrant population has decreased by 37,000 since 2010 (O'Connor & Batalova, 2019).



Korean Immigrants in the United States; Retrieved from:
<https://www.migrationpolicy.org/article/korean-immigrants-united-states>

The “strongest strength” that South Korea has by far, is perhaps the sole reason for its other, overall strengths as well: their economy. Backtrack to 50 years ago, South Korea was poorer than Bolivia and Zimbabwe. Fast-forward to today, and it is richer than New Zealand and Spain (Noland, 2014). In 1996, the country joined the Organization of Economic Cooperation and Development (a club of “rich industrialized countries”) (Noland, 2014). Their economy, for the past 50 years, has increased at an average of 7% annually with the exception of just 3 years, and according to Forbes, in 2004 South Korea surpassed One Trillion Dollars (Noland, 2014). Their strong economy is the main reason of its technological advancements being a strength as well. Its capital, Seoul, is ranked as the world’s leading digital city and tech capital of the world. South Korea is also one of the leading global research nations in the world, especially in the world of industrial research (Science & Technology in Korea). Due to their overall wealth, the government is fast in funding these research programs which allow them to progress as they do.



World's first human-operated bipedal robot; Retrieved from:
<http://www.bbc.com/travel/story/20171205-why-south-korea-is-an-ideal-breeding-ground-for-robots>

Aside from the challenges with the elderly population, the challenges when it comes to the lack of help for those suffering from mental illnesses, and the challenges that those within the LGBTQ community face every day, perhaps the biggest challenge that South Korea has, is one that began since Korea's Separation: Tension between North and South Korea. For nearly seven decades, tension between the two sides has been relatively active and high, and although tensions have been beginning to decline between the two countries, the border that keeps both sides from going into war (again) is very thin. In 2010, tensions rose between North and South Korea, when South Korea refused to listen to North Korea's warning when told to stop military drilling in between the two countries (Fertoli, 2010). This caused North Korea to bomb the area, which killed at least four people and injured a dozen others (Fertoli, 2010). Since then, Moon Kae-in (current South Korean president) and Kim Jong-un (leader of North Korea) have been trying to ease the tension, and their goal has been to reach an ultimate status of peace between the two countries (Panda, 2018); but differences in leading styles and in customs, may prove that to be a very difficult challenge to accomplish. If achieved however, this can be marvelous for both populations (Panda, 2018). With time, this challenge has the potential to eventually become a strength (if they reach a status of peace).



Moon Kae-in & Kim Jong-un; retrieved from:

<https://www.scmp.com/news/china/diplomacy/article/2165398/north-south-korea-ease-military-tensions-how-close-are-they>

Although South Korea is fond, as well as welcoming when it comes to differing religions and customs, when it comes to diversity, they have a bit of a challenge with cultural competence. In fact many South Koreans have complained of the “growing intolerance” towards foreigners, going as far as to having “Korean-only” bars, which sparked outrage in the society (Meinecke, 2016). This discriminatory behavior is still occurring in the country because there are no anti-discriminatory laws in place to protect foreigners from discrimination itself, and efforts to change this have failed (Meinecke, 2016). Ethno-national and linguistic homogeneity have been the norm for South Korea for many years, and it is going to be rather difficult to change that. They have always, ever since Korea was founded 5,000 years ago, been a “one race”, “one blood country”, and they have taken great pride in that fact (Park, 2017). The government however, is trying to be more tolerant and more exploratory to foreigners in recent years however, as they began exploring the water on immigration primarily focusing on temporary workers (Park, 2017).



Seoul; retrieved from:

<https://www.remotelands.com/travelogues/taking-a-stroll-through-seoul-the-streets-of-south-koreas-capital/>

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Immigrant Interview Paper
CHS 220 Spring 2019
200 points

The purpose of this paper is for you to learn about the immigrant experience from a specific individual's perspective. The individual can be a family member but does not have to be. It does not matter whether the person is a documented or undocumented immigrant. **The person you select must have been old enough at the time s/he came to this country to answer the questions meaningfully.** It is important that you give the person a chance to talk about their experience and not continuously ask questions.

I am providing some sample questions. You do not have to ask these exact questions but you must cover each of the topics. It is better to ask open-ended questions in order to obtain information, but at times, it will be necessary to ask questions, which require one or two word answers. **Be sure that the person is willing to answer all the different topics that you need to cover.**

After you complete your interview, you will write a paper (either traditional format or questions followed by answers and **double-spaced**) which addresses the questions asked and then includes a **reflection** by you that should cover 1)**what you learned from the interview**, 2)**what surprised you** and 3)**how your views might have changed based on the interview**.

Suggested Questions

What country did you come from?

Describe it.

What are the customs and traditions of your country?

How is family defined?

What are the expectations of children? How are they treated?

What was your occupation in your country of origin? Describe it.

What is the religion of your home country?

Describe the roles of men and women in your country.

How are the elderly treated?

What kind of prejudice, discrimination or oppression did you experience in your country?

What was your reason for leaving your country?

How did you feel leaving your country?

What language(s) did you speak? What language(s) do you speak in the United States? If more than one language is spoken in the US, where or when is each language spoken?

How many of your family members came with you? How did this affect your experience?

How many family members did you have in the United States prior to coming? How did this impact on your experience?

What occupation do you practice in the United States? If there was a change, please talk about why your occupation changed.

How is your mode of dress similar or different from what you wore in your native country?

What foods did you eat in your native country? How is your diet in the United States similar or different?

What religion do you practice in the United States?

What type of prejudice, discrimination or oppression have you experienced in the United States?

How is where you live now (housing as well as location) similar or different from your country of origin?

What changes have you made since coming to the United States?

Describe the **hardest** part of your adjustment to the United States. What has been the **easiest** part of your adjustment?

What do you think is important for Americans to know about the immigration experience?

Be sure to complete your reflection, which is described in the directions.

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CHS 220 Diversity and Cultural Competence Response Papers, Spring 2019

Response Paper 1

<https://www.youtube.com/watch?v=h7mzj0cVL0Q>

Please watch the assigned video and answer the following:

Write a reaction to the video. Be sure to address implicit bias, race, racism and white supremacy. Do you agree or disagree with Robin Diangelo's explanations? Explain.

Response Paper 2

Think about the words you use and the things you say. What comments do you make or what words do you use that could offend someone if they overheard you or make someone feel excluded? Why do you use those words or make those comments?

Who are you prejudiced against? Where does that prejudice stem from and is it something you would like to change. Explain.

Share your experience with microaggressions either that you have committed or that have been committed against you. How have they influenced you or how do you think they might affect the other person?

How has discrimination affected your life?

Response Paper 3

Before this paper is due, you will have been involved in three debates, two as participants and one as a judge. Each time you were in an assigned role. The purpose of this paper is to give you the opportunity to share which side you personally would have chosen for each debate.

Please choose a side for each of the three debates, explain why you would have chosen that side, and provide support for your position.

The paper should be a minimum of two full pages, double-spaced and a 12-point font.

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Sample Response Paper

February 3, 2019

Professor Weiner

CHS 220

We live in a modern world, and yet, some of our beliefs and practices regarding race reveal that our world may not be as developed as we would like. Looking at Baltimore City specifically, Freddie Gray is the perfect example that racism still exists in our society today. Racial profiling is common enough in our society that the term “Driving While Black” or DWB

is used to address being pulled over by police officers for no apparent reason. Robin DiAngelo, through her presentation “Deconstructing White Privilege,” discusses racism in our society through her “white experience”; while informative about bias, racism and white superiority, she fails to address what we, as a society or as individuals, can do outside of recognition of racism.

DiAngelo opens with how our country was founded on race and unequal power, she uses an example that could be understood by the masses explaining how men *gave* women the right to vote. She claims that this practice continues through “group prejudice backed by institutional power.” Her claim is easily seen through school and neighborhood segregation, she notes that bad neighborhoods are considered neighborhoods with people of color. What she fails to address about the school and neighborhood segregation is why this occurs; lower class neighborhoods are generally filled with people of color because of the cycle of poverty, statistics reveal that people of color are paid less than their white counterparts as well as the fact that women of color are paid even less than men of color. White supremacy is the dominant factor in these examples. While I feel that she does address neighborhood segregation she fails to address the cause (poverty) and without, there is a loss in the value of the information she presents.

While talking about being white, DiAngelo mentions that everyone has their own experience and promoting the concept of universalism fails in allowing people to feel that their experience is real. Furthermore, the concept of individualism is also knocked by claiming that it is perpetuated by the dominant group (white). My main issue with both of her statements is that it appears that she does not have a clear answer as to what stance we should have (individualism vs universalism). When I was going through primary school I lived in a predominantly white suburb and often had one or two black people in school. As I went on to high school, I was accepted into a magnet program that was in a neighborhood people often felt was unsafe and

impoverished. When I told my friends and certain family members I was told to be careful because I might get stabbed. The school was no longer mostly white and in fact was dominated by people of color. Through that experience I was able to see that the neighborhood was no more dangerous than the other neighborhoods, but rather people just viewed it as such because the dominant group was no longer white. Weed was extremely prevalent in the area, yet the “nice, white school” had many students overdosing on heroin.

DiAngelo is correct in saying we all have our own experience but how can I tell who has had what experience and how to assess a situation properly. Which opens our eyes to the good/bad binary mentioned throughout the video, the bad or racist people often have specific characteristics associated with them and she says this binary prevents us from seeing people in a different light. But in personal experience, often this binary is true. My grandfather is an old white, republican, trump supporter and often stands behind his very similar racist beliefs, beliefs that extend beyond race to other ways that people live their lives. Not to say that I do not care about my grandfather but I vehemently disagree with him and often feel like I am in a losing battle when trying to discuss race. Implicit bias is rampant in our society and while not always correct, certain people do fit into that binary, often stereotypes are stereotypes for a reason. Not to say that we should not give people a chance but rather to address that implicit bias is created through experience. The good bad binary, while maybe should be considered as not totally accurate can often reign true.

Robin DiAngelo opens a dialogue about the rampant and obvious racism that occurs in our society but misses the mark when it comes to clarifying meaning. When the video ends, the viewer is left with more questions about their implicit bias and how to assess themselves and others. The presentation opens a can of worms, failing to discuss a solution as to how this can be

fixed in our society. The apparent answer seems to be that it will take multiple generations before racism is truly less of a problem than it is now. But again, DiAngelo misses the mark on a full explanation of the purpose outside of recognizing the problem.

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CHS 224 RESEARCH METHODS & WRITING
Spring 2019

LORYN S. LESSER, Ph.D.
Stevenson email: llesser@stevenson.edu
Office location: LRC 111 *HOURS by APPOINTMENT*

CHS 224 Research Methods & Writing

Section number: ON 1

Credits: 3

Prerequisite(s): Sophomore status and one of the following: CHS 101, PSY 101 or SOC 101, or permission of the program coordinator.

Classroom or Studio Location: Manning S 313

Scheduled Class Days and Time: MWF 11:00-11:50

Course Description: Introduces social science research methods. Emphasis is on formulating research questions, developing search and data-gathering strategies, and interpreting research in the areas of human services, social work, counseling, and psychology. Students analyze current research and present their findings.

Instructional Methods Used in this Course: Lecture, group projects, fieldwork, & online components.

Required and Recommended Texts, Manuals, and Supplies: OER and other readings, must have Microsoft Office account

Course Objectives/Learning Outcomes: At the end of this course, students are expected to be able to

- I. Demonstrate competence with the scientific method
- II. Read, comprehend, and critically evaluate peer-reviewed articles
- III. Search extant data bases for relevant materials on any topic
- IV. Write a coherent research proposal and present in class.
- V. Describe the place of ethics in social research

To determine if this course fulfills additional program or track outcomes, please see the department chair or program coordinator.

Grading Scale:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	1-59	0.0

Students must earn a minimum grade of “D” in courses that are used to fulfill the SEE requirements. For courses that fulfill both major requirements and SEE requirements, a minimum grade of “C” is required.

Course Requirements: See course calendar for dates

Exams (3) 100 points each, Research Proposal: 200 points, Research Presentation: 100 points, Critical Review: 100 points. Various In-Class Assignments: 10 points each, other projects as assigned

Course Requirements:

Readings

Advance preparation is mandatory, as students will be expected to synthesize, analyze, and evaluate the readings in terms of academic knowledge as well as personal and professional experience. Grading will take into consideration punctuality, consistency, completion of in-class and outside-class assignments, expressive participation, and receptive participation.

Participation (possible 100 points)

Regular class attendance and participation are necessary to pass and/or do well in this and indeed all courses. Students are encouraged to be **punctual** and **regular** to class as class discussions are likely to draw on materials not covered by the assigned readings. **Various in-class assignments are worth 10 points.**

Exams (100 points each)

There will be three in-class exams. Each will combine multiple-choice and essay questions. The questions in these exams will be drawn from our class discussions and the assigned reading. These exams will be non-cumulative.

Research Proposal (200 points)

Each student will write a research proposal that has potential for contributing to current knowledge in the student’s chosen topic/interest. Students will develop this proposal, in stages, throughout the semester. Each part of the proposal may be rewritten/improved using comments on the original version. Students are encouraged to maintain a folder for all their work in this assignment. **This assignment, details of which are laid out in this syllabus, is worth 200 points.**

Critical Review Paper (100 points)

Each student will write a critical review paper of an assigned reading. The student will use the title of the article as title for this paper. This paper will summarize the article, highlighting the key points, issues raised, or conclusions arrived at by the author(s), and how the research for the paper was done. It should be written from the perspective of the student, focusing on methodological

and analytic issues. Students will offer a critique of the material and conclude with their own thoughts. (See Rubric for Critical Review Paper). This assignment is worth 100 points, the same as a test grade.

Presentation (100 points)

Students will be presenting their research proposals in class. They will demonstrate their grasp of the research process, share insights on their topics from the research, speculate on the prospective contribution their research could make, highlight the problems/limitations they anticipate and how they would overcome them. It is an opportunity for students to engage each other, availing themselves the benefit of the knowledge produced by their individual research effort. This assignment is worth 100 points, the same as a test grade.

If class is canceled due to the weather or other unforeseen reason, the lesson will be posted on Blackboard. It is the student's responsibility to check Blackboard and complete any posted assignments!

Policies: The Professor must PRE-APPROVE all requests for work to be submitted after the due date and to schedule make-up exams

CELL PHONE USE IS NOT PERMITTED IN CLASS WITHOUT PRIOR PERMISSION!

Classroom Policies: Regular class attendance and participation are necessary to pass and/or do well in this and indeed all courses. Students are encouraged to be **punctual** and **regular** to class as class discussions are likely to draw on materials not covered by the assigned readings. *If class is canceled due to the weather or other unforeseen reason, the lesson will be posted on Blackboard. It is the student's responsibility to check Blackboard and complete any posted assignments!*

Submission of Assignments or Projects: APA format is required for all work. Assignments must be typewritten. Assignments may be hand delivered to your Professor or sent in using the Professor's Stevenson email address.

Cell phones may not be used in the classroom!

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance

Regular class attendance and participation are necessary to pass and/or do well in this and indeed all courses. Students are encouraged to be **punctual** and **regular** to class as class discussions are likely to draw on materials not covered by the assigned readings.

SEE "PARTICIPATION" ABOVE!

If class is canceled due to the weather or other unforeseen reason, the lesson will be posted on Blackboard. It is the student's responsibility to check Blackboard and complete any posted assignments.

GUIDELINES

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Standards of Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

*“I pledge on my honor that I have neither given nor received
unauthorized assistance on this assignment/exam.”*

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

Disability Services

Stevenson University will make reasonable accommodations for students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for every student who self-identifies as having a disability. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University's Office of Disability Services:

<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student's grade. To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU LIBRARY

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

ONLINE LEARNING RESOURCES

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

THE WELLNESS CENTER

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at: <http://www.stevenson.edu/student-life/health-wellness/>

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

Date	Topics	Assignments
Week 1 Jan 28	<ul style="list-style-type: none"> • Introduction: Syllabus & Professor • Social Science Research: An Overview <p>What is research?</p> <ul style="list-style-type: none"> • Planning your research • Avoiding Plagiarism 	<p><u>Finlay Intro</u> Also, on Blackboard</p> <p><u>http://stevenson.libguides.com/jumpstart?p=264212</u></p> <p><u>Getting Started in Research Sections 2.1 and 2.2</u> <u>https://saylordotorg.github.io/text_research-methods-in-psychology/s06-getting-started-in-research.html</u></p> <p><u>Plagiarism</u> <u>http://stevenson.libguides.com/plagiarism</u></p> <p><u>Copyright for Students</u> <u>http://stevenson.libguides.com/copyrightforstudents</u></p> <p><u>Paraphrasing</u> <u>http://stevenson.libguides.com/CHS210?p=854317</u></p> <p><u>Research Methods</u> <u>https://saylordotorg.github.io/text_research-methods-in-psychology/s06-getting-started-in-research.html</u></p> <p><u>Section 2.3</u></p> <p><u>Critical Reading</u> <u>http://www.writing.utoronto.ca/advice/reading-and-researching/critical-reading</u></p> <p><u>Literature Review</u> <u>http://stevenson.libguides.com/CHS210?p=1442457</u></p> <p><u>Evaluating Sources</u> <u>http://stevenson.libguides.com/CHS210?p=854463</u></p> <p><u>Research Ethics</u> <u>https://saylordotorg.github.io/text_research-methods-in-psychology/s07-research-ethics.html</u></p> <p><u>NOHS Ethics</u> <u>http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals</u></p> <p><u>ACA Ethics</u> <u>http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources</u></p>
Week 2 Feb 4	Selecting a Topic: Reviewing the Literature <ul style="list-style-type: none"> • Literature review • Using the SU Library resources • Evaluating sources 	
Week 3 Feb 11	Ethics in Social Research <ul style="list-style-type: none"> • NOHS Ethical Standards • ACA Ethics Code <p><i>1st Exam Feb 15</i></p> <p><i>Assignment I - Topic Due</i></p>	

Week 4 Feb 18	Qualitative & Quantitative Measurement <ul style="list-style-type: none"> • Why Measure • Validity & Reliability Problem Statement & Research Questions <p><i>Assignment II – Problem Statement & Research Questions Due Feb 20</i></p>	<u>Qualitative Research</u> https://onedrive.live.com/view.aspx?resid=F4E7A0E8400F4748!8385&app=WordPdf
Week 5 Feb 25	Sampling Operationalization Hypothesis <p><i>Assignment III - Operationalization and Hypotheses Due Feb 27</i></p> Survey Research	<u>Quantitative Research</u> https://saylordotorg.github.io/text_research-methods-in-psychology/s09-02-reliability-and-validity-of-me.html
Week 6 Mar 4		<u>Overview: Quantitative vs Quantitative</u> http://stevenson.libguides.com/c.php?g=236343&p=1569474
Week 7 Mar 11	Experimental & Non-Experimental Research Designs <p><i>2nd/MID-SEMESTER EXAM Mar 6</i></p> <p><i>Spring Break March 18-24 UNIVERSITY CLOSED</i></p>	<u>Sampling</u> CHAPTER 8 page 65 http://www.oercommons.org/courses/social-science-research-principles-methods-and-practices/view
Week 8 Mar 25	Field Research, Observation <p><i>Literature Review Draft Due Individual Meetings</i></p>	<u>Experimental Research</u> https://saylordotorg.github.io/text_research-methods-in-psychology/s10-experimental-research.html
Week 9 April 1	Field Research, Case Study <p><i>Assignment IV- Research Design Due April 3</i></p>	<u>Non-Experimental Research</u> https://saylordotorg.github.io/text_research-methods-in-psychology/s11-nonexperimental-research.html
Week 10 April 8	Data Analysis: Qualitative/Quantitative <p><i>Critical Review Paper Due April 10</i></p>	https://1drv.ms/b/s!AkhHD0DooOf03zJD6Tq0hdCoCag7
		<u>Types of Data</u> http://libweb.surrey.ac.uk/library/skills/Numeracy%20for%20professional%20purposes/2_Types%20of%20Data/index.htm
		<u>Descriptive Statistics</u> http://libweb.surrey.ac.uk/library/skills/Numeracy%20for%20professional%20purposes/3_Basic%20Descriptive%20Statistics%20introduction/index.htm
		<u>Quantitative II</u>

Week 11
April 15

Historical Research
Research Limitations/
Implications/
Impact Assessment

Assignment V -Literature Review
Draft Due April 15
Individual Meetings

UNIVERSITY CLOSED April 19

Week 12
Apr 22

Conclusions (*Limitations, Implications, Impact Assessment*) References, next Steps
Assignment VI - Conclusion and References Due April 24

Week 13
April 29

Current Research
COMPLETED PROPOSALS
DUE April 29

Week 14
May 6

Presentation of Research Proposals

Final Exam

SUBJECT TO CHANGE. STAY CURRENT ON BLACKBOARD!

If class is canceled due to the weather or other unforeseen reason, the lesson will be posted on Blackboard. It is the student's responsibility to check Blackboard and complete any posted assignments!

APA format is required for all work. Assignments must be typewritten. Assignments may be hand delivered to your Professor or sent in using the Professor's Stevenson email address.

CELL PHONE USE IS NOT PERMITTED IN CLASS WITHOUT PRIOR PERMISSION!

GRADED ASSIGNMENTS & DUE DATES:

Readings/ Class Participation/Periodic Assignments (10 points each)

Advance preparation is mandatory, as students will be expected to synthesize, analyze, and evaluate the readings in terms of academic knowledge as well as personal and professional experience. Grading will take into consideration punctuality, consistency, completion of in-class and outside-class assignments, expressive participation, and receptive participation.

Exams (100 points each) Feb 5, March 6, May Final TBA

There will be three in-class exams. Each will combine multiple-choice and essay questions. The questions in these exams will be drawn from our class discussions and the assigned reading. These exams will be non-cumulative.

GRADED ASSIGNMENTS & DUE DATES, cont.:

Research Proposal (200 points) April 29

Each student will write a research proposal that has potential for contributing to current knowledge in the student's chosen topic/interest. Students will develop this proposal, in stages, throughout the semester. Each part of the proposal may be rewritten/improved using comments on the original version. Students are encouraged to maintain a folder for all their work in this assignment. **The details of this assignment & the grading rubric are provided in this syllabus.**

Critical Review Papers (100 points) April 10

Each student will write a critical review paper of an assigned reading. This paper must be clearly divided into two sections with the captions '**summary**' and '**critical comments**'. Use the title of the article as title for this paper. The summary section of this paper summarizes the article, highlighting the key points, issues raised, or conclusions arrived at by the author(s), and how the research for the paper was done. The critical comments section should be written from the perspective of a research method student, focusing on methodological and analytic issues. Students may also offer general critique of the material, pointing to the strengths and weaknesses of the material including wrong assumptions, faulty or misleading conclusions, alternative interpretations author(s) ignored, inconsistencies and contradictions in arguments/positions taken, organization and flow of the material and expositional clarity. Conclude with your own thoughts on the material. **The details of this assignment & the grading rubric are provided in this syllabus. This assignment is worth 100 points, the same as a test grade.**

Presentation (100 points) Weeks of April 29 & May 6

Students will be presenting their research proposals in class. They will demonstrate their grasp of the research process, share insights on their topics from the research, speculate on the prospective contribution their research could make, highlight the problems/limitations they anticipate and how they would overcome them. It is an opportunity for students to engage each other, availing themselves the benefit of the knowledge produced by their individual research effort. **This assignment is worth 100 points, the same as a test grade.**

Regular class attendance and participation are necessary to pass and/or do well in this and indeed all courses. Students are encouraged to be **punctual** and **regular** to class as class discussions are likely to draw on materials not covered by the assigned readings. **Various in-class assignments are worth 10 points.**

If class is canceled due to the weather or other unforeseen reason, the lesson will be posted on Blackboard. It is the student's responsibility to check Blackboard and complete any posted assignments!

GUIDELINES and DUE DATES FOR THE RESEARCH PROPOSAL

Final Research Proposal = 200 Points

Assignment I: Topic Feb 15

To do research, in this case, write a research proposal, you need a topic – a general area of social study or a social issue. A research topic is typically broad so allows the researcher, you, to develop it through the steps of the research process, throughout the semester. Research is a rigorous, time and energy consuming endeavor. As a result, topic selection should be done thoughtfully, paying utmost attention to your interests. When you select a topic that interests you, it lightens the weight of the rigor involved in doing research and you're likely to complete the project.

Assignment II: Problem Statement and Research Questions Feb 20

Statement of Problem

First, explain what your general topic area is, touching on its different aspects, narrowing articulately to your specific interest which, typically, is an aspect of your general topic area. Assuming your general topic area is Domestic Violence, you offer a broad understanding of it, touching on its different aspects, ending with the aspect that interests you most, the one you'll study, say, Child Abuse. Next, explain why your topic is worth studying – spell out the practical significance of your study – are there practical problems about it that need to be understood or solved? Does the study have theoretical significance?

Research Questions

Use your topic to pose a question. This is your research question. For instance, using the Child Abuse example, if the researcher identified 'age of child' as a factor, one may make a research question: Does exposure to child abuse vary by the age of the child? Always pose the research question in such a way that when you answer, it explains your topic or what happens to your topic.

Assignment III: Operationalization & Hypothesizing Feb 27

In this assignment, you think about your concepts and use them in making your research hypotheses. Using teen pregnancy as an example:

Teenagers from 1-parent families are more likely than those from 2-parent families to be pregnant. OR Teenage pregnancy will occur more among those from 1-parent families than those from 2-parent families.

Assignment IV: Research Design April 3

This assignment should be completed as detailed below.

Topic: State your topic.

Data Collection:

Identify the study population, the population to whom your findings would apply. Explain how you would collect data for your proposed study, identifying your technique by name. State how you would select your sample, the sample selection technique you would use, how you would meet selection requirements, if any, and your sample size.

Questionnaire

Construct a questionnaire, listing the questions/statements you will use to elicit responses to measure your variables and test your hypotheses. Use closed-ended questions and describe how you would compute the responses.

Assignment V: Literature Review DRAFT 1 March 25, DRAFT 2 April 15

The best way to can develop writing skills in writing literature reviews is to read others' literature reviews. The write-up should reveal what is known about the topic generally, theoretically, and empirically, and the variables in your proposal. Your reader should have a fair knowledge of what others have said or found about your topic from the write-up. Organize the literature review by themes or subthemes. It's a good idea to use your variables as themes or subthemes. WHY IS THIS TOPIC RELEVANT/IMPORTANT/NECESSARY? Remember to Use at least **eight (8)** primary sources.

Assignment VI: Conclusion (Limitations, Implications, Impact Assessment) and References April 24

Conclude your proposal by summarizing it, restating the necessity of your study, and speculating on the potential methodological and/or analytic problems you would encounter if you were to carry out this research and how you would overcome them. Conclude by speculating on the potential contribution your research would make to our understanding of your topic if it were carried out. Include any insights this project afforded you on your chosen topic. On a sheet of paper titled 'References', provide the details of

all the materials cited throughout the project. Use the APA style to organize and present all your references.

REPORTS WILL BE PRESENTED IN CLASS AT THE END OF THE SEMESTER

Students will be presenting their research reports in class. They will demonstrate their grasp of the process and share insights on their topics. This is an opportunity for students to engage each other, availing themselves the benefit of the knowledge produced by their individual research effort.

Your grade for this presentation will equal 100 points, an exam grade.

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Research Proposal Grading Rubric

	<u>Paper</u>	<u>Presentation*</u> (possible 10 points)
Introduction (20 points) Problem Statement/Research Question Hypothesis Operationalization		
Literature Review (25 points) Summary Relevant-Why is this study necessary/ important?		(possible 20 points)
Method (25 points) Research Design discussion Data collection plan Analysis of Data Hypothesis Proven?		(possible 10 points)
Implications (10 points) How would this impact society? Needs Assessment		(possible 10 points)
Limitations (10 points) What difficulties might you encounter?		(possible 10 points)
Conclusion (20 points)		(possible 10 points)
Appendix: Instrument (20 points) Proper placement in proposal (10 points)		(possible 10 points)
Appendix: References # of References (8 required) (40 points)		(possible 10 points)

Format (20 points) APA Format throughout paper APA style Reference page	Preparedness (possible 10 points) *Power Point = extra credit
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CRITICAL REVIEW PAPER

***ANSWER THE FOLLOWING QUESTIONS based on the
Criteria for Judging a Research Study***

- Is the review of the previous research complete and recent?
- Are the problem and purpose clearly stated?
- Are the research hypotheses clearly stated?
- Is it clear how the study was conducted?
- Was the sample representative of the population?
- Are the results and discussion relevant to the statement of problem and purpose?
- Are the references complete and current?
- Do you have any criticisms of either the content or style?

You should present a well-reasoned argument and draw defensible conclusions. You do not have to provide researched evidence. You should read the assigned material carefully and evaluate whether it is well-reasoned, defensible, logical, etc.

Rubric for Critical Review Paper

Response	Criteria	Points
Excellent	Paper complete, well-organized and sections labeled as instructed. Summary shows clear understanding of the author's purpose(s), key points, arguments, and issues raised, conclusions arrived at, and explains how the research for the paper was done. Critical comments show clear insight into the paper's methodological problems, and clearly spell all or most of them out. Paper contains zero or only minor writing error that does not detract from its quality.	90-100
Very Good	Paper complete, organized and sections labeled as instructed. Summary shows understanding of the author's purpose(s), key points, arguments, and issues raised, conclusions arrived at, and explains how the research for the paper was done. Critical comments show insight into the paper's methodological problems, and spell many of them out. Paper contains one or two writing errors.	70-80
	Paper divided into labeled sections as instructed. Summary is ambiguous or unclear regarding the author's purpose(s), key points, arguments, and issues raised, conclusions arrived at, and how the research for the paper was done.	

Satisfactory	Critical comments are lacking in clarity regarding the specific methodological problems of the paper and offer critique of a general nature. Paper contains obvious writing errors: spelling and grammatical.	40-60
No Attempt	No essay submitted	0



CHS 315/515 – GROUP COUNSELING SPRING, 2019

Carol A Dietrich

Telephone number: 410-848-9244

Stevenson email: cdietrich@stevenson.edu

Best times for phone contact: Weekdays, late afternoon

Office location: OMN N177

Office hours: By Appointment

CHS 315/515

Section number: ON2

Credits: 3.0

Prerequisite(s): A grade of C or better in CHS 201

Classroom or Studio Location: MAC S233

Scheduled Class Days and Time: Tuesdays/Thursdays, 11:00-12:15

Course Description: Investigates basic elements of group process and practice. The application of course material to specific groups is highlighted.

Instructional Methods Used in this Course: Course objectives will be achieved by a variety of methods that include lectures, class discussions, videos, papers, and in-class activities.

Required and Recommended Texts, Manuals, and Supplies: Corey, M.S., Corey, G. & Corey, C. (2016) *Groups: Process and Practice*, (10th ed.) Pacific Grove, CA: Brooks/Cole
Additional readings will be assignment throughout the semester.

Course Objectives/Learning Outcomes: At the completion of this course students should be able to do the following:

1. Identify the different stages of group development and explain the characteristics of each type of group.
2. Explain the major tasks of group leadership for each of the stages of a group of the respective stages.
3. Discuss the various types of groups and their purposes and functions
4. Discuss how group leaders can effectively work with issues of cultural diversity in a group.
5. Identify ethical and legal guidelines for group work.
6. Apply group process concepts and practices to specific groups such as families.

To determine if this course fulfills additional program or track outcomes, please see the Academic Affairs portal page.

Grading Scale:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
D	60-66	1.0
F	1-59	0.0

Students must earn a minimum grade of "C" in courses that are used to fulfill the SEE requirement and major requirements.

Continuance and Progression Policies, if applicable: Not applicable

Grading Standards: See below

Course Requirements:

1. Class Participation (10%)

Throughout the course, students will take part in different types of group experiences as both members and leaders of small and large groups; therefore, class participation is essential. Advance preparation is mandatory, as students will be expected to synthesize, analyze, and evaluate the readings in terms of academic knowledge as well as personal and professional experience. Grading will take into consideration, the relevance of a student's comments and questions, and the degree to which a student's participation reflects an understanding of the underlying principles of this course.

2. Midterm (20%)

The midterm will consist of multiple choice and short essay questions. It will cover information from the text as well as information presented in class.

3. Papers (40%/30%)

Each student will write two papers. One will be a position paper on a group membership or group leadership issue, such as how to work effectively with a difficult group member. The other will be a process analysis of the course, which will require the student to apply the readings to a conceptualization of his/her own experience in the course as well as researching theoretical methods.. This paper will also be presented in class.

4. Specific Group Report (10%/ 5%)

Each student will present his/her process paper. Each presentation will take about 15-20 minutes of class time. More information will be given at a later date.

5. **Group Proposal (15%)**

515 Students will write a specific group proposal in outline form. You may choose a group for children, adolescents, adults or the elderly. In your group proposal, show how you would screen, select and orient members; outline the practical considerations in setting up this group. You might have an outline of topics that may structure your group sessions, if this is appropriate. Discuss the rationale for your group and also how you would evaluate the outcomes. Review the examples of the various group proposals in the textbook given in Chapters 10 and 11 for ideas for the structure of your proposal. Also, in Chapter 5, specific guidelines are addressed for developing a proposal for a group and for forming groups. Your proposal is designed to help you clarify the nature of the group and procedures you may use.

6. **Final Exam (20%)**

The format for the final will be similar to that of the midterm.

Participation: Students are responsible for all materials presented in class. Whenever a student is absent, it is the student's responsibility to obtain lecture notes and handouts for that class session. A class directory will be distributed: please use it to contact a classmate to obtain missed class notes.

Make-Up Examinations: A student is entitled to **ONE** make-up midterm exam appointment, provided advance notice is given to the instructor. However, students should be aware that a make-up midterm may not be the same exam as that given to the rest of the class. If the student fails to keep the appointment, the instructor is not obligated to offer a second appointment. There is a college policy on making up final exams. Please see your catalog/handbook for a description of that policy.

Late Assignments or Presentations: All assignments or presentations are due at the beginning of the class period for which they are assigned. Late assignments will be lowered one letter grade for each 24 hours (including weekends and holidays) the assignment is late. No emailed assignments will be accepted.

Classroom and Studio Policies: N/A

Submission of Assignments or Projects:

Written Assignments: All written assignments must be typewritten. Handwritten assignments will not be accepted. Written assignments will not be accepted when sent as email attachments.

Attendance Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance

See statement included in class participation under **Course Requirements**.

GUIDELINES

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Standards of Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

*“I pledge on my honor that I have neither given nor received
unauthorized assistance on this assignment/exam.”*

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

Disability Services

The Office of Student Success facilitates equal access for every student who self-identifies as having a disability. If you are a student with a disability who needs accommodations in this class, please contact Abby Hurson, Director of Disability Services at ahurson@stevenson.edu / (443) 352-4920. Once accommodations are authorized by OSS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive. This is the link to the University's Disability Support Services:

<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student's grade.

To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

The Wellness Center - Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at: <http://www.stevenson.edu/student-life/health-wellness/>

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

Course Calendar:

SCHEDULE OF CLASSES Subject To Change

- | | |
|------------|---|
| 1-29, 1-31 | Introduction, Objectives, and Assignments
Introduction to Group Work
Reading: Corey-Chap 1 |
| 2-5,2-7 | The Group Counselor
Reading: Corey-Chap 2 |
| 2-12, 2-14 | Ethical and Legal Issues in Group Counseling
Reading: Corey-Chap 3 |
| 2-19, 2-21 | Theories and Techniques of Group Counseling
Reading: Corey-Chap 4
Due: 2-21: Position Paper |
| 2-26, 2-28 | Forming a Group.
Reading: Corey- Chap 5 |
| . | |
| 3-5, 3-7 | Initial Stage of a Group.
Reading: Corey-Chap 6 |
| . | |
| 3-12 | Review |
| 3-14 | Midterm |
| 3-26, 3-28 | Transition Stage of a Group
Reading: Corey-Chap 7 |
| . | |
| 4-2, 4-4 | Working Stage of Group
Reading: Corey-Chap 8 |
| 4-9, 4-11 | Final Stage of a Group.
Reading: Corey—Chap 9 |
| 4-16, 4-18 | Groups in School Settings
Reading: Corey—Chapters 10 |

4-23; 4-25	Groups in Community Settings Reading: Corey—Chapters 11 Process Paper: Due 4-25
4-30, 5-2	Presentations
5-7; 5-9	Presentations; Review
5-14	Final

Graded Assignments: Included in Course Calendar

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COUNSELING & HUMAN SERVICES DEPARTMENT

CHS 315/515 Group Counseling

POSITION PAPER

Each student will write a short paper on one of the following topics:

1. Ethical Issue Position paper, based on Chapter 3 of the Corey text. Select a particular ethical issue of interest to you as a group leader and develop your ideas on this question.
2. Your Most Difficult Group Member. Think about a form of resistance that you expect you'd have the most problem in dealing with, or a particular problem behavior of a group member. Write about what factors within you make this behavior particularly troubling and write about how you expect to deal with this person.
3. Group Membership Issue. Write a position paper on one specific issue, question, topic, problem, or concern of interest to you (as it pertains to group membership), and then build your paper around this topic.
4. Group Leadership Issue. Based on chapters of the Corey text, do a similar position paper as above, but this time select a group leadership topic to explore, Be specific and take a stand!

Papers should be three typed pages. This is a position paper, not a research paper. You may use examples from the Corey text.

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COUNSELING AND HUMAN SERVICES DEPARTMENT

GROUP COUNSELING (CHS 315/515)

PROCESS ANALYSIS PAPER

Paper

Apply your textbooks, as well as a minimum of 4 additional references, to your experience in group. Your paper must address the stages of group, techniques and practice, and specific group process concepts to the evolution of your individual group. Do a process commentary on your group from both a leader's and member's perspective. Apply your research on group process to an analysis of your own experience in group. Conceptualize the group process, rather than give a report of events. Incorporate your own experience of key themes in a way that demonstrates your understanding of the readings by focusing on such points as the following:

- What did you learn about yourself through this process?
- Focus on the qualities about yourself that might either enhance or detract from your effectiveness as a group leader.
- Express concretely what this class taught you about being a group member and a group leader, as well as what you learned about how groups function, the stages of a group, and specific techniques to facilitate the group process.
- What factors contribute to a working and productive group?
- When do groups get stuck, and how do they get “unstuck”?
- How can we best address resistance and anxiety in groups? What about conflict?
- What have you learned in this class that you can apply to groups that you will lead in the future?
- Describe your group and explain how your group did or did not fit the characteristics described in the readings.

Your paper should be 6-8 pages, excluding title page and bibliography. You must cite a minimum of 4 books or journal articles, excluding your textbook. Please use APA style in your bibliography and throughout your paper.

Researching Your Topic

The Stevenson Library has a collection of books on theory. The reference librarians and others are available for consultation. I am planning to have a class in the library computer lab offered by one of the librarians to help you begin your research.

. Please use a database for all electronic searches and include a printout of the citation page with your paper.

Grading

This paper is worth a total of 125 points.

Grading will be based on the following:

1. Content

- Thoroughness
- Accuracy
- Use of resources

2. Mechanics

- Grammar, spelling, punctuation, etc.
- Use of APA style



**CHS 340/540-01: Administration of Human Services
Spring 2019**

Loryn Lesser, PhD
Stevenson email: llessert@stevenson.edu
Office hours: By appointment

CHS 340/540 Administration of Human Services

Section number: ONE1, ONE2 Credits: 03

Prerequisite(s): Grade of C or better in CHS 201.

Classroom or Studio Location: Owings Mills North, Manning Academic Center (MAC), Room S152

Scheduled Class Days and Time: ONE1: Monday, 5:00-7:50 pm; ONE 2: Wednesday 5:00-7:50 pm

Course Description: This course emphasizes the organizational and work-related issues in human services, including program planning, development, and evaluation; personnel administration; fundraising and budgeting; and administrative procedures. Students will focus on professional writing throughout this course, including writing a strategic plan and program proposal. Students who anticipate continuing their education at the graduate level should register for the 500-level section; however, transferability of these courses to a graduate program is determined by the receiving institution.

Instructional Methods Used in this Course: Lecture, class discussions, group activities & projects, and fieldwork application.

Required and Recommended Texts, Manuals, and Supplies: *Effectively managing and leading human services organizations (4th ed.)*. Brody and Nair. Thousand Oaks, CA: Sage Publications, Inc.

Course Objectives/Learning Outcomes: 1) Describe in writing various leadership styles and one's own personal leadership style and characteristics.

2) Create a strategic plan including the conducting of an analysis, the creating of a vision/mission statement, defining objectives and assessing progress.

3) Analyze a Human Services organizational strategic plan and evaluate the overall effectiveness of that plan in addressing client needs. (540 course requirement)

4) Identify important strategies for increasing productivity in any organization. Strategies such as time management, recruiting, hiring, and retaining quality employees, recruiting and managing volunteers, and evaluating and supervising staff will be examined.

5) Explain some of the essential elements involved in creating a culture of caring within the organization.

6) Examine and discuss some of the legal issues involved in managing an organization and explain the appropriate actions that can be taken for addressing these challenges.

7) Apply principles of the budgeting process and the many components of gaining and managing funds in an organization by creating a formal written grant proposal.

8) Describe the essential elements involved in running an effective meeting.

9) Identify specific strategies for resolving problems and conflicts within the organization.

10) Demonstrate effective and professional written communication skills

Grading Scale:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	1-59	0.0

Students must earn a minimum grade of "D" in courses that are used to fulfill the SEE requirements. For courses that fulfill both major requirements and SEE requirements, a minimum grade of "C" is required.

Course Requirements:

1. Class participation/Periodic Assignments (10%). Advance preparation is mandatory, as students will be expected to synthesize, analyze, and evaluate the readings in terms of academic knowledge as well as personal and professional experience. Grading will take into consideration punctuality, consistency, completion of in-class and out of class assignments, expressive participation, and receptive participation to the field of Human Services. Being reliable and attaining commitments are fundamental to your success with clients and your colleagues. Several short writing assignments addressing administrative skills will also be included in this participation grade.
2. Quizzes (10%) Several short quizzes will be completed throughout the semester. Quizzes will be announced and will cover information from the text and discussed in class.
3. Midterm (20%) The midterm will consist of multiple choice, true-false, and short essay questions. It will cover information from the text as well as information presented in class.
4. Final Exam (20%) The final for the format will be similar to that of the midterm.
5. Team Project/Strategic Plan Appraisal (20%) You will work with other members of the class to design a strategic plan for a Human Services program which includes the creation of a vision and mission statement, program objectives, and means for assessing progress. The project will be presented in class by the team and the written plan will be submitted on the day of the presentation. **Students participating at the 540 level will, after doing a site visit to a Human Services Agency, present a brief oral report of their appraisal of the agency's strategic plan and submit a written analysis.**
6. Seeking Resources Project (20%) You will create an individual project which involves the seeking of resources for an organization. For this project, you will develop a grant proposal to support an idea or program in the field of Human Services. This project will be presented to the class orally and an individual written report will be submitted as well.

Policies: Class Participation: Students are expected to participate in all classes and to arrive on time. Whenever a student is absent, it is the student's responsibility to obtain lecture notes and handouts for that class session. Usage of cell phone is prohibited in class.

Written Assignments: All written assignments must be typewritten. Handwritten assignments will not be accepted.

Late assignments: All assignments and presentations are due at the date and time posted on this syllabus. Grades will be lowered one letter grade for each 24 hours (including weekends and holidays) that the assignment is late.

Submission of Assignments or Projects: APA style of research citation will be used.

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Classroom Policies: Laptops may be used in class for taking notes. **Cell Phones MAY NOT be used during class.**

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance *Consistent and active participation are expected in this course.*

GUIDELINES

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

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Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

"I pledge on my honor that I have neither given nor received unauthorized assistance on this assignment/exam."

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

Disability Services

Stevenson University will make reasonable accommodations for students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for every student who self-identifies as having a disability. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University's Office of Disability Services:
<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student's grade. To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

The Wellness Center

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at: <http://www.stevenson.edu/student-life/health-wellness/>

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

Date (ONE1, ONE 2)	Topic	Readings	Other Strategies
January 28, 30	Overview of Course Leading the Organization	Handouts Chapters 1 and 2	Introduction and Envisioning Activity. Team Development
February 4, 6	Strategic Planning/Designing Programs	Chapter 4 Part A and	Working on Team Presentations
February 11, 13	Creating a Strategic Plan. Implementing Action Plans/Problem Solving	Chapter 4 Part A and	Team Presentations Quiz: chapters 1,2, and 4
February 18, 20	Managing Employees and Managing Challenges	Chapter 5 A and B	Team Presentations and Hiring Strategies
February 25, 27	Supervising Staff/Assessing and Evaluating Staff/ Time Management	Chapters 6,7, and 8	540 Presentations
March 4, 6	Making Meetings Productive/ Improving Communication & Handlin Conflicts/team Building	Chapters 9,10 and 11	Quiz: Chapters 5,6,7 and Review for Midterm
March 11, 13	Midterm		Covers chapters 1 through 11 (except 3)
March 18-24	Spring Break		
March 25, 27	Managing Finances/Strategic Resource Development/Preparing Effective Proposals, Seeking Funding	Chapters 13,14,15 and 16	Evidenced Based Programs and Seeking Funding
April 1, 3	Evidence Based Management	Chapter 17	Quiz Chapters 13,14,15,1 Work on individual projects
April 8, 10	Ethical Dilemmas in Management/Humanizing the Organization	Chapters 18 and 19	Work on individual projects

April 15, 17	Seeking Resources		Individual student presentations
April 22, 24	Seeking Resources/Working with a Board of Trustees	Chapter 12	Presentations continued /Speaker regarding working in a Human Services agency
April 29, May 1	Working with a Board of Trustees/Summary & Review	Chapter 12	Quiz; Chapters 17,18,19 and 12
May 6, 8	Summary and Review/Final Exam		Covers Chapter 12 through 19

THIS SCHEDULE IS TENTATIVE, AND MAY BE SUBJECTED TO CHANGE

[CHS 340](#)
[Syllabi](#)

**Seeking Resources Project (Grant Proposal)
Administration of Human Resources: 340/540**

You will select an organization which provides services to clients for which you have concern/passion. This organization can be one in which you are doing your internship, an organization where you plan to do your practicum, one where you have worked or volunteered in the past, the organization you created as a team in this class, or one where you would like to work one day.

Overall, your goal is to develop a grant proposal to support **one initiative** within the organization you selected. You will research/write a grant proposal, no more than 4 single spaced pages, which address the initiative you choose. You will use the following format for your proposal:

- **Statement of Need:**
 1. Defines the problem and explains precisely what your organization wants to change.
 2. Focus on the target population you want to help. Here is where you do a review of the literature.
 - a. Provide current data from a variety of sources such as national studies, surveys, news media articles.
 - b. Simply interpret any data you obtain rather than just putting it in the section.
 - c. Address what is the problem, what is the cause, why does it continue to exist?
 - d. Use APA style when documenting resources
Reference page & in-text cites
- **Goals** (at least 1) These are broad, global descriptions of something you want to accomplish over a period of time. They are idealistic and timeless and should inspire us.
- **Objectives** (Impact objectives) at least 3. These are clear, attainable and measurable and time limited. Focus on results and begin with an action verb.
- **Activities and Tasks:** For each objective, what will be done, by whom and when.
- **How you will evaluate** – simple statement for each objective.

- **A simple budget** (Sample attached)
- **Appendices:**
 1. Your mission statement
 2. Your Impact chart
 3. Your resume
 4. Letters of personal endorsement or support of donating resources. (not included as part of the 4 pages)

You will also present an overview of this proposal in class. Each student will have no more than **5 minutes** to present. Your audience will be your grant providers and you will try to convey the importance of your request.

Grades will be based on:

Clarity of written organization: How is each section above addressed?

Research provided and use of APA style

Technical detail – spelling, grammar

Is there a compelling case for your request?

Oral presentation – is it clear and does it make sense??

Papers are due on the date of the presentation:

You will have **time to work on this project in class** – please bring your research information for the Statement of Need to class. This class time can be used to ask questions, seek reaction from others in the class, and clarify issues regarding the project. It will be a working session.



CHS 360 - COUNSELING STRATEGIES FOR INDIVIDUALS FALL, 2018

Mayaugh Finkenberg

Telephone number: 443-334-2491

Stevenson email: mfinkenberg@stevenson.edu

Best times for phone contact: Weekdays, after 12

Office location: LRC 115

Office hours Tuesdays 12:30- 2:30; Thursdays 12:30-1:30

CHS 360

Section number: 01

Credits: 3.0

Prerequisite(s): A grade of C or better in CHS 201

Classroom or Studio Location: DC 301

Scheduled Class Days and Time: Tuesdays and Thursdays 11-12:15

Course Description: Investigates models and methods for helping individuals in need. Students develop skills through the practice of intervention techniques.

Instructional Methods Used in this Course: Course objectives will be achieved by a variety of methods that include lectures, class discussions, videos, papers, and in-class activities, including mock interviews that will be taped.

Required and Recommended Texts, Manuals, and Supplies: Egan, G., (2010). *The Skilled Helper* (11th ed.).

Belmont, CA: Brooks/Cole

Additional readings will be assignment throughout the semester.

Course Objectives/Learning Outcomes: At the completion of this course students should be able to do the following:

1. Analyze his or her own natural style of helping and its impact on clients.
2. Demonstrate knowledge of and competency in the basic skills of interviewing.
3. Apply a model of helping to methods and skills that make the model work.
4. Identify ethical and legal guidelines for work with clients.
5. Describe the basic structure of the interview and how it can be applied to different theories.

To determine if this course fulfills additional program or track outcomes, please see the Academic Affairs portal page.

Grading Scale:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	1-59	0.0

Students must earn a minimum grade of “C” in courses that are used to fulfill the SEE requirement and major requirements.

Continuance and Progression Policies, if applicable: Not applicable

Grading Standards: See below

Course Requirements:

1. Class Participation (20%)

As this is a skills-based course, there will be many hands-on activities designed to practice and perform individual counseling skills. Students’ participation in these activities is critical to the learning process. Grading of students participation in these activities will take into consideration students’ demonstration of knowledge and understanding of the skills, willingness to try new strategies and even make mistakes. In addition to role-play activities, students will also be assessed on their contribution to classroom discussions and participation in guided self-reflection activities.

2. Exams (30%)

There are two exams: the midterm and final exam. The exams may consist of multiple choice, short answer and essay questions, covering information from the text, supplemental readings as well as information presented in class

3. Service Learning (20%)

As part of the course, you will have the opportunity to apply concepts and skills taught in the classroom to real world situations. Counseling strategies students will complete 15-20 hours of volunteer service at one of six partner human services agencies. During the second week of class, representatives from our partner agencies will provide an overview of the service opportunities. Selection of service experiences will take place in week three with orientation in week four, service beginning in week five and finishing no later than the week before finals. Students are evaluated on service provided and active ownership of and reflection on your learning. There are three

requirements to complete this component: journals, time sheets, and contracts.

4. Interviews (30%)

Each student will complete two projects in addition to the service learning components. The first interview is a process recording and taped interview completed outside of class (20%). The second interview is an in-class role play completed during one of the last class sessions (10%). Details on each of these interviews will be provided separately and reviewed in class.



Participation: Students are responsible for all materials presented in class. Whenever a student is absent, it is the student's responsibility to obtain lecture notes and handouts for that class session. A class directory will be distributed: please use it to contact a classmate to obtain missed class notes.

Service Learning Experience: As part of the course requirement, each student will participate in a service learning project during the semester. This will include an outside volunteer project at one or more of the sites made available by the professors. Each student will complete 15-20 hours at one or more of the sites and keep a journal of reflective and analytical entries of the service learning experience. Student will be required to turn in three journal entries, due throughout the semester. Time sheets will be signed for each day of service.

This assignment includes the signed Service-Learning Partnership Agreement, as well as a signed Service-Learning Partnership Student Responsibilities form.

Make-Up Examinations: A student is entitled to **ONE** make-up midterm exam appointment, provided advance notice is given to the instructor. However, students should be aware that a make-up midterm may not be the same exam as that given to the rest of the class. If the student fails to keep the appointment, the instructor is not obligated to offer a second appointment. There is a college policy on making up final exams. Please see your VJC catalog/handbook for a description of that policy.

Late Assignments or Presentations: All assignments or presentations are due at the beginning of the class period for which they are assigned. Late assignments will be lowered one letter grade for each 24 hours (including weekends and holidays) the assignment is late. No emailed assignments will be accepted.

Classroom and Studio Policies: N/A

Submission of Assignments or Projects:

Written Assignments: All written assignments must be typewritten. Handwritten assignments will not be accepted. Written assignments will not be accepted when sent as email attachments.

Attendance Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance

See statement included in class participation under **Course Requirements**.

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For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

SCHEDULE OF CLASSES Subject To Change

Date	Topic	Reading	Due
Week 1 8-28 & 30	Introduction, Objectives and Assignments	Chapter 1 The Power of Basics The Handbook... Chapter 20	
Week 2 9-4	Review the Problem-Management and Opportunity-Development Process	Chapter 2	
Week 2 9-6	Service Learning		
Week 3 9-11 & 13	Values That Drive the Helping Relationship Therapeutic Presence	Chapter 3 Chapter 4	Sept 11- Service Learning Preferences
Week 4 Sept 18 & 20	Empathetic Responding	Chapter 5	
Week 5 Sept 25 & 27	Mastering the Art of Probing	Chapter 6	Begin Service Learning
Week 6 Oct 2 & 4	Help Clients Challenge Themselves	Chapter 7	DUE: Journal 1 Assignment & Service Learning Contract
Fall Break	NO CLASS 10-9-18		
Week 7 Oct 11	Mid Term Exam		
Week 8 Oct 16 & 18	The Action Arrow & Intro the Three Tasks of Stage I	Chapter 8	
Week 9 Oct 23 & 25	The Three Tasks of Stage I: Help Clients Tell the Story, the Real Story, and the Right Story	Chapter 9	Due: Interview Project 1- Oct 25
Week 10 Oct 30 & Nov 1	Stage II: Help Clients Design and Set Problem-Managing Goals	Chapter 10	DUE: Journal 2 Assignment: 11-1
Week 11 Nov 6 & 8	Assessment, Diagnosis and Treatment Planning	Reading: The Handbook...Chapter 17	
Week 12	Alternative class session		

Graded Assignments: Included in Course Calendar Table of Contents Syllabi	Nov 13 & 15		
	Week 13 Nov 20	Stage III: Planning-Help Clients Design the Way Forward	Chapter 11
	Nov 22	NO CLASS--- THANKSGIVING	
	Week 14 No 27 & 29	Role Plays	Journal 3 Assignment: 11-29
	Week 15 Dec 4 & 6	Role Plays Review	
	Week 16 Dec 11	Follow the University-Wide Exam Schedule	Tentative Exam Schedule Dec 11 10:45-12:45
			Final Exam



CHS 380- Internship in Counseling and Human Services

Spring 2019

INSTRUCTOR INFORMATION

Dr. Mayaugust Finkenberg

Stevenson telephone number: (443)394-9642

Stevenson email: mfinkenberg@stevenson.edu

Best times for phone contact: Anytime. Voice messages are sent to me via email, just leave a good call-back number.

Office location: Manning Academic Center, N178.

Office hours: Tuesdays and Thursdays 11 am-12:30 pm

COURSE INFORMATION

CHS 380- INTERNSHIP IN HUMAN SERVICES

Section number: 01 and 02

Credits: 3

Prerequisite(s): CHS 220, CHS 315, and CHS 360

Classroom or Studio Location: Manning Academic Center, S316

Scheduled Class Days and Time: Tuesday (Section 01) Thursdays (Section 02) 12:30-1:30

Course Description: CHS 380 is a three-credit course. This field experience provides students with a hands-on, realistic experience in a human services community-based agency. Concurrently, students will participate in a guided seminar once a week.

Instructional Methods Used in this Course: Course objectives will be achieved by a variety of methods which include lecture, class discussions, a reflection paper, journaling, and fieldwork.

Required and Recommended Texts, Manuals, and Supplies:

- Sweitzer, H., & King, M. (2019). The successful internship: Personal professional, and civic development in experiential learning (5th ed.). Belmont, CA: Brooks/Cole.
- *Only sections of four chapters of this book are required for CHS 380.** You may use the book on reserve in the library instead of purchasing it. However, you will be required to read the rest of the book for CHS 441.
- 2018-2019 Field Placement Handbook, Human Services, Stevenson University
 - Ethical Standards for Human Services Professionals, National Organization for Human Services (NOHS). Available at <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

COURSE OUTCOMES

Course Objectives/Learning Outcomes:

1. Apply connections between classroom learning and field experiences. (Career Exploration)
2. Analyze their own natural style of helping and its impact. (Career Development Foundations)
3. Demonstrate a professional attitude and engage in professional behavior. (Career Preparation)
4. Demonstrate sensitivity to diversity. (Career Preparation)
5. Display appropriate interpersonal skills. (Career Development Foundations)
6. Exhibit continuing self-development. (Self-Discovery)
7. Present a professional portfolio at a job interview. (Career Preparation)

To determine if this course fulfills additional program or track outcomes, please see the department chair or program coordinator.

GRADING STANDARDS

Grading Scale:

Letter Grade	Percentage Points	QPA Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	0-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under "Academic Standing and Grading Information" in the "Academic Information" section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

Continuance and Progression Policies, if applicable Students must earn a minimum grade of "C" in courses that fulfill a major requirement.

Course Requirements: Students must complete 90 hours of placement hours at the internship site. Students will complete bi-weekly journals, self-evaluation and field instructor evaluations, portfolio and issue presentations.

COURSE POLICIES

Classroom and Studio Policies:

Technology use: It is expected that students will be fully attentive to the instructor, peers and guest speakers during class time. As such, use of technology is allowed if it enhances the students learning experience. Use of technology for purposes unrelated to class should be done before or after class.

Professionalism: Profession communication is expected. This includes, but not limited to electronic communication. When in field placement, students are expected to adhere to the placement dress code or norms of dressing.

Confidentiality: Students may have access to or knowledge of clients private or personal information at field placement sites. Students must adhere to strict confidentiality, sharing this information only with the site-base field instructor and as directed by the field instructor. Client names must never be used in class discussion or in written materials for the course.

Submission of Assignments or Projects: All assignments or presentations are due at the beginning of the class period on the day they are due. Aside from the first journal assignment, all other journals are due in hard-copy in class.

Assignments are not to be left in the instructor's mailbox or slid under the office door. Grades will be lowered 10% for the assignment is lateness. Assignments more than two weeks late will receive a 50% grade reduction.

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance

Attendance at your field placement is critical to the successful completion of this course. You are required to complete 90 hours of field placement. Up to 10% (nine hours) may be forgiven due to unscheduled agency closures such as due to inclement weather or serious illnesses or other emergencies. Approval of missed time for serious illnesses or emergencies will be reviewed on a case-by-case basis and will only be approved with appropriate documentation.

Attendance at internship class meetings is expected. Punctuality and meaningful participation is one means for your instructor to assess your professionalism and fitness for the profession

UNIVERSITY GUIDELINES

Diversity Statement

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voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

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Students will be asked to assent to and to uphold the University Honor Pledge:

*"I pledge on my honor that I have neither given nor received
unauthorized assistance on this assignment/exam."*

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

ACADEMIC SERVICES AND RESOURCES

Disability Services

Stevenson University will make reasonable accommodations for qualified students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for students who self-identify as having a disability and provide appropriate documentation. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University's Office of Disability Services:

<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

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SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

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The Wellness Center

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STEVENSON EDUCATION EXPERIENCE (SEE) LEARNING GOALS AND OUTCOMES

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

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The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

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SU Goal No. 4: Experiential Learning (EL)

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The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

COURSE SCHEDULE INFORMATION

Graded Assignments: Note: See Course Calendar for Due Dates

1. Journals (10%): Complete bi-weekly field note summaries. This summary should be between 100-250 words. Each summary is to include the following:
 - a. What was the most meaningful experience you had this week? To which program outcome(s) does this experience relate?
 - b. Briefly describe other activities you engaged in this week
 - c. What concerns or challenges are you experiencing?
2. Classroom Participation/Assignments (10%). Active participating in seminar discussions and activities are required. Students are expected to show professionalism and respect for each other through arriving punctually for class, actively listening, and demonstrating tolerance for differences.
3. Field Agency Participation (40%). Regular attendance and active participation at the field agency placement is mandatory. The field site orientation is required. The student must follow all policies and procedures of the field placement site. Professional behavior is expected at all times, which includes punctuality, appropriate dress, and

maintaining confidentiality. If the student must be late or absent due to an emergency, it is imperative that the field placement site and the faculty supervisor are notified immediately.

- a. Student Self-Evaluation - At midpoint and at the completion of the field experience, the student will complete a self-evaluation and share it with the field instructor. In addition the field instructor will complete an evaluation of the student. Once both parties sign both forms the evaluation tools must be submitted to the faculty supervisor for review both at midpoint and at the end of the semester.
 - b. Field Instructor's Evaluation- Each student will be evaluated by his/her instructor at midpoint and at the completion of the field experience. Students will be evaluated in terms of personal qualities, role expectations within the agency setting, and professional qualities.
 - c. Time Accountability Sheet- Students will record hours on this time sheet or the timesheet provided by the agency. Time sheets must be signed by field instructor weekly. Seminar Instructor will periodically review time sheets with students.
4. Portfolios (15%). Each student will create or augment a portfolio, which will be turned in at the end of the semester.
“See Portfolio Guidelines”
 5. Internship Issue Paper and Presentation. (20%). Students will use the Kiser Integrated Processing Model (IPM) to reflect on and learn from an experience in placement. Students will use the six step reflectiong process to analyze a situation and integrate theory and research to develop a deeper understanding of the issue. See blackboard for a detailed guide on completion of these assignments. Students will present on the issue of their choice in class.
 6. Internship Documentation (5%)
 - Student Evaluation of the Field Experience
 - Copy of a typed “thank you” letter to the field instructor

Course Calendar: Course Calendar is subject to change.

Date	Topics*	Assignment
Week 1 January 29/31	Introductions, confidentiality, learning objectives, handbook, syllabus	Read Chapter 1: The Big Picture, pp 2-20 only Read NOHS Ethical Standard 3, 8 and 9
Week 2 February 5/7	Getting the most out of your experience-designing your placement/writing your learning contract	Read Chapter 3: HQI Essentials, pp 53-64 only Journal #1 due before class via Blackboard
Week 3 February 12/14	Being Informed, Staying Engaged and Becoming a Professional - Building Expertise --NOHS Ethical Standard 31 & 36	Read Chapter 4: HQI, pp89-116 Learning objectives due in class. Hardcopy. Signed.
Week 4 February 19/21 GS	Get to know your client community --NOHS Ethical Standard 1, 11, 15, & 26	Journal 2 due in class. Hardcopy.

Week 5 February 26/28	Career Building - Professional portfolios	Internship Issue Paper 1 Due. <u>Blackboard before class.</u>
Week 6 March 5/6 GS	Career Building -resume writing and interviewing	Journal 3 due <u>in class.</u> <u>Hardcopy.</u>
Week 7 March 12/14	Where are the boundaries? Dual relationships and self-disclosure --NOHS Ethical Standards 5, 6, and 33	Midpoint evaluation due <u>in class.</u> <u>Hardcopy.</u>
March 18 through 22	SPRING BREAK	NO CLASS
Week 8 March 26/28 GS	Self-Assessments	Read Chapter 5, Self Awareness, pp. 122-132 Journal 4 due <u>in class.</u> <u>Hardcopy.* special journal prompt</u>
Week 9 April 2/4 GS	Career Building Graduate School Speakers Series	
Week 10 April 9/11	Work-Life Balance- Cultivating life-long habits of self-care	Journal 5 due <u>in class.</u> <u>Hardcopy.</u>
Week 11 April 16/18 GS	Career Building Graduate School Speakers Series	Portfolio Due <u>in class.</u> <u>Hardcopy.</u>
Week 12 April 23/25	Handling Conflict in the Workplace -- NOHS Ethical Standards 20 & 21	Internship Issue Paper 1 Due. <u>Blackboard before class.</u>
Week 13 April 30/ May 2 GS	How to Bring Closure	Journal 6 due <u>on Blackboard before Class.</u>
Week 14 May 7/9	Final Group Discussion – What have we learned? ** Plan to attend the Senior Poster Presentation. May 6 5:30-6:30. Location tbd	Final evaluations, timesheets, thank you notes and agency evals <u>due in class.</u> <u>Hardcopy.</u>
*Topics are subject to change based on availability of guest speakers and needs of students in the class.		

Final exam date, time, and location:

There is no Final Exam for CHS 380, Internship in Human Services

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Family Dynamics and Interventions (CHS 430-02)
Fall, 2018

INSTRUCTOR: Thomas K. Swisher, J.D., Ph.D.
E-MAIL: tswisher1472@stevenson.edu
PHONE: 443-334-2254

OFFICE: LRC 116
OFFICE HOURS: By Appointment
Sign up on office door or schedule by email.

3 Credits

Prerequisite(s): A grade of "C" or better in CHS-101 and either CHS-315/515 or CHS-360

A grade of "C" or

Classroom Location: Dawson Center, Room 318; Greenspring Campus

Scheduled Class Days and Time: Tuesday & Thursday; 9:30 to 10:45 a.m.

Course Description: Focuses on the dynamics of family relationships. Students analyze and evaluate family counseling interventions.

Graduates of this course will be well versed in Family Therapy but are not eligible to become practitioners of Family Therapy without further training and licensing.

Instructional Methods Used in this Course: Course objectives will be achieved by a variety of possible methods which include lecture, class discussions, group activities, papers, videos, and fieldwork.

Required and Recommended Texts, Manuals, and Supplies: Goldenberg, I., & Goldenberg, H. (2013). *Family therapy: An overview* (9th ed.). Pacific Grove: Brooks/Cole-Thomson Learning.

At the completion of the course, students should be able to:

1. Describe one's self in relation to one's family. (Discipline Expertise)
2. Articulate how one's family history influences perceptions of family processes. (Career Development Foundations)
3. Identify patterns of interaction and communication in family life. (Discipline Expertise)
4. Apply selected family theories in the assessment of family processes. (Discipline Expertise)
5. Demonstrate sensitivity to differences in family structure and social, economic and cultural background. (Professional Know-How)

6. Analyze and critique articles and events pertaining to family life. (Professional Know-How)
7. Contrast and critique marital and family therapy theories. (Professional Know-How)

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	1-59	0.0

Students must earn a minimum grade of "C" in courses that are used to fulfill the SEE requirement and major requirements.

1. Course Participation (20%) You should arrive at each class prepared to offer analysis, questions, and critique of the assigned readings, integrating prior knowledge and experience. The open discussion of readings is an integral part of the learning process for this course. The evaluation of the breadth and depth of this preparation and subsequent discussions will be the determination of the course participation score for this course.

Each student will deliver a short (3 minutes or less) oral presentation about some aspect of your family that illustrates a family dynamic (i.e., reflections about the role a family member assumed, family rituals, difficult moments, humorous moments which taught you something, family events or individuals that shaped you). Creativity is encouraged. Photos, poems, songs are also welcome.

2. Family of Origin Project (25%) This assignment requires you to apply the concept and theories we will study to your family of origin.

3. Midterm (15%) The midterm will consist of multiple choice and short essay questions. It will cover information from the text as well as information presented in class.

4. In-Class Families Group Project Presentation (25%) Each student will be assigned to an In-Class Family Group. Team presentations will be delivered to the class, and power points will be presented and submitted.

5. Comprehensive Final Examination (15%) The format for the final will be similar to that of the midterm.

Additional information regarding the assignments is provided in the pages that follow and will be reviewed in class. All work product is expected to be of high quality as to both content and form (follow APA guidelines).

Resources for improved work product:

Consult "Noodlebib" for bibliography formatting.

Consult APA Guidelines for appropriate formatting.
Submit your drafts to “Smarthinking” – an online writing lab

Examples of related professional journals for the individual and group assignments are: American Journal of Family Therapy, *Family Process*, *Journal of Couple and Relationship Therapy*, *Journal of Family Therapy*, *Journal of Marital and Family Therapy*, *Journal of Sex and Marital Therapy* as well as journals such as *Family Relations*, *Journal of Marriage and Family*, and *Families in Society*.

1. Participation

Students are expected to participate in **all classes** and to **arrive promptly**. Whenever a student is absent, it is the student's responsibility to obtain lecture notes and handouts for that class session.

2. Written Assignments

All written assignments must be typewritten. Handwritten assignments will not be accepted nor will e-mailed assignments.

3. Late Assignments or Presentations

All assignments or presentations are due at the **beginning** of the class period for which they are assigned. Otherwise, grades will be lowered 10% for each 24 hours (including weekends and holidays) the assignment is late. **ONLY HARD COPIES ARE ACCEPTABLE. E-MAILED ASSIGNMENTS WILL NOT BE ACCEPTED.**

4. Academic Link

The Academic Link is a free service to all Stevenson students. At the first sign of a problem in this course, it is recommended that you go to KH 201 and sign up for a tutor.

5. E-mail and Blackboard

Information about this course will be e-mailed to students at their college e-mail address, and course information will be posted on Blackboard. Therefore, it is important for students to check their college e-mail and course website regularly.

GUIDELINES

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

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DATE	THEME	READINGS
8/28	Course Overview Review Syllabus Discuss 1 st Major Assignment due on 9/29	IN CLASS MATERIALS
8/30	Adopting a Family Relationship Framework	G&G – CH. 1
9/4	Genograms and Ecomaps	TBA
9/6	Key Terms & Definitions of Family	IN CLASS MATERIALS
9/11	Key Terms & Definitions of Family	IN CLASS MATERIALS
9/13	Systems Theory and Systemic Thinking	G&G – CH. 4
9/18	Family Development	G&G – CH. 2
9/20	Diversity in Family Functioning	G&G – CH. 3
9/25, 9/27	Origins & Growth of Family Therapy	G&G – CH. 5
9/27	Family of Origin Project Due Extra Credit Presentations	
10/2	Extra Credit Presentations; Prep for Midterm	
10/4	MIDTERM	
10/9	NO CLASS – FALL BREAK	

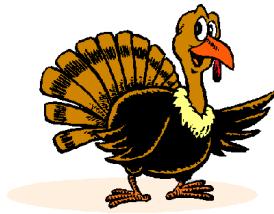
10/11	Creating In-Class Families Issues & Theories Assigned	IN CLASS MATERIALS
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10/16	Social Construction Models I	G&G –CH 13
10/18	Meet with your group!	
10/23	Population-Based Family Treatments	G&G –CH 15
10/25	TBA	
10/30, 11/1	Social Construction Models II	G&G – CH. 14
11/6	Transgenerational Models	G&G – CH. 8
11/8	The Milan Systemic Model	G&G – CH. 11

11/13	Psychodynamic Models /Object Relations Group Presentation of Psychodynamic Model	G&G – CH. 7
11/15	Behavioral/Cognitive Behavioral Group Presentation of Cognitive Behavioral Model	G&G – CH. 12
11/20	Strategic Models Group Presentation of Strategic Model	G&G – CH. 11

11/22NO CLASS...Happy Thanksgiving



11/27	Experiential Group Presentation of Experiential	G&G – CH. 9
11/29	The Structural Model Group Presentation of Structural Model – Minuchin	G&G – CH. 10
12/4	Movie – Family Dynamics	
12/6	TEST PREP, REFLECTIONS, AND CONCLUSIONS	
TBA	FINAL EXAMINATION	

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Family Dynamics and Interventions (CHS 430-02 & 03) **FALL 2018**

Assignment 1 - Family of Origin Project

General instructions: This assignment requires you to apply the concept and theories we will study to your family of origin. In order to complete this assignment you will need to conduct at least **two interviews of family members**. You may interview parents, grandparents, siblings, aunts, uncles, or cousins. You will cite these interviews in your bibliography. Please discuss confidentiality with your interviewees, get permission to use the interview material, and **use only initials when identifying participants**. You may include pieces of transcript in your paper only with expressed permission of your interviewee.

Instructions for paper:

Section one: (1 page) Produce a detailed genogram of your family of origin covering at least three (3) generations (going back to your grandparents). The genogram may be hand drawn or you can use a genogram software program. A number of programs are available to download for free. (One good program is available at www.genopro.com but many other are also available, enter “free genogram software” on Google for an extensive list.) You may use an extra large sheet of paper if you wish.

Section two: (4 to 10 pages) In narrative form, write a complete systemic analysis of your family of origin, referring back to the genogram. Issues you should cover and include:

1. _____ Boundaries (within the family as well as between the family and the world);
2. _____ Hierarchies, subsystems, & alliances within the family (also discuss triangulation, power & cutoffs);
3. _____ Roles Played by Family Members (Scapegoat, Hero, Comic, Lost Child, Enabler, Violent or Angry One)
4. _____ Sibling Cohesion;
5. _____ Rules (spoken and unspoken);
6. _____ Significant Losses & Family Adaptation;
7. _____ Family Life Cycle;
8. _____ Family Myths, Secrets, & Lies;
9. _____ Role & Effect of Birth Order;
10. _____ Transgenerational Patterns & Issues

You must **give specific behavioral examples** to back up your analysis. Don't just say, for example, that there were strong intergenerational boundaries. Discuss the specific behaviors that demonstrated that those boundaries existed.

Section three: (4 to 8 pages) Select a theme of your choice to research and apply to your family of origin. You may create your own theme or select from the following list:

1. The effects of alcoholism or addiction on the family.
2. Blended and step family issues.
3. Single-parent family.
4. The effects of violence or abuse.
5. Family secrets.
6. Legacies of loss.
7. The role of ritual in the family.
8. Coping with death or illness in the family.
9. Cultural issues in the family.
10. The effects of mental or physical illness on the family.
11. Trans-generational transmission of gender roles.
12. Family stories and the construction of meaning.
13. Models of marriage.
14. Enmeshment and disengagement.
15. Emotional milieu within the family.

In completing this section you will need to **cite at least three scholarly articles** and/or books that address the theme you are discussing. You will also need to give specific behavioral examples to illustrate your theme as it plays out in your family of origin.

Section four: (One page) Attach a bibliography citing all references using APA reference style. List all interviews, including person interviewed, date of interview, length of interview and mode of interview (phone, in person, email).

This paper is due October 1, 2013. Papers may be handed in before that date but no late papers will be accepted. Paper must be double-spaced, using 12 point font. **Hard copies ONLY. No e-mailed papers.**

Grading:

Writing conventions (spelling, grammar, organization) 15 points

Genogram (completeness, neatness, clarity) 5 points

Systemic analysis (completeness, depth, grasp of concepts) 30 points

Selected theme (depth, originality, insight, quality analysis) 45 points

Bibliography (APA style, documented interviews) 5 points

Total possible 100 points

Extra Credit: Students may volunteer to present their Family of Origin Projects in class.

Students who do this will receive 5 points of extra credit on this assignment.

It is understood that this assignment can be emotionally difficult for some students in that it might require focus on issues they are not prepared to address, or they may feel uncomfortable in exposing personal information to the instructor. If you feel you cannot complete this assignment please make an appointment to talk with the instructor and an alternative assignment will be arranged.

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CHS 430 Assignment 2 - Group Project

You will be assigned to “families”. These families will be the subjects of the role plays we will do in class. In addition, your “family” will be your workgroup for the completion of this assignment. Your “family” will be assigned an “issue” or issues that bring you to therapy and will also be assigned a theory from which to approach this issue.

Class time will be allotted to help you prepare, but you will need to do considerable work and communication outside of class in order to complete this assignment.

Part one: Meet as a group.

1. Assign roles, deciding who will be the parents, the children, etc. Decide on the age and gender of the children.
2. Who is/are the identified patient(s)?
3. Describe the relationships between family members.
4. Develop an identity and history for each family member.
5. Decide how the identified problem will play out in the family.

Keep **notes** of your decisions.

Part two: In addition to a family “issue” you will be assigned a particular theory. You will need to research how your assigned issue would be addressed within this theory. For example if your issue was “alcoholism within the family” and your assigned theory was “solution-focused” you would need to research how a solution-focused family therapist would address alcoholism in the family. Your group will then do a demonstration of this

approach to this problem by role-playing a family session for the class. This presentation should be no more than 30 minutes. For purposes of this demonstration, one of your group members will need to step out of his or her usual family role in order to be “the therapist”.

Part three: As part of the presentation your group will do a brief (30 minute maximum) didactic presentation on how your theory would address the techniques that were demonstrated and the theoretical constructs involved. Be prepared to answer questions. You will want to provide the class with a coherent, well organized summary of your assigned theory highlighting terms, concepts, and key points associated with the theory. Dates for these presentations will coincide with the schedule of readings on each theory.

Grading:

Part one (Family Description) 25 points

Part two (Family Therapy Demonstration) 25 points

Part three (Presentation on Your Assigned Theory) 25 points

Part four (Individual Participation) as graded by fellow group members & instructor. 25 points

Total possible: 100 points

Major Family Therapy Approaches

Object Relations. (Framo and Scharff).

Experiential. (Satir and Whitaker).

Transgenerational. (Bowen).

Structural. (Minuchin).

Strategic. (Haley).

Cognitive-Behavioral. (Beck and Ellis).

Social Constructionist. (deShazer and Anderson).

Narrative. (Michael White).

1. *Object Relations.* (*Framo and Scharff*). Satisfying relationship with some “object” (e.g., parent) is a fundamental need. Helps client gain insight into early relationships (objects from past) and how they affect current relationships enabling individual development and fulfilling relationships.
2. *Experiential.* (*Satir and Whitaker*). Troubled families need a “growth experience” derived from an intimate interpersonal experience (therapy). By being real (authentic) and self-disclosing, families learn to be more honest, more expressive, and better able to achieve personal and interpersonal growth. For Satir, building self-esteem and learning to communicate openly are essential goals. Whitaker suggested that helping family members probe their own world of symbolic meanings frees them to activate innate growth processes.
3. *Transgenerational.* (*Bowen*). Thinking, feeling, and behaving are tied to the family system. The individual’s problems arise and are maintained by relationship connections. Problems are passed from one generation to the next. Fusion = most vulnerable; Differentiation of self = least vulnerable.
4. *Structural.* (*Minuchin*). Focuses on how families are organized and what rules govern their transactions. Pays attention to rules, roles, alignments, coalitions, and boundaries. Challenges rigid, repetitive transactions within a family, helping to “unfreeze” them and allow family reorganization.
5. *Strategic.* (*Haley*). Assigns tasks to get family to change aspects of the system that maintain problematic behavior. Paradoxical interventions are employed to force clients to abandon symptoms. NOT interested in providing insight.
6. *Cognitive-Behavioral.* (*Beck and Ellis*). Maladaptive behaviors can be extinguished as the contingencies of reinforcement are altered. Focuses on communication skills, parent training skills, cognitive restructuring, etc.
7. *Social Constructionist.* (*deShazer and Anderson*). Suggests that each of our perceptions is not an exact duplication of the world, rather, a point of view seen through the limiting lens of our assumptions about people. Therapy involves jointly constructing new options that change past accounts and allow new alternatives.
8. *Narrative.* (*Michael White*). Our sense of reality is organized and maintained through stories. Families present with negative, dead-end stories. The goal is to explore alternative stories, make new assumptions, and open up new possibilities by re-authoring stories.



CHS 440- Practicum in Human Services Spring 2019

Dr. Mayaugust Finkenberg

Telephone number: 443-394-9642

Stevenson email: mfinkenberg@stevenson.edu

Best times for phone contact: Call anytime and leave a voicemail if I am not in

Office location: Manning Academic Center, N178

Office Hours: T/Th 11-12:30. I am available outside of my office hours, you are welcome to stop in anytime my door is open or email for an appointment.

CHS 440 – PRACTICUM IN HUMAN SERVICES

Section number: 09 and 12

Credits: 9 or 12 credits

Prerequisite(s): CHS 340, CHS 380, CHS 430, and permission of the instructor.

Classroom or Studio Location: Field Placement

Scheduled Class Days and Time: *Schedule is arranged directly with your field instructor*

Course Description: CHS 440 is a nine or twelve-credit course. This practicum provides a supervised, practical experience in a community-based agency, where students function as much as possible like entry-level staff.

Concurrently, students will participate in CHS 441, a Seminar in Human Services.

Instructional Methods Used in this Course: Field Experience

Required and Recommended Texts, Manuals, and Supplies: Sweitzer, H., & King, M. (2009). The successful internship: Personal, professional, and civic development (3rd ed.). Belmont, CA: Brooks/Cole.

This is also the text used for CHS 441

Course Objectives/Learning Outcomes:

- Make meaningful connections between classroom learning and experiences in the field. (Career Exploration) •
- Exhibit self-development. (Self-Discovery)
- Demonstrate a professional attitude. (Career Preparation)
- Engage in professional behaviors. (Career Preparation)
- Demonstrate cultural sensitivity when interacting with individuals and families. (Career Preparation)
- Display interpersonal skills. (Career Development Foundations)

To determine if this course fulfills additional program or track outcomes, please see the department chair or program coordinator.

Grading Scale:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	1-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under “Academic Standing and Grading Information” in the “Academic Information” section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

At the end of the semester a grade of PASS or FAIL is given to the registrar depending on satisfactory completion of the course (field experience and related written work).

Continuance and Progression Policies, if applicable

CHS 440 is a capstone experience in the Counseling and Human Services Department. A grade of “Pass” is required for the successful completion of the program.

Course Requirements:

Placement Hours (410 hours for 9 credit section or 540 hours for 12 credit section)

Field Agency Participation (40%)

Journals (25%)

Learning Objectives (10%)

Student Field Placement Evaluation (20%)

Practicum Documentation (5%)

Policies: Students are expected to exhibit professional behavior at all times in placement. This includes adherence to policies of the host site, professional oral and written communication, as well as appropriate use of site and personal technology while in placement.

Classroom and Studio Policies: n/a

Submission of Assignments or Projects: Journals are submitted directly to your assigned University Supervisor. Work requiring Field Instructor’s signature will be submitted in hard copy on the assigned date in seminar class.

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance

In order to successfully complete practicum placement (CHS 440), students registered for the 9 credit practicum must be complete 410 hours in placement and students registered for the 12 credit practicum must complete 540 hours. Students should follow the guidelines for absences during placement as outline in the field placement handbook.

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Standards of Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

*"I pledge on my honor that I have neither given nor received
unauthorized assistance on this assignment/exam."*

Suspected violations of the Academic Integrity Policy will be reported and investigated as outlined in the Policy Manual, Volume V.

Disability Services

Stevenson University will make reasonable accommodations for students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for every student who self-identifies as having a disability. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University's Office of Disability Services:

<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student's grade. To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

The Wellness Center

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at: <http://www.stevenson.edu/student-life/health-wellness/>

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

Graded Assignments:

1. Field Agency

Participation (40%) Regular attendance and active participation at the field agency placement is mandatory. The student must follow all policies and procedures of the field placement site. Professional behavior is expected at all times, which includes punctuality, appropriate dress, and maintaining confidentiality. If the student must be late or absent due to an emergency, it is imperative that the field placement site and the University supervisor are notified immediately.

2. Journals (25%) Students will write a journal reflection at the end of each week they are in placement which is submitted to their University Supervisors via email. The journal is due each Friday at midnight and should be at least one-page, single-spaced in length. Each journal entries will include a summary of activities and duties performed that week, a reflection on one's thoughts and feelings about experiences that week and responses to questions or prompts from the University Supervisor. In order to protect client confidentiality, never include the name of the agency, clients or client identifiable information in the journal entries.

3. Learning Objectives (10%) Students' learning objectives should be submitted with their journal entries on the date noted in the syllabus. Students should discuss their learning objectives with their field instructor before submission and obtain the field instructor's signature. The signed learning contract must be submitted to the student's University supervisor.

4. Student Field Placement Evaluation (20%) At midpoint and at the completion of the field experience the student will complete a Student Field Placement Evaluation and share it with the field instructor. In addition, the field instructor will complete an evaluation of the student. Students will be evaluated in terms of personal qualities, role expectations within the agency setting, and professional qualities. Once both parties sign both forms, the evaluation tools must be submitted to the University supervisor at midpoint and semester end.

5. Practicum Documentation (5%) The following items must be submitted at the end of the semester along with the above evaluations: Time Sheet Student, Field Placement Evaluation, University Supervisor Evaluation, Agency Evaluation, Graduate Information Sheet, Program Evaluation, Copy of a typed "thank you" letter to the field instructor

Final exam date, time, and location: n/a

Course Calendar:

Important Dates for Practicum Spring 2019	
January 28	First Day of Placement Meet your University Supervisor during Seminar Class
February 11	Learning Contract Due Preview of Time Sheets with University Supervisor Meet your University Supervisor during Seminar Class
February 18	Revised Learning Contracts Due to University Supervisor
February 22	First University Supervisor Site Visit completed
March 11	Mid-Term Evaluations Due Preview of Time Sheets with University Supervisor Meet with your University Supervisor during Seminar Class

April 8	Preview of Time Sheets with University Supervisor Set last day of placement
May 6 (Tentative)	Senior Practicum Poster Presentation
	5-7pm location TBD
May 17	Final Paperwork due
	Graduate Celebration Luncheon and Focus Group Discussion
Other Scheduling Notes:	<p>Holiday Closings. You will follow the holiday schedule of your placement site rather than Stevenson University's calendar. This is particularly important for the Spring Break.</p> <p>Site Visits. Your University Supervisor will meet with you and your Field Instructor once before mid-term evaluations are due. Additional visits may be scheduled depending on the needs of the student and placement site.</p> <p>Weekly Journal Reflections. You will submit your weekly journal reflections to your University Supervisor weekly every week you are in placement.</p>

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CHS 441 E2 - Seminar in Human Services Spring, 2019

John Rosicky, Ph.D.

Stevenson telephone number: 443-394-9636

Stevenson email: jrosicky@stevenson.edu

Best times for phone contact: Weekday afternoons or Thursday mornings

Office location: MAC N 172, Owings Mills North

Office hours: Mon/Wed 1:00-3:00; Tues 1:30-3:30; Thur 10:30-12:30, or by appointment

CHS 441 Seminar in Human Services

Section number: E2

Credits: 3

Prerequisite(s): A grade of "C" or better in CHS-340/540, CHS-380, CHS-430

Classroom or Studio Location: MAC S126

Scheduled Class Days and Time: Mondays 5:00-7:50 (see schedule for specific dates).

Course Description: Provides an opportunity for students to discuss and learn more about issues related to the practicum and to the field of human services. Similar in organization to a professional development meeting, the seminar is designed to help facilitate the transition from undergraduate school to work and/or graduate school.

Instructional Methods Used in this Course: Course objectives will be achieved by a variety of methods which include lecture, discussions, activities, and student presentations.

Required and Recommended Texts, Manuals, and Supplies: Sweitzer, H., & King, M. (2014). *The successful internship: Personal professional, and civic development in experiential learning* (4th ed.). Belmont, CA: Brooks/Cole.

Course Objectives/Learning Outcomes: At the completion of the course, students should be able to:

1. Apply meaningful connections between their classroom learning and their experiences in the field.
2. Exhibit self-development.
3. Demonstrate a professional attitude.
4. Engage in professional behavior.
5. Demonstrate sensitivity to diversity when interacting with individuals and/or families.
6. Display interpersonal skills.
7. Present a professional portfolio at a job interview or interview for graduate school.

To determine if this course fulfills additional program or track outcomes, please see the Academic Affairs portal page.

Grading Scale:

Letter Grade	Percentage Points	QPA Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	0-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under “Academic Standing and Grading Information” in the “Academic Information” section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

Course Requirements:

1. Class Participation (20%)

Active participation in seminar discussions and activities is required. Grading for class participation will take into consideration punctuality, consistency, expressive participation, and receptive participation.

2. Reading/Reflection (20%)

For *each* chapter assigned in the Sweitzer and King book, students will submit a one-page reflection that highlights one significant insight or noteworthy item they have gained from their reading of the chapter. In weeks where two chapters are assigned, there should be a separate reflection for *each* chapter (in one Word doc). These insights may consist of new ideas acquired, confirmations of prior beliefs, or applications of the reading to your placement. *Reflections should be emailed to the instructor NO LATER THAN THE Sunday before the chapters will be discussed in the upcoming Monday class.* See which chapters are assigned under the “Course Schedule Information” section at the end of our syllabus.

3. Professional Portfolio (20%)

Each student will update and expand their professional portfolio (previously created in CHS 380). This material should be placed in a binder and presented in such a way that it could be used for a job or graduate school interview.

4. Issue Presentation (20%)

You will present both orally and in writing an issue which you have encountered during your practicum. This issue can be related to the work, the people, the site, or yourself (Chapter 10 in your textbook may be helpful in selecting a topic), and should include a description of the issue as well as a possible resolution(s). You should cite at least two external sources and include a bibliography using APA style. Papers should be approximately 3-4 pages long. Be prepared to give a fifteen-minute oral presentation and analysis of your issue.

5. Senior Practicum Presentation (20%)

You will develop a creative poster presentation that (1) highlights your agency and (2) describes your experience there. Human services faculty and students will be invited to attend this session to learn more about the agencies and the field placements.

Policies:

Participation

Students are expected to participate in all classes and to arrive promptly. Whenever a student is absent, it is the student’s responsibility to obtain lecture notes and handouts for that class session.

Classroom and Studio Policies:

E-mail and Blackboard

Information about this course will be e-mailed to students at their university e-mail address, and course information will be posted on Blackboard. Therefore, it is important for students to check their university e-mail and course website regularly. Usage of all electronic devices is prohibited in class.

Submission of Assignments or Projects:

Written Assignments

All written assignments must be typewritten. Handwritten assignments will not be accepted.

Late Assignments or Presentations

All assignments and presentations are due at the **beginning** of the class period for which they are assigned. Otherwise, grades will be lowered one letter grade for each 24 hours (including weekends and holidays) the assignment is late.

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

GUIDELINES

Diversity Statement

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Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

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Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

ACADEMIC SERVICES AND RESOURCES

Disability Services

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SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

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The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

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The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

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SEE NEXT PAGE FOR COURSE SCHEDULE

CHS 441 Course Calendar, Spring 2019

1-28	Framing the Experience; Understanding Yourself S & K, Chapters 2, 4
2-4	Drafting a Learning Contract S & K, Chapter 6
2-11	Learning Contract and Supervision; Getting to Know the Clients S & K, Chapter 7 DUE: Learning Contract; Meet with University Supervisor
2-18	<i>No Class</i>
2-25	The Exploration Stage S & K, Chapter 8; Graduate Panel
3-4	<i>No Class</i>
3-11	Advanced Tools for Staying Engaged S & K, Chapter 9 DUE: Mid-Term Evaluations; Meet with University Supervisor
3-18	<i>No Class-Spring Break; **students still attend practicum per agency calendar</i>
3-25	Navigating the Internship Site S & K, Chapter 10 DUE: Professional Portfolio
4-1	<i>No Class</i>
4-8	Finding the Beat of the Community S & K, Chapter 11; Issue Presentations DUE: Issue Paper
4-15	<i>No Class</i>
4-22 Passover	The Competence Stage; Professional, Ethical and Legal Issues S & K, Chapters 12, 13; Issue Presentations
4-29	The Culmination Stage S & K, Chapter 14; Preparation for Poster Presentations
5-6	Senior Practicum Poster Presentation 5:00 – 7:00, Rockland Banquet Room
5-17	Evaluation/Graduate Celebration , To be determined

Final exam date, time, and location: No final exam.

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CHS 441 Seminar in Human Services

Issue Paper and Presentation

For your issue presentation, choose an issue or challenge that you have been facing at your site this semester. It doesn't necessarily have to be a problem, but something that you have noticed or had to deal with. You can get some ideas from your textbook, particularly the sections in chapter 8 about "Encountering Challenges" starting on p. 224 and "Issues with the Site" on p. 237. You will be expected to write a 3-4 page paper that describes the issue and possible resolutions. Do some research about the issue and include information from this additional reading in your paper (be sure to use appropriate APA format to cite your sources). In class, you will give a 10-15 minute presentation to the group about the issue. It does not need to be a formal presentation with PowerPoint slides, just be prepared to describe the issue and how you have handled it to the class.

Topic (See Chapters 8, 9, 10 and 13 for ideas)

- Work
- People (Supervisor, co-workers, clients)
- Site
- Yourself

Include

- Description of issue
- Possible resolution(s)

Paper (3-4 pages)

Approximately 3-4 pages

APA citations within text (At least 2 sources)

APA bibliography

Oral Presentation (Approx. 15 min.)

CHS 441 – Practicum Seminar Professional Portfolio Assignment

In this class, you will **complete** the professional portfolio that you have been developing. The portfolio will document your knowledge and skills and help you reflect about what you have done and what you will do. Your portfolio will help you to prepare for job interviews and graduate school applications.

Your professional portfolio will be unique, but it will contain the four common elements listed below and the components related to each of them. You should include an **introduction** section with a complete and professional resume; a **list of courses** with brief descriptions, reflection on your learning, and examples of your work; a **field experiences** section that summarizes your work in the human services field (this is different from your resume); and a section on your **professional philosophy** and values and your professional goals. *It is imperative that you proofread carefully for spelling, grammar, and punctuation.*

I. Introduction

- A. Title Page
- B. Table of Contents
- C. Resume

II. Academic Work

- A. List of courses taken that are relevant to your Professional Objective with **brief** description of each (The University catalog is a good reference; if used, you should cite it.)
- B. Reflection on how your academic learning has affected you as a human service Professional.
- C. Examples of academic work that illustrate your competency.

III. Field Experiences [Course related (internship or practicum), volunteer, job]

For **each** field experience, you should include the following:

- A. Summary that includes name of placement, dates in placement, description of population (age, socio-economic mix, culture, special needs, etc.), and description of responsibilities.
- B. Discussion of what you have learned
- C. Supervisor's evaluation if you have participated in an internship or practicum (not required, but highly recommended)

IV. Professionalism

- A. Reflection that provides insight into your philosophy, professional perceptions, and/or values.
- B. Short and long term goals

CHS 441 – Seminar in Human Services

Practicum Poster Presentation

Your presentation is the culmination of your practicum experience. As such, it will highlight your agency and describe your experience there. Your poster should include the following elements.

I. Description of Agency, including history, mission, services offered and populations served

II. Description of Experience

A. Activities/Job description

B. What you have learned

- Brainstorm the attributes or qualities necessary for someone to function effectively in your role in your placement. (E.g., patience, reliability, conscientiousness, ability to respond well to challenges)
- If any of these qualities are true of you, you may want to include them in your presentation.
- Professional skills, knowledge about profession
 - "I have learned to...."
 - "I have learned that..."
- Personal learning

Field experiences can be "A power trip in understanding me"
(Sweitzer and King, 2009, p. 212).

Your attitudes, values, behaviors, unresolved issues, psychosocial and cultural identities all contribute to your view of your experience. Some of the qualities you have discovered in yourself you may consider to be positive; others may cause you difficulty.

"I have learned that I am"
"I have learned that I can....."

Please reflect deeply in regard to what you have learned about yourself.

Additional Information about Poster Presentations

1. Tri-fold poster boards are available in the University Bookstore. If you don't buy your poster board there, please make certain that the one you use is the same size (Folded: 36" H X 48" wide).
2. Written information must be typed. The font you use should be size 20 or larger (This is the professional standard.).
3. Your poster should address all of the required elements (Description of Agency, Description of Experience, etc.).

4. If desired, you will be able to display handouts on your table.
5. Please invite your Field Instructor and any other significant others in your life. This will be a wonderful opportunity for them to see and hear about all of your incredible efforts!
6. Timing: You should arrive at 5:00 in order to set up your poster and look at others'. The presentations will be from 5:30-6:30 and will be followed by a celebration!

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First Year Seminar - Counseling & Human Services FYS 100 Fall 2018

Name: Dr. John Rosicky

Stevenson telephone number: 443-334-2289

Stevenson email: jrosicky@stevenson.edu

Office location: LRC 114 (second floor of Greenspring library)

Office hours: Mon.: 1:00 – 3:00; Tues.: 2:00 – 4:00; Wed.: 10:00 – 12:00; or by appointment

First Year Seminar

FYS 100

Section number: CHS1

Credits: 1

Prerequisite(s): none

Classroom or Studio Location: DC 222

Scheduled Class Days and Time: Wed. 12:00-12:50

Course Description:

Assists first-year students identify and use specific strategies for academic, personal, and social success in college. The First-Year Seminar also serves as a tool to introduce students to the Career Architecture process that will guide them through their time at Stevenson University. Additional topics discussed in first-year seminar include, but are not limited to, University regulations and procedures, clarifying values and decision-making processes, and exploring the principles of career development.

Instructional Methods Used in this Course:

Required and Recommended Texts, Manuals, and Supplies: E-book may be purchased at bookstore

Clifton, D., Anderson, E. C., & Schreiner, L. (2017). *Clifton strengths for students: Your strengths journey begins here.* (2017). Washington, DC: Gallup.

Course Objectives/Learning Outcomes: At the conclusion of this course, successful students will be able to:

- Participate in activities that encompass all four of Stevenson University's Core Values: Learning, Community, Integrity, and Excellence
- Identify and articulate their learning needs, learning strategies, and motivated strengths, values, and interests to build a foundation for personal and academic success,
- Identify and utilize resources for personal, professional, and academic growth on the Stevenson campus and in the communities beyond,
- Produce a culminating project related to their discipline or career interests that is meant to be shared,
- Function effectively as part of a team to solve problems by communicating in constructive ways.

Grading Scale: This is a Pass/Fail Course.

The following standard grading scale is provided as a reference for all graded Stevenson courses:

Students must earn a minimum grade of "D" in courses that are used to fulfill the SEE requirements. For courses that fulfill both major requirements and SEE requirements, a minimum grade of "C" is required.

Continuance and Progression Policies, if applicable

N/A

Course Requirements:

In order to earn a passing (P) grade for this course, students must: Students must fulfill the following requirements:

- Attend and fully participate in all class meetings
- Arrive on time and remain to the end of each class session
- Attend and contribute to **Mustangs Make a Difference Day**
- Produce a culminating project related to Human Services

Policies:

Communication:

In the event of Stevenson University Closure: Should SU experience an unplanned closure during

the semester for any reason, faculty will continue to provide instruction to students through Blackboard and/or via email. If you foresee a problem with internet access, please speak with your instructor at the beginning of the semester. Please keep in mind that SU computers or computer laboratories may be impacted by whatever conditions led to the closure, which means that you must let your instructor know if you are relying solely on the University's computers (i.e. if you do not have a computer of your own). If at any time you have a problem with internet access, it is your responsibility to contact your instructor immediately. It is acceptable to leave a voice mail for your instructor if you are unable to communicate in person or via the internet.

Submission of Assignments or Projects:

Assignments and projects are due in class on the dates indicated in the schedule. Late work will be marked down by 10% for each day that it is late.

Attendance:

Students are expected to attend each class session and to be present by the beginning of the class. Students who are unable to attend, or expect to be late for class, should contact the instructor as soon as possible.

GUIDELINES

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Standards of Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

"I pledge on my honor that I have neither given nor received

unauthorized assistance on this assignment/exam.”

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

Disability Services

The Office of Disability Services (ODS) facilitates equal access for every student who self-identifies as having a disability. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services at ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive. This is the link to the University’s Disability Support Services: <http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The Academic Link, located on Owings Mills in the Center for Student Success (GHS 101) and on Greenspring in Knott Hall (KH201), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student’s grade. For more information regarding hours, scheduling appointments and accessing additional resources, please visit: <http://www.stevenson.edu/academics/academic-resources/academic-link/>

SU Library

The SU Library provides electronic and print resources to support your coursework. Subject specific Research Guides and Databases by subject can be found on the library home page as well as brief tutorials and directions to assist you in using these resources.

Online Learning Resources

Atomic Learning, available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

Lynda.com is an online learning resource available to all Stevenson students. On lynda.com students can view video tutorials for hundreds of computer applications, including the Adobe Creative Suite.

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

Course Calendar: *Subject to Change*

Session Date	Topic	What's It About?
8/29	Introductions, Course Overview, CHS Major	Get acquainted with faculty, students, course, and major
9/5	Self-assessment of learning needs; debunking learning styles	
9/12	Student Activities; Getting Involved	Student Activities and club reps talk about how to get involved
9/19	NO CLASS/COLLEGE CLOSED	YOM KIPPUR
9/26	Plan and register for MMDD International Travel and Diversity Activity	Rebecca Pisano will visit class to discuss travel study opportunities
10/3	Library services	
10/10	Planning for MMDD	
10/12 (Friday)	<i>Mustangs Make a Difference Day</i>	<i>Owings Mills Campus</i> Collaborative project with HS Club
10/17	Advising, degree audits, and curriculum plans	Registering for Spring Classes
10/24	Student Professionalism 101; Academic Integrity	The Office of Student Success will conduct this session
10/31	Field placement expectations and opportunities	Dr. Finkenberg will visit class to discuss field experiences in the curriculum
11/7	Wellness Center; Stress, Conflict & Time Mgmt	Members of the SU Wellness Center will describe the many services they provide.
11/14	Memory strategies, study skills, self-regulated learning	
11/21	NO MEETING	THANKSGIVING
11/28	Preparing culminating projects	
12/5	Presentation of projects; wrapping up	

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**PSY 101 Introduction to Psychology
Spring 2019**

INSTRUCTOR INFORMATION

Richard Metzger, Ph. D.

Telephone number: **443-394-9844**

Stevenson email: rmetzger@stevenson.edu

Best times contact: Email works best, in office prior to and immediately following classes.

Office location: OMN S212

Office hours: TBA

COURSE INFORMATION

PSY 101 Introduction to Psychology

Course Schedule

Section number: 01

Credits: 3

Prerequisite(s): None

Classroom: DC 308

Scheduled Class Days and Time:

9:30 – 10:45 MW

Course Description:

Introduces students to the main theories, methods, and major findings that characterize psychology as a science. The course presents the scientific basis of psychology and asks students to think critically about the various topics presented. The course addresses psychology's application to issues of everyday life.

Instructional Methods Used in this Course:

Class will be comprised of lectures, discussions, demonstrations, group activities, videos, web-based activities, etc. It is expected that each student will have read the assigned material for each class and thus be prepared for participation in class discussion. The more prepared you are for class; the more enjoyable class will be for all.

Required and Recommended Texts, Manuals, and Supplies:

These are the links to the textbook, Discover Psychology 2.0 , To order from the printer go to Lulu at the following address:

<http://www.lulu.com/shop/noba-project/discover-psychology-20-a-brief-introductory-text-noba/paperback/product-22495284.html>

Students can read or download this textbook at this link:

<http://noba.to/5wjr72n>

COURSE OUTCOMES

Course Objectives/Learning Outcomes:

At the completion of the course, successful students will be able to:

- Differentiate psychology and its sub-disciplines from other related fields
- Identify types of training needed for careers in psychology
- Identify and explain some of the basic theories, concepts, and research findings associated with the sub-disciplines of psychology
- Explain differences between and discuss the strengths and weaknesses of different research designs
- Employ critical thinking to identify the major goals and assumptions underlying psychology as a science
- Identify ethical issues confronting psychologists
- Evaluate the usefulness of concept from this course to your personal quality of life.

GRADING STANDARDS

Grading Scale:

Letter Grade	Percentage Points	QPA Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	0-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under "Academic Standing and Grading Information" in the "Academic Information" section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

Course Requirements:

Exams:

The purpose of these exams is to assess your understanding of and ability to apply the material in this class. Some questions will focus on assessing your knowledge and others will assess how well you can apply the information

you've learned in class to realistic situations. There will be three non-cumulative exams in this class. Each exam is worth **100** points, and can consist of a combination of multiple choice and short answer questions.

Exam dates: All exams are on-line using Blackboard.

Standards for Written Assignments

APA style is the recommended format. Please, remember to properly footnote/reference ideas that are not your own. Give the full reference of the research article (author, year, title, journal name, volume, pages) using APA style. Help with references can be found at the Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/560/01/>) and at the American Psychological Association website (<http://www.apastyle.org/index.aspx>).

All assignments need to be double-spaced, 12 point Times New Roman font, with 1 inch margins on all sides.

Please include a cover page and a reference page, with in-text citations (**where applicable**). Points may be deducted if this format is not followed. In general, you should work on content in your first draft and then consider organization and style as you move through the drafting and writing process and, of course, careful proofreading and editing.

Homework Assignments:

1. **Reading Anticipation Guides (RA):** Before reading each chapter, you will be required to complete the RAG for that chapter. You will need to turn it in at the beginning of the class where we are scheduled to start discussing that chapter. Please fill this out by hand as opposed to typing it on the computer. **DUE: at the beginning of each class when topic will be discussed.**
2. **NOBA Module Quiz:** In most of the on-line modules there is a mastery quiz. The mastery approach gives you the opportunity to practice retrieving the information from the module over a series of retests. The more you do the better you are likely to do on the exam. For this class you must complete the quiz with 20 items AT LEAST ONCE, before the beginning of the next chapter. You may complete the quiz as many time as you like, and each mastery level to which you progress will be used as extra credit for the calculation of your grade.
3. **Article Summary:** Read, discuss, and summarize an assigned research article. The article will be posted on Blackboard. **DUE as noted in assignment**
4. **Experiential Learning Assignment:** Participate/attend a psychology and/or mental health related event outside of the classroom, or a university event that you can relate to this course material.. I will make frequent announcements of campus events that meet the criteria for this requirement. Acceptable events will include: participating in a research study or psychology experiment, being a volunteer for psychological testing, attending a lecture by a mental health professional, attending a Psychology Club, Psi Chi, or Psychology Department event, attending a Wellness Center mental health event, or a Psychology/Mental Health related presentation off campus. Off-campus events need the instructor's approval in order to receive credit for this requirement. You will write a brief report relating the activity to the course content. **DUE: the class after your participation**
5. **Data Collection Projects:** Participate in the data collection for 2 small research projects completed outside of class. You will write a brief report for each project and be prepared to discuss them in class. **DUE: TBA**
6. **Research Participation:** Participate in 5 research studies conducted by SU psychology students either in person or online. **DUE: upon completion.**
7. **Happiness Assignment:** After reading articles relating to the topic of happiness, you will write a paper detailing your responses to specific questions. **DUE: As part of the final exam**
8. **Student Showcase:** Attend the Psychology Student Showcase and write a summary of your experience.

Participation & Professionalism: The basic principle is that I expect respectful behavior in this class. Your participation grade will be based on your professionalism, engagement, and contribution in large group and small group discussions in class as well as large group, small group, and individual in-class activities. There will be no opportunities to make up participation points. You must be present (both physically and mentally) in class in order to receive participation points. We are all colleagues and collaborators in learning. Therefore, we should all treat each other with the consideration and respect of professionals. Professionalism will count towards your grade. Therefore, you will lose points for any non-professional activities.

These include all disruptive and disrespectful behaviors including:

- texting during class;
- using your laptop or tablet for ANYTHING other than taking notes during class;
- tardiness or leaving class early;
- missing appointments with class colleagues including faculty;
- failing to work collaboratively and respectfully with peers;

Final Grade

A final grade will be assigned according to the following points:

Exams (100 points each)	300 points
Happiness Assignment:	50 points
Reading Anticipation Guides (14 x 5 points each)	70 points
NOBA quizzes (10 x 5 points each)	50 points
Article summary	50 points
Experiential Learning Requirement	50 points
Data Collection Projects (2 x 25 points each)	50 points
Research Participation (5 x 10 points each)	50 points
Student Showcase	20 points
Participation & Professionalism	<u>30 points</u>
Total Possible Points	720 points

COURSE POLICIES

Unscheduled University Closings

If there is an unscheduled university closing on the day that an assignment is due, the assignment deadline will remain unchanged if it was to be submitted through Blackboard (assuming Blackboard is operable). If a quiz is administered in class on the day of an unscheduled closing, the quiz will be postponed until the next class meeting.

School Closings

In the event of a school closing, the SU Alert System will send text messages to smartphones indicating the nature of the closing and further instructions, as necessary.

Communication

I prefer to talk to you in person about any ideas or issues you may have, so please schedule an appointment to meet with me! If you miss class, please get notes from a classmate and then meet with me to discuss anything you don't understand from those notes. If you need to email me, allow 48 hours for a response (although I'll do my best to respond as soon as possible). I will often correspond with you through campus e-mail or Blackboard announcements. Please become familiar with how to log on to both systems and check your e-mail regularly. Class changes and updates will be posted in Blackboard and sent to your Stevenson e-mail address.

Classroom Policies:

We are all colleagues and collaborators in learning. Therefore, we should all treat each other with the consideration and respect of professionals. Since attendance is not required, if you can't abide by these guidelines, just work from home.

- We are all adults here, act like it.
- **No texting or using cell phones during class;**
- **No using your laptop or tablet for ANYTHING other than taking notes during class;**
- Be here on time and only leave early if you must.
- You should work collaboratively and respectfully with peers;
- Don't talk during class except to contribute to the discussion. You may be asked to leave if this behavior persists.

Submission of Assignments or Projects:

Standards for Grading Written Assignments

APA style is the recommended format. Please, remember to **properly footnote/reference** ideas that are not your own. Give the full reference of the research article (author, year, title, journal name, volume, pages) using APA style. Help with references can be found at the Perdue Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/560/01/>) and at the American Psychological Association website (<http://www.apastyle.org/index.aspx>).

Missed Assignment

Meeting deadline is an important skill. You will generally get a more positive appraisal if you meet the deadlines, meaning there is generally a way to regain lost credits.. To miss or extend an assignment, you should send me an e-mail letting me know, if possible 24 hours in advance. In all cases, the decision to allow a student to make up a test or assignment, as well as the time period for any extension is left to my discretion.

There are several situations that are accepted as no penalty:

- 1) hospitalization or illness whose symptomatology has been documented and judged by your professor as preventing sufficient test preparation or your ability to sit for a test;
- 2) a death or serious illness in the family; or
- 3) court appearances

University Policy on Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance

This class works best when you are here. The Lab component in particular is accomplished in real time and much of the activity can be completed in the assigned time. Missing the Lab will almost certainly delay your progress. The TA's are available to help you in that time, and can assist at other times at their discretion. I generally know when you are here and when you are not.

I will monitor your attendance in accordance with mandates from the Stevenson University Registrar. While you will not earn a grade for attendance, failure to attend class regularly may cause you to miss assignments, pertinent information, and opportunities for participation. As a result, it is to your benefit to attend class regularly. If you continually fail to attend class, I will contact you to discuss your attendance.

UNIVERSITY GUIDELINES

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

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Students will be asked to assent to and to uphold the University Honor Pledge:

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unauthorized assistance on this assignment/exam."*

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

ACADEMIC SERVICES AND RESOURCES

Disability Services

Stevenson University will make reasonable accommodations for qualified students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for students who self-identify as having a disability and provide appropriate documentation. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive.

This is the link to the University's Office of Disability Services:

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Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes a difference in a student's grade. To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

The Wellness Center

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at:

<http://www.stevenson.edu/student-life/health-wellness/>

STEVENSON EDUCATION EXPERIENCE (SEE) LEARNING GOALS AND OUTCOMES

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

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The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

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The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

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The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog

PSY 101 Introduction to Psychology

Fall, 2018

DATE	LECTURE TOPIC	MODULE	INTRO VIDEO
Week 1: 1-28	Introduction to course Science	Why Science?	https://www.youtube.com/watch?v=vo4pMVb0R6M
Week 2: 2-4	Research Methods	Research Design	https://www.youtube.com/watch?v=hFV71QPvX2I
Week 3: 2-11	The Brain and Nervous System Nature v. Nurture	Brain & Nervous System Nature v. Nurture	https://www.youtube.com/watch?v=jmD0LBdAvIE
Week 4: 2-18	Developmental	Cognitive Development Social-personality	https://www.youtube.com/watch?v=8nz2dtv--ok
Week 5: 2-25	Self-identity and gender	Self and identity/ Gender	https://www.youtube.com/watch?v=CquRz_cceH8
Week 6: 3-4	Sensation and perception	Sensation and perception	https://www.youtube.com/watch?v=unWnZvXJH2o https://www.youtube.com/watch?v=n46umYA_4dM
Week 7: 3-11	Conditioning	Conditioning	https://www.youtube.com/watch?v=qG2SwE_6uVM
Spring Break University Closed			
Week 8: 3-25	Attention, Memory, Forgetting	Memory/ Forgetting	https://www.youtube.com/watch?v=bSycdIx-C48 https://www.youtube.com/watch?v=HVWbrNls-Kw
Week 9: 4-1	Emotions	Functions of emotion	https://www.youtube.com/watch?v=4KbSRXP0wik
Week 10: 4-8	Personality	Personality Traits/ Personality Assessment	https://www.youtube.com/watch?v=sUrV6oZ3zsK
Week 11: 4-15	Social Relations	Social Cognition/ Conformity & Obedience	https://www.youtube.com/watch?v=h6HLDV0T5Q8 https://www.youtube.com/watch?v=UGxGDdQnC1Y https://www.youtube.com/watch?v=LG6H_8BU-f4
Week 12: 4-22	Anxiety and Mood Disorders	Anxiety/ Mood disorders	https://www.youtube.com/watch?v=aX7jnVXXG5o&pbjreload=10 https://www.youtube.com/watch?v=nCgm1xQa06c
Week 13: 4-29	Schizophrenia	Schizophrenia	https://www.youtube.com/watch?v=uxktavpRdzU
Week 14: 5-6	Personality Disorders	Personality Disorders	https://www.youtube.com/watch?v=4E1JiDFxFGk
Week 15:	FINALS WEEK!		

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PSY 108: Human Growth and Development Spring 2019

INSTRUCTOR INFORMATION

Maria S. Wong, PhD

Stevenson telephone number: 443-394-9842

Stevenson email: mwong2@stevenson.edu (Best way to contact)

Best times for phone contact: 8:00am to 5:00pm M-F. You may also leave a message.

Office location: OMN MAC N210

Office hours: Mondays 12-2pm and Tuesdays 11am-1pm, other times by appointment

COURSE INFORMATION

PSY 108: Human Growth and Development

Section number: ON1, ON2, and ON3

Credits: 3

Prerequisite(s): PSY 101: Introduction to Psychology

Classroom or Studio Location: MAC S325

Scheduled Class Days and Time: MWF 9:00-9:50 (ON1), 10:00-10:50 (ON2), 11:00-11:50 (ON3)

Course Description:

This course provides a lifespan perspective on the growth and development of humans from pre-conception until death. This course focuses on stability and change in the whole person, including the biological, cognitive, and socioemotional domains. This course presents major theoretical approaches to development that address innate factors, environmental influences, and their interactions.

Instructional Methods Used in this Course:

This course is primarily taught through lectures, in-class activities, films and other media, guest speakers, large group and small group discussions, and individual reflection assignments. I invite students every semester to make me aware of examples from the popular and online media to support our discussions. Please feel free to email these to me throughout the semester as applicable. We will be using Blackboard for this course. Note that you must use **Mozilla Firefox** in order to use Blackboard effectively.

Required and Recommended Texts, Manuals, and Supplies:

Arnett, J.J. (2016). *Human development: A cultural approach* (2nd Edition). New York: Pearson.

Revell Access Code: Arnett ISBN 0-13-461258-2. Loose Leaf Binding Version. Available at the campus book store for \$122.50. e-Text version available online for less, just be sure you are buying the

same ISBN number version of the eText.

COURSE OUTCOMES

Course Objectives/Learning Outcomes: By the end of this course, you should be able to

- explain the basic theories, concepts, and research designs employed in the field of human development;
- describe how cultural similarities and differences influence development;
- use the elements of critical thinking to apply human growth and development concepts to your own life;
- explain the ethical concerns of studying and working with vulnerable populations;
- describe the various professions requiring knowledge of lifespan development.

To determine if this course fulfills additional program or track outcomes, please see the department chair or program coordinator.

GRADING STANDARDS

Grading Scale:

Letter Grade	Percentage Points	QPA Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	0-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under “Academic Standing and Grading Information” in the “Academic Information” section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

Grading Standards:

The above Stevenson grading system will be used. Because you have all semester to earn points, I do NOT negotiate grades at the end of the semester. Furthermore, I will NOT offer any extra credit assignment. I would be happy to talk to you about ways to improve your grade throughout the semester!

Continuance and Progression Policies, if applicable: N/A

Course Requirements:

Exams (50% of your total grade) The purpose of these exams is to assess your understanding of and ability to apply the material in this class. Some questions will focus on assessing your knowledge and others will assess how well you can apply the information you have learned in class to realistic situations. There will be four non-cumulative exams in this class. Each exam is worth 125 points and will consist of a combination of multiple choice and short answer questions. The final exam (i.e., Exam 4) will be the same format and worth the same number of points as the three midterm exams. Note that the final exam is not cumulative. Very selectively, permission may be given to miss an exam and take a makeup exam due to extenuating circumstances. Evidence (e.g., doctor's note or other verification) will be required (but may not be sufficient) in order to get permission to make up an exam. Students who are requesting a makeup exam must submit the request form to the instructor (available on Blackboard). If you miss an exam and are not permitted a makeup exam, you will receive a 0 on that exam.

Reflection Papers (30% of your total grade) The reflection papers give you an opportunity to connect your own experience of human development to the material you are learning in this class. You will be submitting four reflection papers for this course. All reflections should be submitted through Blackboard by the time and date specified in the assignment. Each paper is worth 75 points. Late papers will lose 7.5 points for each 24-hour period. For example, if a paper is due at 11:59pm on Wednesday and you do not submit it until 12:15pm on Friday, the maximum possible points you can earn for that paper will be $75 - (7.5 \times 2) = 60$. Each reflection paper should be about 2-3 pages long, double-spaced written with Times New Roman font. Specific prompts will be discussed in class and then posted on the course website at least a week prior to the due date. Please cite your instructor (M. Wong, personal communication, Insert date here) and/or the textbook for in-text citations. A reference is not necessary for these papers. If you are unfamiliar with APA style, visit <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> and pay special attention to slides 13 to 25. Be sure to visit Blackboard for more information.

Weekly In-Class Quizzes (10% of your total grade) In order to ensure that you are keeping up with the readings, understanding the course material, and prepared to discuss topics in class, there will be in-class quizzes related to the readings and other material covered in class (see class schedule). Makeup quizzes will only be given for students with extenuating circumstances (e.g., illnesses with proper documentation) and students will need to fill out a makeup request form available on Blackboard. Each quiz is worth 10 points. These quizzes will include a mix of questions related to topics from the most recent class meetings and assigned readings.

Participation & Professionalism (10% of your total grade) Your participation grade will be based on your professionalism, engagement, and contribution in large group and small group discussions and activities in class. There will be no opportunities to make up participation points. You must be present (both physically and mentally) in class in order to receive participation points. You will be given some early feedback regarding your participation and professionalism before the middle of the semester. We are all colleagues and collaborators in learning. Therefore, we should all treat each other with the consideration and respect of professionals. Therefore, you will **lose** points for any non-professional activities. These include all disruptive and disrespectful behaviors including: using your computer device (e.g., laptop, cell phone, tablet, etc.) without approval from instructor (also see Policies on p.4 of

the syllabus); tardiness or leaving class early; missing appointments with faculty (or peers); failing to work collaboratively and respectfully with peers; participating in “extracurricular” conversations during class.

To summarize:

Four Exams (125 points each)	500 points
Four Reflection Papers (75 points each)	300 points
Ten In-Class Quizzes (10 points each)	100 points
<u>Participation & Professionalism</u>	<u>100 points</u>
Total Points Possible	1000 points

COURSE POLICIES

Policies: Late policy: All late assignments will lose 10% of its worth for each 24-hour period. Please note: No Computer Device Allowed in Class. No computer device (e.g., laptop, tablet, cell phone, etc.) will be allowed in class except with permission from the instructor. A study published in Psychological Science (one of the most prestigious journals in the field of Psychology) by Mueller and Oppenheimer (2014) found that using computers to take notes would actually hinder learning. In contrast, taking notes via longhand (i.e., traditional pen and paper) would encourage deeper processing, thus better understanding of the materials. Not to mention, students who use computer device during class tend to go off-task very frequently, which is really disrespectful to the instructor, and distracting for everyone else in class. Students who are requesting to use a computer device in class must complete a request form available on Blackboard.

Classroom Policies: I prefer to talk to you in person about any ideas or issues you may have, so please visit my office hours or schedule an appointment to meet with me! If you miss class, please get notes from a classmate and then meet with me to discuss anything you don't understand from those notes. I will often correspond with you through campus email or Blackboard announcements. Please become familiar with how to log on to both systems and check your email regularly. Class changes and updates will be posted in Blackboard and sent to your Stevenson email address.

Submission of Assignments or Projects: Exams and Quizzes are in class, unless communicated otherwise. Reflection papers are due to Blackboard.

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance

I expect you to come to class. Missing class regularly may cause you to miss quizzes, in-class activities, and pertinent information. If you continually fail to attend class, I will contact you to discuss your attendance.

UNIVERSITY GUIDELINES

Diversity Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Standards of Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers. Stevenson University embraces and operates in a manner consistent with the definitions and principles of Academic Integrity as set forth by the International Center for Academic Integrity.

Students are expected to model the values of academic integrity (honesty, trust, fairness, respect, responsibility, and courage) in all aspects of this course.

Students will be asked to assent to and to uphold the University Honor Pledge:

“I pledge on my honor that I have neither given nor received unauthorized assistance on this assignment/exam.”

Suspected violations of the [Academic Integrity Policy](#) will be reported and investigated as outlined in the Policy Manual, Volume V.

ACADEMIC SERVICES AND RESOURCES

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Stevenson University will make reasonable accommodations for qualified students with documented disabilities. The Office of Disability Services (ODS) facilitates equal access for students who self-identify as having a disability and provide appropriate documentation. If you are a student with a disability who needs accommodations in this class, please contact the Director of Disability Services located in Garrison Hall South Room 138 or send an email to ODS@stevenson.edu. Once accommodations are authorized by ODS, please provide me (your instructor) with your approved accommodations memo as soon as possible. Accommodations are not retroactive. This is the link to the University's Office of Disability Services:

<http://www.stevenson.edu/academics/academic-resources/disability-support-services/>

Academic Link

The John L. Stasiak Academic Link, located on Owings Mills in the Center for Student Success (GHS 101), provides free tutoring for many classes. If you are having difficulty with or would benefit from discussing the material with an upper level peer, seek assistance early in the semester. Tutoring often makes

a difference in a student's grade. To view the tutoring schedule and sign up for an appointment, go to stevenson.go-redrock.com, visit the Link in person, or call 443-394-9300.

SU Library

The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit:

<http://stevenson.libguides.com/stevensonlibrary>

Online Learning Resources

Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

The Wellness Center

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at:

<http://www.stevenson.edu/student-life/health-wellness/>

STEVENSON EDUCATION EXPERIENCE (SEE) LEARNING GOALS AND OUTCOMES

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

See
below

COURSE SCHEDULE INFORMATION

for the course calendar, graded assignments, and final exam date, time, and location. Please read all assigned reading before attending class on the dates listed. This schedule is tentative and may be subjected to change.

Week & Day	Topic	Readings (All referred to Arnett)	What is Due?
Week 1 Monday, 1/28	Introduction	Chapter 1: Sec 1	
Week 1 Wednesday, 1/30	Research Methods	Chapter 1: Sec 3	
Week 1 Friday, 2/1	Research Methods		Quiz 1
Week 2 Monday, 2/4	Research Methods Theories	Chapter 1: Sec 2 pp. 195-197	
Week 2 Wednesday, 2/6	Theories		
Week 2 Friday, 2/8	Theories		Quiz 2
Week 3 Monday, 2/11	Genetics and Environment	Chapter 2: Sec 1	
Week 3 Wednesday, 2/13	Genetics and Environment		
Week 3 Friday, 2/15	Prenatal Development	Chapter 2: Sec 2,3	Quiz 3 Reflection #1, Due by 11:59pm
Week 4 Monday, 2/18	Prenatal Development		

Week 4 Wednesday, 2/20	The Newborn	Chapter 3: Sec 1, 2, 3	
Week 4 Friday, 2/22	The Newborn		
Week 5 Monday, 2/25	Exam #1		Exam 1 In Class
Week 5 Wednesday, 2/27	Infant Perception	Chapter 4: Sec 1, 2	
Week 5 Friday, 3/1	Infant Perception		Quiz 4
Week 6 Monday, 3/4	Infant Cognition		
Week 6 Wednesday, 3/6	Infant Cognition		
Week 6 Friday, 3/8	Piaget's Cognitive Development	Chapter 5: Sec 1, 2	Quiz 5
Week 7 Monday, 3/11	Piaget's Cognitive Development	Chapter 6: Sec 2	
Week 7 Wednesday, 3/13	Revisiting Piaget	Chapter 7: Sec 2	
Week 7 Friday, 3/15	Revisiting Piaget	Chapter 8: Sec 2	Quiz 6 Reflection #2, Due by 11:59pm
Week 8 3/18 – 3/22	No Class Spring Break		
Week 9 Monday, 3/25	Exam #2		Exam #2 In Class
Week 9 Wednesday, 3/27	Early Emotion	Chapter 6: Sec 3	
Week 9 Friday, 3/29	Early Emotion		
Week 10 Monday, 4/1	Temperament	Chapter 4: Sec 3	

Week 10 Wednesday, 4/3	No Class Dr. Wong at Conference		
Week 10 Friday, 4/5	No Class Dr. Wong at Conference		
Week 11 Monday, 4/8	Temperament		Quiz 7
Week 11 Wednesday, 4/10	Attachment	Chapter 5: Sec 3	
Week 11 Friday, 4/12	Attachment		
Week 12 Monday, 4/15	Middle Childhood	Chapter 7: Sec 1, 3	Quiz 8
Week 12 Wednesday, 4/17	Middle Childhood		Reflection #3, Due by 11:59pm
Week 12 Friday, 4/19	No Class		
Week 13 Monday, 4/22	Adolescence	Chapter 8: Sec 1, 3	
Week 13 Wednesday, 4/24	Adolescence	Chapter 8: Sec 1, 3	
Week 13 Friday, 4/26	Exam #3		Exam #3 In Class
Week 14 Monday, 4/29	Emerging Adulthood	Chapter 9: Sec 1, 2, 3	Quiz 9
Week 14 Wednesday, 5/1	Young and Middle Adulthood	Chapter 10: Sec 1, 2, 3 Chapter 11: Sec 1, 2, 3	
Week 14 Friday, 5/3	Late Adulthood	Chapter 12: Sec 1, 2, 3	

Week 15 Monday, 5/6	Late Adulthood Death and Dying	Chapter 13: Sec 1, 2, 3	Quiz 10 Reflection #4, Due by 11:59pm
Week 15 Wednesday, 5/8	Attend Psychology Student Research Showcase @ Rockland Banquet		
Week 15, Friday, 5/10	Conclusion of Human Development		
Week 16 Final Exam	Exam #4	Tentative: ON1: W 5/15 9-10am ON2: F 5/17 9-10am ON3: M 5/13 10:45-11:45am	Exam #4 Note section, date, and time

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[Syllabi](#)



SOC 101: Introduction to Sociology

Spring 2019

INSTRUCTOR INFORMATION

Monibo A. Sam

Stevenson telephone number: 443-334-2754

Stevenson email: msam@stevenson.edu

Best times for phone contact: During students' hours and tutorial hours (see below)

Office location: DC 313, Greenspring Campus.

Office hours: Mondays & Wednesdays 1:00-2:00 pm

Tutorial: Fridays 10:00-11:00 a.m.

Course Schedule

COURSE INFORMATION

SOC 101: Introduction to Sociology

Section number: 01

Credits: 3

Prerequisite(s): A grade of C or better in ENG 150, ENG 151 or ENG 153 (may be taken concurrently).

Classroom or Studio Location: DC 306

Scheduled Class Days and Time: Mondays & Wednesdays 11:00-12:15 pm

Course Description:

Introduces building blocks of knowledge in the discipline of sociology, a discipline that examines how humans interact and how their interactions are influenced by social forces. The course covers core concepts and theoretical perspectives in sociology, how sociological research is done, and offers the student critical insight into the social processes and institutions that affect people's lives.

This is a SEE-certified Social Sciences 3cr course.

Instructional Methods Used in this Course:

How would you best succeed in this course? You can best succeed by engaging in active and intentional reading/learning of the assigned materials and coming to class ready to actively participate in the class discussions by making comments, asking and answering questions. This means you will read the materials for each class in advance. To make everyone's involvement possible, the class will be split into small groups to generate questions/comments on the week's topic for class discussion. In this way, all class members will have an opportunity to actively participate, talk, so we can all break the monotony of hearing just my voice. Please note that if the class gets too quiet, I might call on class members to share their thoughts and I hope those so asked won't consider it as "picking" on them.

Required and Recommended Texts, Manuals, and Supplies:

Sociology and Your Life with POWER Learning by Richard T. Schaefer & Robert S. Feldman

Material Posted on Blackboard

“Lesbians blurring the boundaries and transforming the meaning of parenthood and kinship” by Gillian A. Dunn.

“Hernando Washington” by Lisa J. McIntyre

“The polygamous town facing genetic disaster” by Zaria Gorvett

COURSE OUTCOMES**Course Objectives/Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- i) Explain sociological concepts appropriately in both conversation and in writing.
- ii) Describe how sociological research is done, contrasting between quantitative and qualitative methods
- iii) Use sociological theories to explain social processes and phenomena.
- iv) Describe the dynamic relationship between the individual and social processes and institutions.

To determine if this course fulfills additional program or track outcomes, please see the department chair or program coordinator.

GRADING STANDARDS**Grading Scale:**

Letter Grade	Percentage Points	QPA Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	0-59	0.0

Passing standards are dependent on the catalog year in which you entered the University. For further information, please look under “Academic Standing and Grading Information” in the “Academic Information” section of the relevant catalog at <http://www.stevenson.edu/academics/catalog/>.

Continuance and Progression Policies, if applicable (refers to any policy that dictates that a student must achieve a particular grade in the course to move on to the next course or to continue in the major, etc. For

(example, you must receive a C or better in this course in order to enroll in X course.) Please discuss program requirements and standards with the Program Coordinator, Department Chair, or Associate Dean.

Course Requirements:

Tests/Exams

We will have four tests/exams. Each test will combine multiple-choice and essay questions. The questions in these tests/exams will be drawn from our class discussions and assigned readings. Three of these tests will be done on Blackboard. These tests will be opened on the Friday of the scheduled week, remaining open until Sunday midnight. Students are responsible for ensuring that they take these tests as scheduled, using reliable internet connection. The fourth is the final exam which will be in-class. A make-up for a missed test will be **arranged only if** the reasons for missing the test are officially tenable, and appropriate documentation is provided. These tests make up 50% of the course points.

Socio-autobiography Paper (Due: April 12)

We understand something the most when we either experience it or are able to relate to it, one way or another. This assignment requires students to explore how sociology relates to them, using their life experiences. It is an opportunity for them to demonstrate their understanding of key sociological vocabulary words (sociological concepts). So each student will write a 3-4 page paper, a socio-autobiography, typed in normal font, 2-line spaced, narrating a life experience within any of the themes listed below. This must be a coherent story of your experience, within any one of the themes listed below. These concepts must flow naturally with the story and not be forced into the narrative to make the tally. The key things I'm looking for in this paper are:

- i) the use, appropriately, of **15 sociology concepts**, typed in **bold** font throughout the paper: you do not need to define these concepts in your paper. Note that the task here is to use sociology concepts NOT theory. Do NOT use any theory in this paper. Each concept should be typed in **bold** only once even if you use it several times in your paper.
- ii) an appropriate topic for the paper, within any of the listed themes, to use these concepts. Note that "socio-autobiography" is the title of this assignment. It cannot be used as title for your paper.
- iii) evidence of ability to use/apply the sociological imagination to your story.

Some possible themes include the following:

- a) work (your status and role(s) as an employee)
- b) school (the transition to high school or college)
- c) changing one's identity or claiming a new identity
- d) the process of becoming a member of a group or learning to do something new
- e) creating and sustaining intimate/romantic relationships

Many other themes may be developed. Please consult me if you have a suggestion for a theme that does not appear in this list.

This paper will be graded based on the appropriate use of the selected sociology concepts, appropriate title for the paper, organization of the essay, clarity of thought, coherence of the story, use of proper grammar, and use of the sociological imagination. Make sure to proofread your paper before submission. Spelling and grammatical mistakes will be penalized with point deduction. See the rubric attached.

Students are required to include (write) the pledge at the top (beginning) of this paper.

This paper is worth 20% of the course points.

Identifying Sociology Concepts in a Text (due: April 26)

In this assignment, students will read an assigned material and identify the sociology concepts (not theories) in the text they read. These concepts may be used explicitly by the author(s), they may be described but not explicitly named or they may be detected as underlying ideas of the text, not necessarily mentioned explicitly or even described. The material for this assignment is “The polygamous town facing genetic disaster” – on Blackboard. In your paper, the concepts shall be numbered numerically, you will reproduce the text carrying the concept (**the entire sentence**, not parts of it) and provide the number of the page where it can be found. Highlight the concept (**in yellow**), if it appears in the text or highlight the portion of the sentence that describes or carries the idea of the concept, or the entire sentence if that is the case. Do not list a concept more than once. Derivatives of a concept will not be counted e.g. if you list polygyny, polygynous will not be counted as another concept. See the Blackboard for the example of how this paper shall be formatted.

There are more than 15 sociology concepts in this text, used either explicitly, described but not directly mentioned or as underlying ideas of the text. In this assignment, you will identify **15** of these concepts.

Note: the only texts in this paper are those from the article. You are not allowed to write anything of your own in this paper.

This paper is worth 15% of the course points.

Group Project/Presentation

Working in small groups of 5-6, students will pick a topic from the following, research it and present in class: Right to Marry; Immigration Reform; Mass Shootings; Healthcare for all Americans (Obamacare); Voter ID Laws; Death Penalty; and “Black Lives Matter”. Group members are expected to exercise discretion on the specific direction they wish to take their topic. They should aim at sharing significant new information on their topic with their colleagues.

Groups will research their chosen topics and present their findings in class. All members of the group must participate in the research, compilation or organization of materials, and presentation of their findings. Group members who fail to participate in any aspect of this project: research, compilation, and presentation, shall not be entitled to the points for this assignment. Groups may select a topic outside of this list but such topic **shall** be cleared with me. No written report is required.

Groups may use available teaching aids eg PowerPoint – video clips shall not be longer than 3 minutes and will have to be approved by me.

Groups are required to display the pledge in PowerPoint before commencing their presentations.

The group presentation is 5% of the course points.

Discussion Questions

The class will be split into small groups. Each group will be assigned one or more class topics. The group reads the assigned materials for the topic, and other relevant sources, and comes to class, on the date of the topic, with 5 questions or comments on their assigned topic, for the class to discuss. These should not be one-liners so must be framed in a way that generates discussion among class members, not yes or no responses. These questions must be generated by the group members, not copied from their sources. Group members should review their questions and make all necessary corrections before

submission. Spelling and grammatical mistakes will be penalized. The discussion questions are worth 5% of the course points.

Video Review - due May 3 (Optional: only as Extra-Credit)

Students who so desire may write a 2-3 page review of the documentary Generation M: Misogyny in Media and Culture. Your opening paragraph summarily captures the video's theme, explains it and states the subthemes under which it is discussed in the video. Dedicate each subsequent paragraph to each of the subthemes: identify the subtheme and summarize how the video explains or discusses it ensuring that the key points of a subtheme are sufficiently reflected in your summary. In your final/concluding paragraph, comment critically on the documentary with reference specifically to the video's theme, highlighting any insights this video affords you on the general topic of gender inequality. Make sure to correct all spelling and grammatical mistakes in your paper before submission. Spelling and grammatical mistakes will be penalized with point deduction.

Students who do this assignment are required to include (write) the pledge at the top (beginning) of this paper.

Group Discussion (GD) - due May 3 (Optional: only as Extra-Credit)

The class will break up into small groups of 5-6 to discuss the article "Lesbians blurring the boundaries...." The discussion will be conducted using a discussion guide I will provide. No written report is required. However, students may submit a 2-3 page report answering the questions in the discussion guide, on the due date, for extra-credit points. Make sure to number your answers correspondingly. To use this assignment for extra-credit, students **must** participate in the in-class group discussion. This paper must be written individually.

Students who do this assignment are required to include (write) the pledge at the top (beginning) of this paper.

Extra-Credit Assignment

Two extra-credit assignments are provided in this syllabus: the video review and the group discussion papers. Students who are interested may do **any one** of them. In addition, students may attend a HaSS event and report on it for extra-credit. I will announce the HaSS events in class (and on Blackboard) and provide details of topic, venue and time. This will be a 2-3 page, double-line spaced, report explaining the topic of the event, relates it to concepts covered in class or in the textbook, and highlights what new things you learnt from the event. Each extra-credit assignment is worth 4% points. All extra-credit papers are due on May 3.

COURSE POLICIES

Policies:

The deadlines for all assignments **must** be observed. **Late submissions will not be accepted** except when due to circumstances that are officially tenable and backed by relevant documentation, or the student has my prior consent to be late.

Classroom and Studio Policies:

Students are allowed to use laptops in this class, strictly for notetaking. Cellphones may be brought to this class but they must be on mute.

Submission of Assignments or Projects:

All tests, with the exception of the final exam, and written assignments shall be done on or submitted through the Blackboard. Written assignments submitted through the Blackboard **must be in Word doc**, typed in 2-line spacing, in Times New Roman font size 12, stay within the page limit as specified. **Do not email assignments to me** or submit assignments in class. The deadlines for all assignments **shall** be observed. **Late submissions will not be accepted** except when due to circumstances that are officially tenable and backed by relevant documentation, or the student has my prior consent to be late. The preferred referencing style for all written assignments is the APA style. Make sure to read the instructions/guidelines for every assignment before you do it. Failure to follow instructions for an assignment might lead to rejection of the paper or points deduction. All assignments submitted through the Blackboard are screened through SafeAssign. Students are required to include (write) the pledge at the top of every written assignment. The final exam shall be in-class.

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Course-Specific Attendance

Regular and punctual attendance of classes is required because class discussions typically draw on materials and sources outside of the assigned readings. Class discussions offer an invaluable opportunity for students to be active participants in the learning process. In fact, course-points are allotted to class participation and you cannot earn these points if you don't attend classes. Overall, you cannot pass this class if you do not attend classes.

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The SU Library provides extensive electronic and print resources to support your coursework. Research Guides and databases can be found on the library home page, as well as brief tutorials to assist you in using these resources. A professional librarian is always available to help you find the best information sources for your needs. For more information about library services, please visit: <http://stevenson.libguides.com/stevensonlibrary>

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Atomic Learning (Hoonuit), available through Blackboard, is an online learning resource available to all Stevenson students that provides video tutorials for instruction on a wide variety of topics.

The Wellness Center

Stress is a normal part of being a student. However, if personal, emotional, or physical concerns are interfering with your ability to be successful at Stevenson, please call the Wellness Center at 443-352-4200 to make an appointment. More information about the Wellness Center can be found at: <http://www.stevenson.edu/student-life/health-wellness/>

STEVENSON EDUCATION EXPERIENCE (SEE) LEARNING GOALS AND OUTCOMES

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

For more information about the SU learning outcomes and goals, please see the Stevenson catalog.

COURSE SCHEDULE INFORMATION

Course Calendar: [SOC101](#)

(The course calendar below is subject to change. Our coverage of its content is contingent on the pace of class discussions and emergent circumstances during the semester)

Topics and Assigned Readings

Week One

January 28

Introduction: Know your syllabus and the instructor

January 30

Understanding Sociology (Chapter 1: Module 1)

Also read: "Hernando Washington" by Lisa McIntyre

Week Two

February 4 & 6

Understanding Sociology (contd)

Week Three

February 11 & 13

Some Core Concepts & Major Theoretical Perspectives
(Chapters 3 & 5; Chapter 1: Module 2)

Weekend (February 15-17): First Test/Exam

Week Four

February 18 & 20

Sociological Research (Chapter 2)

Week Five

February 25 & 27

Family & Intimate Relationships (Chapter 11)

February 25

GD: "Lesbians blurring the boundaries and ..."

Week Six

March 4 & 6

March 4

Gender Stratification (Chapter 10)

Video: Generation M—Misogyny in Media & Culture

Weekend (March 8-10): Second Test/Exam

Week Seven

March 11 & 13

Gender Stratification (contd.)

March 18—24: Spring Break

Week Eight

March 25 & 27

Socialization and the Life Course (Chapter 4)

Snippet: Monday's Girls

Week Nine

April 1 & 3

Social Stratification (Chapter 8)

Weekend (April 5-7): Third Test/Exam

Week Ten

April 8 & 10

Race & Ethnic Inequality (Chapter 9)

April 8

Video: A Class Divided

April 12: Socio-autobiography Paper due

Week Eleven

April 15

Race & Ethnic Inequality (contd.)

April 17

Deviance, Crime & Social Control (Chapter 7)

April 19 – 21: Easter Break

Week Twelve

April 22 & 24

Deviance (contd.)

April 26: Identifying sociology concepts paper due

Week Thirteen

April 29 & May 1

Group Presentations

May 3: Extra-Credit Papers due

Week Fourteen

May 6 & 8

Revision/Make-Up Classes

Week Fifteen

May 13—17

Final Exam (May 13 @ 1.30 pm)

Distribution of Course Points

	First Test	10%	Final Exam
20%			
Second Test	10	Socio-autobiography Paper	20
Third Test	10	ID sociology concepts in text	15
Group Presentation	5	Discussion Questions	5
Class Participation	5		

Graded Assignments/Due Dates:

1 st Test:	February 15-17	Socio-Autobiography Paper	April 12
2 nd Test:	March 8-10	Identifying Sociology Concepts	April 26
3 rd Test:	April 5-7	Extra-Credit Papers	May 3

Final exam date, time, and location: May 13 @ 1.30 pm in DC 306.

Rubric for socio-autobiography paper:

Parts of Paper	Excellent	Very Good	Good	Adequate	Inadequate
Use of Sociology Concepts	Correctly uses 14-15 sociology concepts	Correctly uses 12-13 sociology concepts	Correctly uses 10-11 sociology concepts	Correctly uses 7-9 sociology concepts	Correctly uses 6 or less sociology concepts
Pts: 70%					
Apply the sociological imagination	Work applies the sociological imagination convincingly: explains connections between author's experience and society clearly & logically or supports shared experience method with at least one peer-reviewed source.	Work applies the sociological imagination somewhat convincingly: explanation of connections between author's experience and society lack sufficient clarity and logic or supports shared experience method with non-peer reviewed source.	Work applies the sociological imagination in a manner that is not sufficiently convincing: explanation of connection between author's experience & society lacks clarity or logic or uses shared experience method without support.	Work applies the sociological imagination in a manner that is not coherent: explanation of connection between author's experience & society is illogical & incoherent or shared experience claim is not supported.	Work does not apply the sociological imagination: there is no evidence of attempt to apply the sociological imagination in the work.

Pts: 20%					
Use of grammar in work/paper	Work written in proper English with proper grammatical structure, with clear thesis statement. Work's title relates to a theme in the guidelines and reflects the text. Work effectively tells the story of author's experience. Contains few, if any, errors in grammar, punctuation, capitalization and spelling.	Work written in proper English with mostly proper grammatical structure, somewhat effectively tells the story of the author's experience. Contains minor errors in grammar, capitalization and spelling. Work's title relates to a theme in the guidelines and reflects the text. .	Work written in proper English with somewhat proper grammatical structure and somewhat tells the story of the author's experience. Its title relates to a theme in the guidelines. Contains some errors in grammar, capitalization, punctuation & spelling.	Work written in English with minimal structure. Fail to clearly tell the story of the author's experience. Contains several errors in grammar, punctuation, capitalization and spelling. Its title not clearly tied to a theme in the guidelines.	Work poorly written. Contains numerous grammar, punctuation, capitalization and spelling errors. These errors interfere with the reader's understanding of the writing. Uses assignment as title for paper or fails to provide a title.
Pts: 10%					