Council for Standards in Human Service Education

Self-Study Template
BACCALAUREATE DEGREE IN HUMAN SERVICES

July 2020

Introduction and Instructions: This template is required for completing the self-study narrative. Please follow the instructions for each section and each Standard. It must be completed in electronic format. See Appendix F: CSHSE Policy for Submission of Initial Accreditation/Reaccreditation Self-Studies in the most recent edition of the *Member Handbook: Accreditation and Self-Study Guide* for the specific details related both to the self-study narrative and the appendices/attachments. In addition, review *Section III: The Self-Study Process* in the *Member Handbook* for additional guidelines for preparing for, and completing, the self-study. The *Member Handbook* can be downloaded from the CSHSE website at: http://www.cshse.org/

Required Certification of Self-Study Page

The format for this page is in the *Member Handbook*, Appendix D: Format for Certification of Self-Study. This page **MUST** be included at the very beginning of the self-study, and be in the correct format with all the required information. If it is absent, readers will not proceed with reading and evaluating the self-study.

Required Self-Study Introductory Information

The introductory section of the self-study must provide essential background information, context, and perspective for the readers. The Program is invited to place other information in this section that will assist readers in understanding the development, current circumstances, or future directions of the Program. For example, a Program might want to describe the current or eminent restructuring of the larger unit in which the Program is housed, changes in institutional emphasis, legislative changes, new faculty, research grants, special programs or projects, or other details that enhance contextual understanding of the readers. Follow the outline below.

A. Required Introductory Material: General Introduction to the Program

1.	**Specify the degree(s) offered for which accreditation is being sought.** B.S. in Human Services
2.	**Describe the institution.**
	a. Describe the organizational structure, whether state or private, age of institution, brief history, and so on. **Response**: Fitchburg State University (FSU) has a distinguished history as a public institution of higher education. In 1894, the Massachusetts Legislature established the State Normal School in Fitchburg to provide a

two-year teacher-training program for women; forty-six participants attended the first year. Over the next decade the school became a trendsetter for programs in education; one notable innovation was the establishment of an eighth-grade model and practice school that became one of the first junior high schools in the country in 1910. The following year the school initiated the nation's first teacher-training course for men. Summer courses were first offered in 1915, marking the beginning of the college's commitment to continuing education programs. In 1930, the institution was renamed the State Teachers College at Fitchburg and in 1932 began offering four-year degrees in education. In 1935, the college established graduate programs, and the first evening courses were offered in 1954. In 1960, the name was changed to The State College at Fitchburg (and later in 1965 to Fitchburg State College), and it diversified its programs to include degrees in disciplines other than education. In 1997, the Board of Higher Education designated the college as the site of the Leadership Academy for the nine state colleges.

In October 2010, several of the state colleges were renamed state universities in order to recognize that they were already accredited, regional teaching universities in everything but name. Consequently, the six comprehensive state colleges were renamed: Bridgewater State University, Fitchburg State University, Framingham State University, Salem State University, Westfield State University, and Worcester State University. Three specialized state colleges with unique missions have retained their existing names but continue as members of the state university system: Massachusetts College of Art and Design, Massachusetts College of Liberal Arts and Sciences, and Massachusetts Maritime Academy.

Fitchburg State offers undergraduate and graduate programs with an emphasis on career-orientated learning that is firmly grounded in the liberal arts, as well as selected majors in the traditional arts and sciences. The University features small class sizes, hands-on professional education, and an accessible faculty dedicated to teaching. An emphasis on faculty mentoring and internships has resulted in an extremely high success rate in placing students in careers or graduate school. A compact campus provides the added bonus of a secure community where social and cultural activities abound and students assume a wide-range of leadership roles in the community, student government, and social and artistic affairs.

The University supports both traditional and nontraditional students, as well as full-time and part-time ones, and offers day and the evening classes at the graduate and undergraduate levels. The undergraduate day population is composed of both commuter and residential students representing the entire state of Massachusetts and all of New England. The graduate and continuing education population includes the whole spectrum of learners — from people desiring to expand their career opportunities by pursuing graduate or undergraduate certificates and degrees, to a typical university student home for the summer taking a course or two to get ahead. FSU has been recognized by the National Center for Education Statistics as among the top 30 colleges in value in the United States, based on having a

reputable accreditation and comparatively low tuition costs. It is also designated as a Military Friendly Institution.

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. **Response:**

University Mission Statement: Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth. The core values that underlie the University's mission statement are apparent in its Vision Statement: Fitchburg State University will be nationally recognized for its excellence in teaching and learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service. In order to achieve this, we will:

- Prepare students for a global society through curricular innovation and program development
- Achieve academic excellence by investing in our faculty and librarians in their pursuit of knowledge, professional competency, and scholarship
- Employ innovative uses of technology in the library and across our campus to maximize student learning
- Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community
- Build partnerships within our community to provide real-world opportunities for our students and collaborative solutions to community issues

The University's Core Values are:

- Accessibility: Offering equitable access to high-quality programs and services to people of varying cultural backgrounds living within and beyond our diverse community of North Central Massachusetts
- Affordability**:** Providing opportunities for students of varying socioeconomic backgrounds to pursue an affordable, quality education
- Community**:** Forging partnerships with businesses and community organizations within the region to enhance quality of life
- Enrichment**:** Sustaining a supportive campus environment for students, faculty, staff, and alumni in which all members can grow and excel in their personal and professional lives
- Excellence**:** Striving for excellence in academic programs and services through innovative teaching and professional practices.

The University prides itself on the integration of high-quality professional programs with strong liberal arts and sciences studies. It now offers more than 30 undergraduate programs and 22 master's degree programs with 7,000 full and part-time students. The institution has been organized into four academic schools, each with its own dean (Arts and Sciences, Education, Business and Technology, and Health and Natural Sciences), as well as Student Success, Registrar, Admissions, Institutional Research and Planning, Academic Affairs, Library, and Graduate and Continuing Education. The organization chart can be viewed at: https://www.fitchburgstate.edu/sites/default/files/migrated-files/files/Human_Resources/Provost%20and%20VP%20Academic%20Affairs.pdf

With Dean Keith Williamson's departure, a reorganization occurred on January 1, 2021. The Schools of Arts and Sciences and Education remained unchanged. Dean Margaret Hoey, Health and Natural Sciences, assumed administrative leadership of the Computer Science and Engineering Technology programs; and Dean Nancy Murray assumed oversight of the Business program.

The Human Services Program is housed within Behavioral Sciences and falls under the School of Arts and Sciences and Dean Franca Barricelli. Here is the organizational chart for Behavioral Sciences: https://www.fitchburgstate.edu/sites/default/files/migrated-files/files/Human_Resources/Behavioral%20Sciences.pdf

3.	**Describe the Program (Do not duplicate information requested in the Specifications for Standard 1.)**

a. Briefly describe the strengths of the Program and any attributes that make the Program unique. **Response:**

The program integrates classroom instruction, experiential exercises, small group activities, and a graded series of field-based experiences to help students apply knowledge and skills in community-based settings. One of the strengths of the program is the close relationships that faculty have with students and their willingness to work with students with learning and personal challenges. Close relationships with community agencies allow faculty to design and build a curriculum that will prepare students for the current needs of employers in the field. Additionally, students have the advantage of often taking classes along with criminal justice, sociology, and/or psychological science students, thus helping to expand their awareness of issues from the point of view of students from other disciplines. Students complete a minimum of 570 field hours.

The HMSV Program Student Learning Outcomes are:

- Articulate issues related to social justice and how differential treatment has impacted service delivery for marginalized and/or oppressed individuals, families, and communities
- Assess the quality and accuracy of all forms of information
- Develop helping and management skills and apply them in both simulated and actual applications
- Have knowledge of different populations and individual/family/community strengths and needs in order to design appropriate interventions
- Apply knowledge and skills from class material to field-based experiences
- Work effectively for organizational change and advocacy from a perspective of empowerment and self-determination
- Engage in reflective process of one's skills and future development

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:

All Fitchburg State students must complete a minimum of 48 credits in Liberal Arts and Sciences, consisting of three clusters (Science, Math & Technology; Citizenship and the World; and the Arts), two courses of Global Diversity, plus a set of advanced LA&S courses:

Science, Math & Technology (SMT) – 12 credits required
- Health & Fitness (3 credits)
- Math (3 credits) (Math 1700, Applied Statistics, recommended for students who may seek a graduate degree)
- Lab Science (3-4 credits)
- SMT Elective (3 credits)

Citizenship & the World (CTW) – 9 credits required
- History (3 credits)
- Human Behavior (3 credits) usually SOC 1100
- CTW Elective (3 credits) –satisfied by taking a Political Science course that provides Constitutional knowledge

Arts – (ART) – 15 credits required
- Writing I & Writing II (6 credits)
- Art or Music, including Theatre (3 credits)
- Literature (3 credits)
- Arts Elective (3 credits) – satisfied by taking SPCH 1000 or SPCH 1600

Global Diversity – 6 credits required

Two classes, one of which must address a non-Western region

LA&S Advanced Courses - 12 credits required
Students choose an option below that embodies a cohesive set of courses outside their major:
- Option A: 6 credits in a foreign language and 6 credits from a single LA&S discipline at or above the 2000 level.
- Option B: 12 credits (minimum of 6 at or above the 2000 level) in a single LA&S discipline (e.g., Psychological Sciences, Sociology, Political Science, etc.).
- Option C: 12 credits (minimum of 6 at or above the 2000 level) chosen from two or more LA&S disciplines according to the student's plans and aspirations. This option requires that the student present a formal written proposal for approval by her/his advisor, the Department Chair, and the appropriate Dean.

As part of the LA&S requirements, HMSV students are required to take four classes:
- PSY 1200 – Human Growth & Development
- PSY 2350 – Abnormal Psychology
- SOC 1100 – Introduction to Sociology
- POLS 1000 – U.S. Government

The LA&S curriculum provides a solid basis for our students to draw on to help gain other perspectives and integrate other social sciences. The University is in the process of adding a First Year Experience seminar for all incoming first-year students, with the hope of grouping students by majors or disciplines.

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.

Response:

After noticing a drop in our enrollment over the last few years, we reached out to two of our feeder schools, and learned that one of them has had about a 50% drop in their enrollment, consequently impacting ours. Our two major feeder schools have agreed to allow one of our faculty members to introduce our program, via Zoom, to a class of second year students who may be thinking of transferring to a four-year institution. Additionally, we have formed a sub-committee to draft a proposal for adding a Human Services minor. Our colleagues in Criminal Justice are very supportive of this and would recommend it to a number of their students.

4.	**Interim Report and Review and Reaccreditations only**
	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. Please see Accreditation Letter 2016.pdf

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

   There were no conditions for reaccreditation; however, there was one recommendation to consider revising Standard 16.c.1 on the knowledge and skill development of intake interviewing. We have added intake interviewing to two classes: HMSV 1100 (Intro) and HMSV 2005 (Diversity). We also added more readings and role-plays requiring intake type interviewing to HMSV 3600 (Assessment and Intervention.)

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c. Describe any major program changes since the prior accreditation.
Response:

Faculty Changes: Dr. John Hancock retired at the end of Spring 2017, and has continued to teach as an adjunct faculty member. Dr. Mark Williams joined as a full-time faculty member in Fall 2017. We were fortunate to find a new faculty member who has many of the same counseling skills and expertise in addictions as Dr. Hancock, but also has experience in hospice care, LGBTQ+ issues, and with elders.

Honor Society: In AY 19-20, we began the process of forming an honor society chapter under Tau Upsilon Alpha; seven students and two faculty were initiated in an online ceremony May 2020.

Response to Covid-19: When the university physically closed due to Covid-19 in mid-March 2020, we shifted to a combination of synchronous and asynchronous instruction. In Interviewing Techniques, students completed their interviews via Google Meet and did peer assessments via Google Forms. We integrated various alternative assignments to compensate for hours that students could not complete at field placements (detailed below). The internship contract was updated to include an addition to the supervisor's responsibility section, stating that CDC guidelines and state regulations regarding COVID-19 must be followed. After much debate, we decided to continue to require letter grades, while most of the university switched to "Satisfactory/Unsatisfactory" grades, in the following core courses: HMSV 2005, 2500, 3600, 3700, 3800, and 4890. It appears that this motivated students to continue to do their best. We cancelled our second Alumni Dinner in which students from the Research Methods class had developed questions and planned to facilitate focus groups of our alumni in order to gain their perspectives on the program and the field. The dinner was first delayed in November 2019 due to snow, and then again in April due to Covid-19. We plan to host the Alumni Dinner when the university fully re-opens.

One of the biggest challenges was moving students from agency-based placements to remote learning. In HMVS 1100 (Intro to HMSV), students who had not already completed their 30-hour practicum were given an alternative assignment: the Policy to Practice paper. In HMSV 2400 (Crisis Intervention, an elective) students all switched to an online practicum in which

they watched a number of videos and two feature length films of people in crisis and answered a set of questions on each. In HMSV 3800 (Case Management) students had the option of completing their hours at the host agency, either remotely or face-to-face depending on the situation; taking an Incomplete in the course and finishing over the summer; or adding any remaining hours to the capstone Internship the following semester.

Some of the internship sites were able to assign students work related to their internship contracts and continue the supervision. For those students who needed additional hours in order to meet the required hours, we developed an "Option 2" which allowed students to select activities from a menu that were either related to their placements or their career plans. These included the following: personalized, career planning, policy-focused, or advocacy projects; book reviews; completing online trainings; and/or reflections on videos. Please see the following for the complete list of alternatives: Alternative Internship Assignment

Here is an overview of key events in response to restructuring internships during Covid-19

Dates of Key events:

Date	Event
January 21, 2020	All 25 interns start placements
March 11, 2020	Fitchburg State University extends spring break an extra week until March 23
March 17, 2020	Fitchburg State University moves online for the remainder of the Spring 2020 semester. University's position is that interns may still complete their fieldwork. Human Services Program Faculty meet by videoconference to discuss a plan for all courses, including practicum and internships. Intro to Human Services and Crisis Intervention are moved to online practica. Case Management students are given a choice to continue, complete over the summer, or add hours onto internship. Internship students are given a choice to continue with their site (either in-person or remotely) or to do an alternative "Option 2" online internship. Fieldwork coordinator emails all 25 interns explaining the options moving forward.
March 24, 2020	Internship coordinator and 3 seminar instructors meet by videoconference to discuss requirements and assessment for Option 2.
March 27, 2020	Internship coordinator asks instructors to verify the number of students still going to their internship site in person. Responses: 2 students in Lynne's section, 3 students in Nicole's section, 0 in Kori's section.
March 28-March 31, 2020	Internship coordinator calls 5 students continuing to do an in-person internship to do a risk assessment, discuss the options, and ensure the students know they do not need to continue going if they feel unsafe. One student decides to switch to Option 2 after this conversation.

March 30, 2020	Option 2 alternative internship requirements finalized and shared with students.
April 4, 2020	Fitchburg State University Academic Affairs advises removing the 4 remaining human services students completing an in-person internship from their sites. Students, supervisors, and instructors are notified.
April 7, 2020	Internship coordinator and 3 seminar instructors meet by videoconference to check in and review the Option 2 internship requirements.

Reflecting back on the Spring 2020 semester has allowed us to make some changes to the fall 2020 curriculum in light of the continuing need to uphold social distancing:

- A number of courses (Diversity in HMSV, Case Management, Professional Issues, and Assessment and Intervention) require the early community building in the classroom that encourages freedom to share ideas and reflect on the use of self in the helping relationship. Therefore, we have used hybrid models for all but Professional Issues, so that students can have some face-to-face time. This has often taken the form of having half the class onsite one day while the other half observes remotely, and then reversing roles on the second day of class for the week.
- Professional Issues is entirely synchronous, and break-out sessions have allowed students to connect and discuss issues and then report back to the larger group.
- Many of our students are disadvantaged by the remote learning techniques, such as having to juggle time and space in overcrowded households, working extra hours as "essential workers" during the pandemic, and/or returning to households that are not conducive to their emotional health or learning. We have had to be increasingly flexible with students regarding deadlines and provide additional help since they cannot ask questions in class. Virtual office hours have been available, and faculty have used Zoom or Google Hangouts to do video conference meetings with students.
- We knew from our spring experience that we would need to work especially closely with our community partners hosting student placements to help them devise new ways of integrating students while protecting their safety onsite.
- Anticipating that some internships may need to be completed remotely in Fall 2020, and possibly Spring 2021, an additional checklist was added to page 4 of the Internship Contract to indicate whether the internship would be conducted face-to-face, remotely, or some combination of both. Since we completed these changes to the contract in July 2020, supervisors of any students who already had a signed contract beforehand were asked to sign an addendum that they were in compliance with new standards regarding Covid-19. For a copy of the revised contract, please see Appendix K: Internship Manual, pages 14-17.
- Anticipating that students might have trouble completing their internship hours if Covid-19 forced agencies to close, we secured approval from Academic Affairs for

	students to start (and faculty supervision to be provided) on August 17th, rather than waiting until September 3rd when classes begin. Students would then be covered under the University's liability insurance.
	d. Describe any major curriculum changes since the prior accreditation. **Response:** In Spring 2016, we developed a new course, "Social and Cultural Diversity in Human Services" (HMSV 2005) and began the governance process to have it approved. Beginning in Fall 2016, it became a requirement in the major. This increased the number of required credits in the major from 46 to 49. In fall 2019, we offered a new elective, "Practice with Older Adults." This was offered as a "topics" class, which means it can be offered twice without going through the full university governance process; we are in the process of going through the approval process. . During the summer of 2018, faculty began discussions about revamping the Interviewing Techniques class since we found that the current texts in the field did not align closely enough with our course objectives. Over the next year, we developed the curriculum, including authoring pieces, choosing videos, and recorded our own teaching videos. In Spring 2019, we pilot-tested the new material, which we have now adapted with minor revisions. We are in the process of having the course materials licensed as an Open Educational Resource. In AY 19-20, we began the process of eliminating a decades-old requirement of Computer Applications (CSC 1100) for our majors. We found that our students were entering the university with more skills and no longer benefited much from this class. After going through governance, this requirement has been eliminated for students entering the program in Fall 2020.
5.	**If the Program is delivered at multiple sites:** N/A
	a. For each site: 1. Describe the physical location and any unique characteristics. **Response:** N/A
	2. Identify the faculty, directors, and staff. **Response:** N/A
	3. Describe the student population. **Response:** N/A
	b. Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites. **Response:** N/A

6.	**Hybrid or Online Course Delivery:** If more than 50% of required human service courses are offered in a hybrid/online format, the Program must: N/A
	a. Provide a narrative and documentation which assures compliance with all Standards and Specifications **Response:** N/A
	b. Document how they assure that students enrolled in the program or course(s) are who they say they are **Response:** N/A
	c. Demonstrate that common learning outcomes/objectives exist for both face- to- face and hybrid/online delivery **Response:** N/A
	d. Provide documentation that the program provides adequate technical training and support for students and faculty **Response:** N/A

B. Include a glossary of terms as they are used in the self-study and Program materials (e.g., appendices) to provide clarity for the self-study readers.

Terms

Advanced Liberal Arts and Sciences Courses: Students choose four courses that embody a coherent set of courses outside their major that allows them to explore an area of interest.

Core Courses: The eight Human Services courses that all students are required to take, including: Introduction to HMSV, Social and Cultural Diversity in Human Services, Research Methods, Interviewing Techniques, Management of the Non-Profit Agency (or Building Community Supports for Persons with Disabilities), Professional Issues in HMSV, Assessment and Intervention, Case Management, and Internship Seminar.

HMSV: Prefix used by the University for the Human Services program and courses.

Human Services Curriculum Committee (HSCC): Sets policies and procedures for the program. In addition to all full-time faculty members, at least one student representative serves on the Curriculum Committee.

Human Services Review Committee (HSRC): Composed of all full-time faculty members teaching in the Program, the Human Services Review Committee is responsible for implementing all student-related policies of the Program and monitoring student progress.

Human Services Skill Component Courses: Courses that involve direct application of various

helping skills; these include Interviewing Techniques, Group Work, Assessment and Intervention, Case Management, and Internship.

Internship: The capstone 450-hour field placement that students complete as seniors.

LA&S Information Courses: Relevant courses from the Liberal Arts and Sciences curriculum that inform the knowledge of Human Services students. These include Abnormal Psychology, Human Growth & Development, Introduction to Sociology, and a Political Science course that provides information on governmental structure.

Police Academy: A 4+1 program for Criminal Justice students; after completing their B.S. in Criminal Justice, students attend the Police Academy training program over the summer, and then return for a one-year Master's degree. They must complete two courses in HMSV as part of their curriculum: Introduction to HMSV and Abuse and Neglect within the Family.

Practicum: Field placements that are connected to particular courses, ranging from 30-90 hours over the course of the semester. These are completed prior to a student conducting the capstone internship.

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.	

Specifications for Standard 1 [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]	

a.	The program is part of a degree granting college or university that is regionally accredited. **Response:** FSU is accredited by the New England Commission of Higher Education.
b.	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 objective of the Human Services Program is to educate practitioners to work with diverse populations in many settings, and to prepare students for possible future graduate study. Graduates of the FSU Human Services Program are expected to: • Articulate issues related to social justice and how differential treatment has impacted service delivery for marginalized and/or oppressed individuals, families, and communities • Assess the quality and accuracy of all forms of information • Develop helping and management skills and apply them in both simulated and actual applications • Have knowledge of different populations and individual/family/community strengths and needs in order to design appropriate interventions • Apply knowledge and skills from class material to field-based experiences • Work effectively for organizational change and advocacy from a perspective of empowerment and self-determination • Engage in a reflective process of one's skills and future development. In order to help students apply material, most classes include a significant experiential component; this may take the form of small group work, in-class exercises, or active discussions. The HMSV Program Manual can be found in Appendix A. Additional information on

	curriculum can be obtained through syllabi of the various courses in Appendix B. Syllabi for both Spring 2020 and Fall 2020 are provided for all HMSV courses except HMSV 3000 and HMSV 3410 (which are only offered once a year) so that the reader may see how the classes were normally delivered and how they were adapted for more remote learning due to Covid-19.
c.	Articulate how students are informed of the curricular and program expectations and requirements prior to admission. **<u>Response</u>:** High school seniors considering applying to the program may attend one of three open houses in which they meet program faculty and receive an overview of the program and its curriculum. Additionally, the University's web page hosts information on all academic programs for students who may not be able to attend an open house. Accepted students are invited to "Future Falcons Day," usually held in April before their fall admission, in which they meet faculty, sometimes sit in on a class, and can gather more information on the program. During the first week of the fall semester, all majors at FSU host a meeting for new students to provide an overview of program expectations and curriculum and show students links to program web pages; most of our full time faculty usually attend, introduce themselves, and set up follow-up appointments with students for additional advising. Internal transfer students from another major within FSU first meet with Dr. Megan Krell to determine their eligibility for admission and plan a program of study. Dr. Lynne Kellner screens the transcripts of students requesting readmission to the HMSV program after an extended absence if the registrar has any question of their eligibility. Students who can comfortably complete the program within the 120 required credits for graduation, have at least a 2.5 GPA in the major, and positive practicum evaluations are automatically re-accepted. If there are any questions about a student's academic performance or ability to complete the program within 120 credits, Dr. Kellner meets with the student to discuss options. Once admitted, the student is assigned a primary academic advisor from among the five HMSV core faculty.
d.	Provide a brief history of the program. **<u>Response</u>:** As a result of a community-wide survey conducted during the 1971-72 academic year, a need to train entry-level professionals in Human Services was identified. This coincided with the college broadening its mission and creating majors in Psychology and Sociology. Prior to this, the Behavioral Sciences Department had only taught service courses to support the needs of the nursing and education programs. These new majors provided the means to create an interdisciplinary program in Human Services in 1972-1973 with one full-time, one half-time, and several part-time faculty. Currently, the HMSV program has five faculty members who are full-time within the

Behavioral Sciences Department. In addition to teaching in the Human Services program, faculty members lend their expertise to various other functions in the University. Dr. Christine Shane is Chair of the Behavioral Sciences Department and helped develop and coordinate the Disabilities Studies Minor. She has a two or three course reduction per semester to compensate for her administrative duties. Dr. Megan Krell coordinates internships for Human Services and the few Sociology students who chose to do internships. Dr. Krell is contracted to teach one graduate course per semester; her teaching load comprises two HMSV courses, one graduate course and Internship Coordination. Drs. Kellner, Ryan, and Williams all have a full teaching load of four courses per semester.

In 1981, our Program received accreditation from the Council for Standards in Human Services Education; we are proud to have continuously maintained our accreditation status.

e.

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.
Response:

Table 1.1. Student Characteristics by Academic Year

	2016-17	2017-18	2018-19	2019-20
Student Population	141	140	137	117
Female	126	120	115	95
Male	15	20	22	22
Asian	4	4	3	3
Black African American	16	16	18	16
Hispanic	28	24	25	20
More than one race	8	6	7	4
White	84	88	82	70
Unknown	1	2	2	3
HMSV Graduates	37	37	32	36

f.	Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices). **Response:** The HMSV major is comprised of 49 credits, 37 of which are considered core courses: - Introduction to Human Services (HMSV 1100) (30-hour practicum) - Social and Cultural Diversity in Human Services (HMSV 2005) - Research Methods in Human Service Practice (HMSV 2050) - Interviewing Techniques (HMSV 2500) - Managing the Non-Profit Agency (HMSV 3000) (30-hour practicum) or Building Community Supports for Individuals with Disabilities (HMSV 3410) - Assessment and Intervention (HMSV 3600) - Professional Issues in Human Services (HMSV 3700) - Case Management (HMSV 3800) (4 credit course, including 90-hour practicum) - Internship in Human Services (12 credits, 450 hours on site in either one semester or divided between two semesters, and ten on-campus seminars) Students also take two courses (6 credits) of Behavioral Sciences or Psychological Science electives and two classes (6 credits) in "Field of Choice Electives." They typically choose additional classes from Human Services, Sociology, Criminal Justice, Psychological Science, Education, ASL, and Business. A student may also build upon these elective options by completing a minor; the two most common minors for our students are Psychological Science and Disability Studies. Students also complete the LA&S requirements described in the introductory materials on pages 5-6. Most (at least 90%) of our students attend full time and complete the program within four years; some who transferred into the major later in their college careers, usually not until juniors, need an additional semester to complete the requirements. Transfer students who enter with an associates in human services are usually able to complete within another two years. Given that most of our students who attend part-time only do so for a semester or two due to work or family commitments, and then return or enter full-time study, it is very difficult to have accurate numbers on part-time student attendance, and our Institutional Research Office does not track them. **Internship Eligibility** Admission to internship is contingent on the student meeting eligibility criteria established by the Human Services Review Committee; they must attend a mandatory planning meeting and complete the internship application with their advisor by the deadline. Their application is then reviewed by the five full-time faculty. The eligibility criteria include:

- An overall GPA of 2.5 or higher (this is a university requirement for any student seeking to complete an internship)
- GPA of at least 2.5 in required LA&S information courses (Abnormal Psychology, Lifespan Development, and Introduction to Sociology)
- Skills in written and oral communication and computer literacy, as exhibited by a cumulative GPA of at least 2.5 in appropriate courses or by demonstration
- A cumulative GPA of at least 2.5 in required Human Services core courses (Introduction to Human Services, Research Methods, Interviewing Techniques, Social and Cultural Diversity, Assessment & Intervention, Professional Issues in Human Services, and Case Management)
- Individual grades of 2.5 or higher in the skills component courses (Social & Cultural Diversity, Interviewing Techniques, Group Work, Assessment & Intervention, Professional Issues, and Case Management)
- Appropriate emotional stability and interpersonal behavior, as demonstrated by classroom deportment, and a minimum equivalent grade of 2.5 in evaluations of each of the practicum experiences
- Positive recommendations from the majority of Human Services faculty
- No incomplete grades or unresolved failures in any Human Services courses, and no probationary status in the Human Services major
- Successful completion of all Human Services required courses and
- A minimum of 120 hours of supervised practica

Students who do not meet these specific eligibility criteria may request, in writing, that the Human Services Review Committee consider waiving the policy(ies) in question. Applications for waivers of criteria must be submitted at the same time as the application for internship. Please see Appendix A for the HMSV Program Manual, pages. 9-14 for all internship policies.

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 [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

a.	Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum. **Response:** To graduate reflective human service practitioners who utilize skills and knowledge to help support individuals and families in their efforts toward self-determination and to promote social justice.
b.	Include a mission statement for the program. **Response:** The human services program educates students in the skills and competencies necessary to enter and advance their careers in a wide variety of human services. It is founded on a strength-based, systemic empowerment perspective that promotes ethical and professional-decision making to address the challenges of an evolving human services field.
c.	Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.). **Response:** The mission of the Behavioral Sciences Department is to prepare leaders for the 21st century. To that end, our programs seek to foster students' abilities to: ● Understand the internal and external forces that govern their own behavior and that of other individuals, families, small and large groups, and larger societies ● Appreciate the diversity of human beings and understand the implications of societal change ● Gather, evaluate, summarize and interpret qualitative and quantitative data ● Identify and diagnose important societal issues and problems ● Apply their knowledge to issues in the core areas of criminal justice, human services and sociology, as well as to such diverse areas as education, nursing, law, business, and other endeavors ● Recognize ethical and legal issues and to act appropriately to resolve them ● Demonstrate ethical attitudes and behaviors that enhance the wellbeing of others The mission of the Human Services Program (see 2b) aligns nicely with that of the larger Department in that both emphasize the integration of knowledge and community service in order to work toward the well-being of others, to promote good citizenship by emphasizing diversity and by addressing social issues, and to nurture a commitment to community leadership.
d.	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.). **Response:**

	Our curriculum is founded on a strengths-based model of intervention; this includes person-centered planning and supporting the individual and/or family in utilizing their strengths when designing and implementing intervention strategies. We integrate a systems perspective that teaches students to assist those in need on micro, meso, and macro levels. An understanding of the individual within larger social contexts of family, community, nation, and historical context is embedded within our curriculum, with a special focus on diversity. We also include skills in some of the primary theories of helping, such as cognitive-behavioral, biopsychosocial perspectives, family systems, developmental, and person-centered case management.
e.	Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum. **Response:** All students are required to take a minimum of three Psychological Science courses (Introduction to Psychological Sciences, Human Growth and Development, and Abnormal Psychology), one introductory Sociology course, one course that provides information on the U.S. Government, and a Speech class. The Field of Choice electives allow students to explore relevant courses; students often take courses in Education, Psychological Science, and ASL as well as within Behavioral Sciences. Additionally, the 12 credits that students select for the LA&S Advanced courses provide exposure to a coherent set of courses outside their primary major. Many students choose to build on this with 2-3 additional courses in a particular discipline to complete a minor; Psychological Science, Disability Studies, and Sociology are the three most common choices. Other students may explore a discipline that they plan to integrate into their work in human services, such as Art or Music.
f.	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. **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:** See Appendix C for the Matrix.

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: For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]	

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). **Response:** N/A
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:** Current members represent various area agencies, including each of the major state agencies and smaller local agencies: The HMSV Advisory Committee meets every semester and offers consultation via phone as needed. The members of the Advisory Committee include: - Beth Cafarella, Site Director, Massachusetts Department of Mental Health - Nicole Conroy, Program Director North Central Region, MY-TURN, Inc. - Kathleen Craigen, Human Services Coordinator, Department of Developmental Services; FSU Alumna - Henry Culver, Chief of Probation, Gardner District Court (Retired); and Adjunct Faculty, Psychological Science, Fitchburg State University - Mark Goguen, Mediation Services, FSU Alumni - Patricia Fields, Recruitment Specialist, Arc of Opportunity - Kerry Flathers, Director of Development and Communications, NewVue Communities, Inc; Adjunct Faculty, Human Services, Fitchburg State University - John Hancock, retired Human Services/Counseling Faculty, Fitchburg State University; Community Member representing families of those with disabilities - Jean Kennedy, Professor, Quinsigamond Community College - Tatiana Lara Melendez, Department of Developmental Services; FSU Alumna - Donna Pierce, Multicultural Wellness Center (left Advisory Board in 2017) - Kelli Seddiki, Director of Workforce Development, Open Sky Community Services - Paula Spivey, Clinical and Support Options - Amanda Walker, Supervisor, Massachusetts Department of Children and Families; Adjunct Faculty, Human Services, Fitchburg State University

	All five Human Services full-time faculty attend as well. Dr. Kori Ryan currently coordinates all correspondence to and from the Committee. Two to three weeks before each meeting, the HMSV faculty create a tentative agenda of program updates to share and areas of inquiry that we would like their input on. The agenda is then emailed to the members of the Committee for their review and input, and they can add "items from the floor" as well. The faculty take turns recording minutes, so that we do not have to ask one of the community members for additional time. Meetings tend to be high-energy, collaborative ones in which everyone contributes; it often seems more like a focus group than a formal meeting. There is no official chair, although Dr. Ryan ensures that all agenda items are covered and all participants have time to speak, and acts as time-keeper.
	2. Minutes of advisory committee meetings from the last two years **Response:** The meeting scheduled for Spring 2020 was cancelled due to Covid-19. Instead, we sent a "State of the Program" email to the Committee, and various members consulted with us to discuss ways of moving internships to remote formats. See Appendix D for minutes and statements to the Board.
	3. A narrative or table of how the committee interfaces with the program in relationship to specific issues. **Response:** The Advisory Committee has helped us with the following since our last self-study: ● Revised Site Supervisor's Evaluation Form for both Case Management Practicum and Internship ● Revised Student Learning Objectives ● Consulted in state-wide initiatives related to Human Services, such as the Career Pathways Project ● Provided updates on funding issues in the field and how agencies are dealing with them ● Consulted on proposed Facebook project ● Consulted on merits of a minor in Human Services ● Encouraged us to develop a course on elders and provided input ● Provided networking and suggestions as students needed to move to remote settings for placements due to Covid-19 ● Recommended a sub-committee to look at the possibility of finding more paid internships for students
c.	Describe other mechanisms, if any, used to respond to changing needs in the human services field. **Response:**

Ongoing contact with site supervisors through site visits, telephone contacts, emails, and the internship reception provides a means for the program to keep abreast of changing needs in the field.

Faculty serve on professional boards that provide networking opportunities around issues in the profession. Dr. Krell is on the Boards of the New England Organization for Human Services, the Massachusetts School Counselor Association, and the North Atlantic Region Association for Counselor Education and Supervision. Dr. Kellner is the VP of Publications for the Council on Standards in Human Services Education. Dr. Shane is Chair of the Governor's Statewide Advisory Council for the Department of Developmental Disabilities. Dr. Williams completed a training "Practice and Pedagogy of Video in the Classroom" in 2019 and serves on the Advisory Board of the Center for Teaching and Learning at FSU. Dr. Ryan serves on the LUK Mentoring Advisory Board, a comprehensive local agency. Dr. Hancock, who continues to teach as an adjunct, serves on the Advisory Board of Quinsigamond Community College, one of our feeder schools, and on the board of the Seven Hills Foundation, serving those with disabilities.

In Fall 2020, Dr. Shane's Managing the Non-Profit Agency class surveyed eighteen area agencies on what they considered the most valuable skills and characteristics of a worker with a newly acquired bachelor's degree, including:
- Thrive Support and Advocacy- Developmental Services
- Riverside Community Care- Residential
- WHEAT Community Connections
- LUK Mentoring Program
- Family Behavioral Health
- SMOC Case Management and Rental Assistance
- Restoration Recovery Center
- Making Opportunity Count
- Adult Day Care Program – Active Life
- Gardner Athol Area Mental Health Alliance
- North Cottage Program, Inc.
- Senior Class Adult Day Services
- Behavioral Concepts
- Adoption Journeys
- Community Healthlink Family Support and training
- UMASS Memorial Health Alliance – Clinton Hospital
- Department of Children and Families
- Veterans' Homestead

The following table presents the results; please note that percentages are rounded off to the nearest one-tenth and therefore may not add up to 100% for each item.

Table 3.1 Agency Survey on Skills Desired for Bachelor-level Employees

Please rate the importance of <u>each specific numbered item</u> within the general categories of skills and knowledge listed below (*in italics*).	How important is this knowledge/skill to a Bachelor's degree level worker in your agency?			
Understanding the structure and dynamics of organizations, communities and society, as well as individuals and groups:	Not Very Important	Useful	Essential	No Response
1. To know human development		47.4%	52.6%	
2. To be familiar with group dynamics	5.3%	26.3%	68.4%	
3. To be familiar with family and system dynamics	5.3%	21.1%	73.7%	
4. To understand the implications of individual and cultural diversity.		26.3%	73.7%	
5. To have the ability to analyze and interpret local, state and federal laws that influence services delivery systems	15.8%	36.8%	42.1%	5.3%
6. To possess the ability to effectively advocate on behalf of individuals, families, and human service systems.		5.3%	94.7%	
Understanding human service populations	Not Very Important	Useful	Essential	No Response
1. To possess the ability to identify models of healthy and deviant behavior		31.6%	68.4%	
2. To possess the ability to define needs and problems of individuals and groups		21.1%	78.9%	
3. To possess an understanding of the causes of poverty and social class systems.		42.1%	57.9%	
Intervention and planning skills:	Not Very Important	Useful	Essential	No Response
1. analysis of individual needs		10.5%	89.5%	
2. development of treatment goals	5.3%	21.1%	73.7%	
3. design and implementation of plans of action	5.3%	21.1%	73.7%	
4. problem solving		5.3%	94.7%	
5. evaluation of service plan effectiveness		26.3%	73.7%	
6. serving as a caregiver, broker/advocate, teacher for clients	5.3%	15.8%	78.9%	
	Not Very Important	Useful	Essential	No Response
7. promoting self-determination and choice		10.5%	63.2%	26.3%
8. intake interviewing	10.5%	26.3%	63.2%	

	Not Very Important	Useful	Essential	No Response
9. individual counseling	10.5%	31.6%	52.6%	5.3%
10. group facilitation & counseling	5.3%	36.8%	52.6%	5.3%
11. service coordination/case management	5.3%	31.6%	57.9%	5.3%
12. location & use of appropriate resources & referrals	5.3%	26.3%	63.2%	5.3%
13. behavioral interventions including behavior management skills		26.3%	68.4%	5.3%
14. activity therapies	10.5%	57.9%	26.3%	5.3%

Interpersonal skills:	Not Very Important	Useful	Essential	No Response
1. clarifying expectations		15.8%	78.9%	5.3%
2. dealing effectively with conflict		21.1%	78.9%	
3. establishing rapport with clients			100%	
4. maintaining behavior that is congruent with expressed values		10.5%	84.2%	5.3%
5. using interpersonal relationships to facilitate growth in others		15.8%	78.9%	5.3%

Administrative skills:	Not Very Important	Useful	Essential	No Response
1. organization management	10.5%	15.8%	63.2%	10.5%
2. supervising employees	31.6%	21.1%	31.6%	15.8%
3. planning and evaluating program services	15.8%	26.3%	47.4%	10.5%
4. developing a budget and monitoring expenditures	31.6%	31.6%	26.3%	10.5%
5. negotiating grants or contracts	36.8%	31.6%	26.3%	5.3%
6. legal/regulatory issues & risk management	15.8%	26.3%	47.4%	10.5%
7. managing professional development of staff	15.8%	31.6%	42.1%	10.5%
8. recruiting volunteers	26.3%	21.1%	42.1%	10.5%
9. constituency building and other advocacy techniques such as lobbying, grassroots movements, & community development & organizing	15.8%	42.1%	21.1%	21.1%

Client-related values & attitudes:	Not Very Important	Useful	Essential	No Response
1. choosing the least intrusive intervention in the least restrictive environment	5.3%	10.5%	73.7%	10.5%
2. client self-determination		31.6%	52.6%	15.8%
3. confidentiality of information		5.3%	84.2%	10.5%
4. recognition of the worth & uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, & other expressions of diversity		10.5%	78.9%	10.5%
5. belief that individuals, services systems & society can change		31.6%	57.9%	10.5%

			26.3%	57.9%	15.8%
6. interdisciplinary team approaches to problem solving			26.3%	57.9%	15.8%
7. personal commitment to appropriate professional boundaries			10.5%	78.9%	10.5%

Respondents especially viewed interpersonal skills as essential. They found administrative skills the least useful; two respondents noted that entry level bachelor's employees are seldom expected to have administrative duties and learn them on the job over time.

An open-ended question also asked respondents about the skill sets they sought in new hires. Many respondents simply highlighted skills from the survey items that they considered especially important, such as empathy and respect for clients, understanding developmental issues, good oral and written communication skills, and cultural competence and being able to put aside biases. However, the greatest emphasis was on characteristics of the individual worker, such as being dependable, motivated, flexible, willing to seek and accept feedback, and able to work both independently and as a team member. Generally, respondents wanted to hire a "people person" who would affirm the worth of clients and values of the agency. One mentioned that the employee should be a role model and another highlighted that the employee needs to engage in self-care so as not to "burnout." All but one respondent conveyed that good interpersonal skills and the right attitude and values are more important than the exact skill set for the position, since there is much that is learned on the job.

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: For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

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: **Response:**

25

The HMSV program has employed several tools to measure student learning outcomes over the years; therefore, each will be presented in its entirety before moving onto the next to help ease navigation for the reader.

Note: Percentages are rounded off to nearest tenth and may not add up to exactly 100%.

Skills Development

This section presents data on two upper-level field-based experiences: Case Management and the capstone Internship.

I. Case Management Practicum

4a1.   Measurable student learning outcomes: Students complete a 90-hour practicum in a community agency as part of the Case Management class; they begin by shadowing a case manager and work toward performing many tasks under close supervision. The site supervisor's evaluation is used as means to identify whether they have achieved key learning objectives for their practicum (See 4a3).

4a2.   Assessment plan: Practicum supervisors evaluate students' performance using the "Site Supervisor's Evaluation of Practicum Experience" form at midpoint and at the end of the practicum. Readers will note that the data is broken down into two tables: one for data from Spring 2016-Spring 2017, and the second covers the Fall 2017-Spring 2020 semesters. With the help of our Advisory Committee, we revised the evaluation form and began instituting the new one in the Fall 2017 semester. "Professional Demeanor" on the older version was broken down into two items: "punctuality/reliability" and "dressing appropriately for the site." The generalized item on student confidence on the earlier version was revised to distinguish the supervisor's evaluation of the student's level of competence for their level of training from the student's level of engagement. This decision emerged from our discussions about the importance of students evaluating their skills somewhat honestly rather than just having confidence in them.

4a3.   Assessment tools: Tables 4.1 and 4.2 present aggregate ratings for criteria established by the faculty and cross-referenced with the CSHSE standards.

Table 4.1: Case Management Supervisors' Evaluations: Average Student Ratings (SP 2016-SP 17)
Rating Scale: 1 = poor, **2** = fair, **3** = good, **4 =** very good, **5** = excellent

Criteria	SP 16 N = 12	FA 16 N = 28	SP 17 N = 14	All semesters % Students with ratings of 4 or 5 N = 54
Was committed to assigned tasks and hours	4.75	4.71	4.86	98.1

(Standard 17d)				
Displayed a professional demeanor (Standard: 17d)	4.75	4.75	4.86	96.3
Was open to supervision (Standard: 16c3)	4.75	4.82	4.93	98.1
Adhered to ethical standards in the field (Standards: 17d, 19h)	4.67	4.79	4.86	96.3
Adhered to agency standards of client confidentiality (Standards: 14c, 17d, 19c)	4.75	4.86	4.86	98.1
Showed initiative (Standard 17d)	4.58	4.69	4.38	94.4
Communicated and worked with agency personnel, including support staff and outside professionals, as appropriate (Standards: 14a, 17a, 19f)	4.75	4.79	4.71	98.1
Engaged with clients (Standards: 16c1a & b, 17c)	4.75	4.64	4.57	94.4
Separated own issues from those of clients (Standards: 19d, 19g, 20a-c)	4.75	4.82	4.93	98.1
Accurately assessed clients' needs and proposed appropriate interventions (Standards: 12e, 15a, 15c, 16c1c, 19a)	4.75	4.38	4.19	85.7
Demonstrated a level of confidence appropriate for a student at this point in training	4.75	4.39	4.85	90.7

Table 4.2: Case Management Supervisors' Evaluations: Average Student Ratings (FA 2017-SP 2020)

Rating Scale: 1 = poor, **2** = fair, **3** = good, **4 =** very good, **5** = excellent

Criteria	FA 17 N = 23	SP 18 N = 15	FA 18 N = 18	SP 19 N = 9	FA 19 N = 23	SP 20 N = 8	All Semesters N = 96	% of Students with Ratings of 4 or 5
1. Punctual and reliable	4.57	4.73	4.94	4.33	4.73	4.75	4.70	93.8

(Standard: 17d)								
2. Dressed appropriately for setting (Standard: 17d)	4.74	4.93	4.83	4.33	4.74	4.86	4.76	97.9
3. Used supervision to further professional growth (Standard: 16c3, 17a)	4.64	4.73	4.61	4.78	4.50	4.86	4.65	94.7
4. Adhered to ethical standards in the field (Standards: 14c, 17d, 19c, 19h)	4.65	4.93	4.88	4.89	4.74	5.0	4.80	99.0
5. Adhered to agency policies and procedures (Standards: 14c, 17d, 19c)	4.74	4.87	4.94	4.67	4.65	5.0	4.79	97.9
6. Showed appropriate level of engagement (Standard: 20a, 20b)	4.63	4.87	4.83	4.67	4.59	4.75	4.71	100.0
7. Communicated respectfully and clearly with placement staff (Standards: 14a, 17a)	4.83	4.87	4.94	4.89	4.78	4.75	4.84	100.0
8. Communicated respectfully and clearly with service recipients (Standards: 17a)	4.83	4.80	4.61	4.78	4.74	4.67	4.74	100.0
9. Accurately assessed limits of one's own competence (Standard: 19g)	4.38	4.60	4.42	4.33	4.65	5.00	4.53	94.1
10. Established rapport with service recipients (Standards: 16c1-a & b, 17c)	4.68	4.93	4.43	4.78	4.74	5.00	4.72	97.6
11. Respected others' points of views (Standards: 19d)	4.86	5.00	5.00	4.67	4.74	4.86	4.86	100.0
12. Maintained appropriate boundaries (Standards: 14c, 19c, 19g, 20a-c)	4.78	5.00	5.oo	4.33	4.77	5.00	4.83	98.9
13. Able to identify needs of service recipients to develop service plans (ISP, IEP, 504, etc.) (Standards: 15a, 15b, 16c1-a, 16c1-b, 19a)	4.20	4.50	4.71	4.50	4.62	5.00	4.54	88.1

Criteria								
14. Able to identify appropriate referrals (Standards: 14b, 15b, 16c1c, 19a, 19f)	3.92	4.10	4.33	4.67	4.38	5.0	4.30	97.8
15. Demonstrated level of competence appropriate for level of training at this point	4.63	4.73	4.91	4.44	4.50	4.87	4.67	96.8

4a4.   How evaluation may have been used for change: The data collected on 150 students from Spring 2016 to Spring 2020 indicates that our students are performing well in the field. At least 90% of our students scored either "very good" or "excellent" in ten of the eleven competencies on the earlier evaluation form and on 14 of the 15 competencies on the later version. The one general exception is their ability to accurately assess clients' needs and propose appropriate interventions. While this is somewhat understandable given that each agency has its own clientele and resources, we will spend more time, especially during the oral case presentations, discussing these issues and continue to monitor.

II. Internship:

4a1.   Measurable student learning outcomes: The purpose of this assessment activity is to determine how well students perform in the 450-hour capstone internship on a number of professional behaviors and skills (see 4a3 for details).

4a2.   Assessment plan: We collected data from a total of 140 students at the end of each semester from Spring 2016-Spring 2020 using the Site Supervisor's Evaluation Form. Readers will note that the data is broken down into two tables: Spring 2016-Fall 2018, and Spring 2019-Spring 2020. With the help of our Advisory Committee, we revised the evaluation form and began instituting the new one in the Spring 2019 semester. We added a criterion on cultural competency to the new form

4a3.   Assessment tools: Site supervisors rated their interns using a 5-point scale: 1 = poor; 2 = fair, 3 = good, 4 = very good, and 5 =excellent. Each table presents averages for each term and an average for the aggregate of each version of the evaluation tool. The aggregates are helpful since the number of students some semesters was too small to draw any conclusions.

Table 4. 3: Internship Student Evaluations Spring 2016-Fall 2018: Average Ratings (N=95) (1-5 Scale)

Criteria	Spring 2016 (N=8)	Fall 2016 (N=10)	Spring 2017 (N=22)	Fall 2017 (N=17)	Spring 2018 (N=21)	Fall 2018 (N=17)	Total Average (N=95)

1. Showed understanding of organization's mission and goals (Standard: 18a)	4.63	4.40	4.46	5.00	4.50	4.53	4.59
2. Worked within the structure and the system of the internship site (Standards: 14c, 17d, 19c)	4.63	4.50	4.69	5.00	4.79	5.00	4.72
3. Was punctual and reliable (Standard: 17d)	4.25	4.50	4.62	4.71	4.86	4.87	4.62
4. Dressed appropriately (Standard: 17d)	4.50	4.30	4.54	5.00	4.79	4.67	4.56
5. Followed through consistently and thoroughly on tasks (Standards: 17d)	4.38	4.33	4.85	4.86	4.86	4.73	4.63
6. Engaged in clear and open communication with supervisor (Standards: 16c3)	4.50	4.40	4.77	4.86	4.86	4.87	4.68
7. Used supervision / feedback effectively to improve skills (Standards: 14a, 16c3, 17a)	4.63	4.2	4.69	5.00	4.71	4.87	4.62
8. Sought direction / supervision as appropriate (Standard: 17d)	4.63	4.20	4.77	4.86	4.79	4.73	4.63
9. Practiced agency standards of confidentiality (Standards: 14c)	4.88	4.70	4.85	5.00	4.62	4.73	4.75
10. Showed initiative (Standard: 17d)	4.50	4.10	4.77	5.00	4.57	4.87	4.56
11. Invested in creating an internship that maximized learning potential (Standard: 17d)	4.50	4.30	4.69	5.00	4.93	4.73	4.63
12. Communicated effectively with agency personnel, including support staff (Standards: 14a, 16c3, 17a, 19f)	4.50	4.00	4.69	5.0	4.71	4.4	4.46
13. Communicated effectively with outside professionals (Standards: 17a)	4.71	3.88	4.55	4.67	4.54	4.50	4.43
14. Demonstrated awareness of contemporary issues and trends in the field (Standards: 11c, 11d, 12h, 13a, 13d, 13e)	4.38	3.56	4.38	4.86	4.36	4.33	4.20

15. Effectively negotiated ethical dilemmas (Standards: 14c, 17b, 17d, 19c, 19h)	4.57	4.00	4.44	4.57	4.42	4.33	4.35
16. Maintained appropriate boundaries in interpersonal relationships (Standards: 14c, 17d, 19c, 19g, 20a, 20b, 20d)	4.75	4.4	4.54	4.71	4.71	4.67	4.61
17. Worked within the level of personal competencies (Standards: 19h, 20a)	4.50	4.40	4.69	4.86	4.64	4.60	4.57
18. Worked as a team player, when appropriate (Standards: 16c3, 19f)	4.50	4.50	4.77	5.00	4.71	4.86	4.67
19. Established rapport with clients of varying needs and perspectives (Standards: 16b, 16c1-a & b, 17a, 17b, 17c)	4.50	4.33	4.62	4.86	4.54	4.73	4.54
20. Focused on individual's needs effectively (Standards: 12e, 12f, 15a, 19, 19 d, 20c)	4.71	4.17	4.55	4.86	4.38	4.53	4.47
21. Established goals with individuals/families (Standards: 15a, 15b, 15c, 16c1a, 16c1c)	4.60	3.80	4.36	4.86	4.38	4.08	4.24
22. Completed all required paperwork up to agency standards (Standards: 14a)	4.60	4.29	4.60	4.71	4.62	4.57	4.54
23. Demonstrated level of confidence appropriate for student at this point	4.60	4.20	4.62	4.86	4.64	4.67	4.55

Table 4. 4: Internship Student Evaluations Spring 2019-Spring 2020: Average Ratings (N=45) (1-5 Scale)

Criteria	SP 19 (N=15	FA 19 (N=12)	SP 20 (N=18)	Total Average
1. Showed understanding of organization's mission and goals (Standard: 18a)	4.14	4.00	4.00	4.05
2. Worked within the structure and the system of the internship site (Standards: 14c, 17d, 19c)	4.14	4.17	4.09	4.13
3. Was punctual and reliable (Standard: 17d)	4.14	3.92	4.32	4.13

4. Dressed appropriately (Standard: 17d)	4.43	3.91	4.03	4.12
5. Followed through consistently and thoroughly on tasks (Standards: 17d)	4.29	4.17	4.22	4.22
6. Showed initiative (Standard: 17d)	4.29	4.18	4.13	4.20
7. Worked as a team player, when appropriate (Standards: 16c3, 17d, 19f)	4.43	4.33	4.13	4.30
8. Completed all required paperwork up to agency standards (Standards: 14a)	4.43	4.09	4.00	4.13
9. Demonstrated level of confidence appropriate for student at this point	4.43	4.25	4.10	4.26
10. Engaged in clear and open communication with supervisor (Standards: 14c, 16c3)	4.29	4.25	4.31	4.28
11. Sough supervision/feedback appropriately to improve skills (Standards: 16c3, 17d)	4.29	4.17	4.10	4.18
12. Communicated effectively with agency personnel, including support staff (Standards: 14a, 17a, 19f)	4.29	4.27	4.00	4.19
13. Communicated effectively with collaterals (those outside the agency) to support clients (Standards: 12g, 13f, 17a, 19f)	4.14	4.00	4.00	4.05
14. Practiced agency standards of client confidentiality (Standards: 14c, 19c)	4.57	4.30	4.20	4.36
15. Maintained appropriate boundaries in interpersonal relationships (Standards: 14c, 19c, 19g, 20a, 20b, 20d)	4.57	4.09	4.10	4.26
16. Worked within the bounds of current professional competence (Standards: 19h, 20a)	4.57	4.25	3.92	4.25
17. Established goals with clients (Standards: 15b, 16c1a, 16c1b, 16c1c)	4.60	4.13	3.73	4.15

18. Focused on individual's needs effectively (Standards: 12e, 15a, 15b, 19d, 20c)	5.00	4.42	4.18	4.53
19. Established rapport with clients of varying needs and perspectives (Standards: 16b, 16c1a, 16c1b, 17a, 17b, 17c)	4.67	4.30	4.03	4.33
20. Exhibited cultural competency (Standards: 12f, 19d, 20c)	4.83	4.33	3.92	4.36
21. Demonstrated awareness of contemporary issues and trends in the field (Standards: 11c, 11d, 12h, 13a, 13d, 13e)	4.67	4.00	3.60	4.09

4a4.   How evaluation may have resulted in change: In general, our students are performing well in the field with all aggregate averages above 4.0 (very good). During Spring 2020, averages fell below 4.0 in 4 of the 21 criteria:

- Worked within the bounds of current professional competence (3.92)
- Established goals with clients (3.73)
- Exhibited cultural competency (3.92)
- Demonstrated awareness of contemporary issues and trends in the field (3.6)

While this is understandable given the sudden switch to working remotely and/or under strained circumstances due to Covid-19, it is nevertheless important for us to figure out how to groom these competencies in students during these trying times. Since many or our classes have picked up a remote component in the Fall 2020 semester, we can work with students on joining techniques that might be effective in working with clients and conveying understanding of cultural issues remotely. The changes in the field can be addressed in the Professional Issues class. These modifications, hopefully, will positively impact the students' confidence and ability to work up to their potential. We will monitor these items in future semesters.

Curriculum Assessments

We chose assignments from three of our core courses to monitor how well students were doing on key learning objectives: Research Methods, Professional Issues in Human Services, and Case Management.

I.   Research Methods (HMSV 2050): Article Critique

4a1.   Measurable student objectives: Given some students have difficulty with the material in Research Methods, particularly those who are "math phobic," we decided to use the Article Critique assignment as a means to assess how well students can evaluate research materials; it encompasses Standards 12f, 14a, 14d, 19h, and 20c.

4a2.   <u>Assessment plan</u>: For the last two academic years, we have tracked the percentage of students who score proficient or higher using the rubric in 4a3. Dr Krell, who teaches the class, graded the assignments.

4c3:   <u>Assessment tools</u>: The following grading rubric was used.

	4 Exemplary	3 Proficient/ On Target	2 Needs Improvement	1 Unsatisfactory
Article Summary 20%	Student provides a succinct, accurate, well-written summary of the article.	Student provides a succinct, accurate summary of the article.	Summary misrepresents the study; student provides too much/little information about the article.	Summary is not accurate or not provided.
Article Critique 55%	All required components are critiqued; student accurately utilizes research methods terminology; student makes clear, well thought-out critiques; explanations are very specific and clear	All required components are critiqued; most research methods terms are utilized accurately; student makes clear critiques; explanations are specific and clear	Not all required components are critiqued; several research methods terms are used inaccurately; critiques are unclear; explanations are vague	Several required components are not critiqued; many research methods terms are used inaccurately; critiques are very unclear; explanations are vague or confusing
Reflection 20%	Student provides a well-thought-out reflection of the article; explanations are very specific and clear	Student provides a reflection of the article; explanations are specific and clear	Not all required components of the reflection are answered; explanations are vague	Many required components of the reflection are missing; explanations are unclear or confusing
Mechanics 5%	Impeccable spelling, grammar, word order, word usage, and punctuation	Very few errors in spelling, grammar, word usage, and punctuation	Several errors in spelling, grammar, word order, word usage, and punctuation	Many errors in spelling grammar, word order, word usage, and punctuation

4c4.   <u>How evaluation may have resulted in change</u>: Here are the percentages and number of students who scored proficient or above in all categories for each semester:

- Fall 2018: 85.71% (N = 21)
- Spring 2019: 94.73% (N =19)
- Fall 2019: 85% (N = 20)
- Spring 2020: 83.3% (N = 12)

It appears that Spring 2019 was an unusually strong class and that ratings in the mid-eighties are more typical. While the percentages have dropped slightly in Spring 2020, given the mid-semester switch to remote learning due impact of COVID-19 mid-term, this is not unexpected. The small N for this semester also is of note. Moving forward, Dr. Krell has created an annotated sample of the article critique to illustrate how to appropriately (and inappropriately) write such a review. In Spring 2020, several students reported that using the library's remote librarian service to help find an appropriate article was very helpful. As such, this resource will be directly added into the assignment instructions.

II.   Professional Issues (HMSV 3700): Ethical Decision-Making Model

4a1.   Measurable student learning outcomes: The students in Professional Issues have three homework assignments in which they apply a condensed version of the ethical decision-making model from Corey, Corey, & Corey's *Issues and Ethics in the Helping Professions* to various scenarios. The purpose of these assignments was to see if students could make sound ethical decisions and identify relevant portions from the NOHS Code of Ethics when faced with professional dilemmas. Students were asked to address the following in their papers:
- Describe the dilemma and potential issues involved (Standards 15a, 17b)
- Which ethical codes and legal issues are involved ? (Standard 19h)
- Identify additional questions about the situation and the means of obtaining answers (Standard 14a)
- Consider potential courses of action (Standards 15a, 16c1, 16c3, 17b, and 19f)
- Choose one course of action and defend your rationale (Standards 15a, 17b, and 19f)

We set a score of 7.5/10 on the five items of the rubric shown in 4a3 as minimum criteria.
The full assignments can be found in Appendix E.

4a2.   Assessment plan: All students respond to the same scenario for the first assignment (see 4a3). For the two subsequent assignments, students can choose among several scenarios. Papers were analyzed from three semesters: Spring 2018, Spring 2019, and Spring 2020. After the first assignment was graded each semester and returned to students, the class as a whole reviewed the model and analyzed the case example in depth. This assessment plan was intended to determine if students' scores improved after the class group analysis. The professor for each section graded the assignments.

4a3.   Assessment tool: The following rubric was used to assess the three assignments:

Point to Address	Fails to Address	Marginally Addressed	Vague or General; Lack of Clear Connections	Clear Description; Makes Connections to Prompt	Detailed & Focused; Thoroughly Addresses the Prompt
Description and Issues Involved	0-1.5	2.0-4.0	4.5-7.0	7.5-8.5	9.0-10 .0
Relevant Ethical & Legal Codes	0-1.5	2.0-4.0	4.5-7.0	7.5-8.5	9.0-10 .0
Identify Additional Issues	0-0.5	1.0-1.5	2.0-2.5	3.0-3.5	4.0-5 .0
Potential Courses of Action & Consequences	0-1.5	2.0-4.0	4.5-7.0	7.5-8.5	9.0-10 .0
Defense of Recommended Action	0-1.5	2.0-4.0	4.5-7.0	7.5-8.5	9.0-10 .0

4a4.   How evaluation may have resulted in change:

Table 4.5: Students Performance on Ethical Decision-Making Assignment
(Criteria of 7.5/10)

Semester	Student Performance	Paper # 1	Paper # 2	Paper # 3
SP 18 N = 14	*n* Meeting Criteria	10	12	13
	Average	8.5	8.5	9.3
SP 19 N = 12	*n* Meeting Criteria	8	11	11
	Average	8.5	9.5	9.2

SP 20 N = 9	*n* Meeting Criteria	9	9	9
	Average	8.7	9.0	9.4

The averages slightly rise from the first paper to the third. In Spring 2020, the number of students we could assess dropped to nine due to students withdrawing or getting incompletes in the class after switching to remote learning. All students that semester met the criteria of 7.5 on all three assignments, but the increasing averages over the course of the semester suggest that the review class was helpful. One possible confounding variable is that the professor teaching each section scored the papers. Nevertheless, this very small study seems to indicate the in-class review process is helpful, and we will continue it.

III. Case Management (HMSV 3800): Mental Status Exam

4a1. <u>Measurable student learning outcomes</u>: The students in Case Management complete a mental status exam on either a client from their practicum site or on a person from a video. This takes a narrative form rather than a checklist and is used as one of their writing assignments. The assignment addresses Standards 13c, 14a, 14b, and 15a.

4a2. <u>Assessment plan</u>: Using the rubric below, the two professors teaching the class each scored the papers from three semesters (Fall 18, Spring 19, and Fall 19).

4a3. <u>Assessment tool</u>: The following rubric was employed to assess the papers:

	4 - Exemplary (A range)	3 – Proficient/ On Target (B range)	2 – Needs Improvement (C range)	1 – Unsatisfactory (D range)
General Description 30%	Student provides a comprehensive, detailed, accurate general description of the client, including appearance, attitude, interpersonal style, behavior, psychomotor activity, and speech/language. (27-30 points)	Student provides an accurate description of the client's appearance, attitude, interpersonal style, behavior, psychomotor activity, and speech/language. (23-26.5 points)	Student provides a broad description of the client. One or more components may be missing or not sufficiently detailed. (19-23 points)	General description is not provided or not accurate. (0-18 points)
Emotional Experience 20%	Student provides a comprehensive, detailed, accurate overview of the client's emotional state	Student provides an accurate description of the client's emotional state including mood,	Student provides a general overview of the client's emotional state. One or more	Information on the client's emotions are not

	including mood, affect, and neurovegetative signs of depression. (18-20 points)	affect, and neurovegetative signs of depression. (16-17.5 points)	components may be missing or not sufficiently detailed. (13-15 points)	provided or not accurate. (0-12 points)
Thought & Perception 20%	Student provides a comprehensive, detailed, accurate overview of the client's thoughts and perception, including any disordered perceptions, thought content, thought process, and any preoccupations. (18-20 points)	Student provides an accurate description of the client's thoughts and perception including any disordered perceptions, thought content, thought process, and any preoccupations. (16-17.5 points)	Student provides a general overview of the client's thoughts and perceptions. One or more components may be missing or not sufficiently detailed. (13-15 points)	Information on the client's thoughts and perception is not provided or not accurate. (0-12 points)
Risk Assessment 5%	Student provides an accurate assessment of the client's risk, including suicide/homicide, that is clear, concise, and supported with evidence. (4.5-5 points)	Student appropriately assesses and documents the client's risk. (3.75-4.5)	Student reports on the client's risk without justification. (3-3.5)	Information on the client's risk is not provided or not accurate. (0-2.75)
Insight and Judgment 5%	Student provides an insightful, detailed, and accurate description of the client's insight and judgment, clear, concise, and supported with evidence. (4.5-5 points)	Student provides a detailed, accurate description of the client's insight and judgment, clear, concise, and supported with evidence. (3.75-4.5)	Student reports on the client's insight and judgment with little detail. (3-3.5)	Information on the client's insight and judgment is not provided or not accurate. (0-2.75)
Writing Quality & Mechanics 20%	Impeccable spelling, grammar, word order, word usage, and punctuation (18-20 points)	Very few errors in spelling, grammar, word usage, and punctuation (16-17.5 points)	Several errors in spelling, grammar, word order, word usage, and punctuation (13-15 points)	Many errors in spelling, grammar, word order, word usage, and punctuation (0-12 points)

4a4. <u>How evaluation may have resulted in change</u>:

Table 4.6: Mental Status Exam Aggregates: Fall 2018 – Fall 2019
Results listed as number of students achieving rating (N = 38) and percentages

	4 Exemplary	3 Proficient/ On Target	2 Needs Improvement	1 Unsatisfactory	Average

General Description	27 71.1%	11 28.9%			3.71
Emotional Experience	25 65.8%	11 28.9%	2 5.3		3.61
Cognitive Functioning	20 52.7%	18 47.4%			3.53
Thought & Perception	17 44.7%	15 39.5%	4 10.5%	2 5.3%	3.27
Paper Mechanics	17 44.7%	11 28.9%	8 21.1%	2 5.3%	3.13

Students performed fairly well in writing the Mental Status Exam, with the exception of some confusion over how to define "thought and perceptual disorders." Therefore, we have added additional instruction on this through lectures combined with more short videos to provide examples. Noting that about a quarter of the students were not meeting expectations for professional writing, we now integrate more ad hoc instruction on writing across the course by regularly highlighting common errors observed in student work, such as the correct use of a semicolon or appropriate placement of an apostrophe.

2. Assessment plan
   Response: See above for individual projects.

3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.
   Response: See above for individual projects.

4. A description of how the evaluation may or may not have resulted in any change.
   Response: See above for individual projects.

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, 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:	

Response:

The HMSV program has employed several tools for program evaluation over the years; therefore, each will be presented in its entirety before moving onto the next to help ease navigation for the reader. We have conducted a number of smaller surveys over the years to complement any findings from the five-year community survey; this also allows us to have data on a more frequent basis. We also believe that having varied means of assessment provides an opportunity to elicit information that might be overlooked by using only one means of assessment. <u>Note</u>: All percentages are rounded off and therefore totals may not equal 100%.

Student Surveys

This section will present three surveys targeting particular questions: students assessment of the usefulness of the required LA&S courses, an analysis of the helpfulness of a group advising session before individual advising sessions, and students' assessment of the Social and Cultural Diversity course. Student satisfaction data can be found in Section 4c2 on pages 54-55.

I.   Usefulness of LA&S Requirements for the Major

4b1. <u>History of program evaluation</u>: In Fall 2019, anticipating changes to the General Education curriculum that will be implemented in AY 21-22, we surveyed our students on how useful they found the current LA&S courses required for Human Services majors.

4b2. <u>Description of the methodology</u>: We invited upper-level students to rate the perceived usefulness of material from the required LA&S courses for HMSV majors in a Google online survey; students were asked to rate each class on a scale of 1 (not useful at all) to 5 (very useful). 45 students responded, but since not all students have taken all the courses, the *n* for each course is indicated.

4b3. <u>Summative analysis</u>: The following table presents the students' ratings for the six required LA&S courses:

Table 4.7: Student Feedback on "Usefulness" of Required LA&S Courses
Scale of 1 (not useful at all) to 5 (very useful)

Class/Rating		1	2	3	4	5

Lifespan Development N = 43	n	0	4	15	12	12
	%	0.0	9.3	34.9	27.9	27.9
Abnormal Psychology N = 41	n	1	3	8	9	20
	%	2.4	7.3	19.5	22.0	48.8
Intro to Sociology N = 45	n	2	6	15	12	10
	%	4.4	13.3	33.3	26.7	22.2
U. S. Government N = 40	n	10	7	13	7	3
	%	25	17.5	32.5	17.5	7.5
Speech Class N = 43	n	4	3	7	16	13
	%	9.3	7	16.3	37.2	30.2
Computer Applications N = 37	n	11	8	3	12	3
	%	29.7	21.6	8.1	32.4	8.1

4b4. <u>How evaluation resulted in change</u>: We were most concerned about the low ratings for U.S. Government and Computer Applications. The five full-time members of the Human Services Curriculum committee and a student representative considered abolishing these requirements. Dr. Nadimpalli Mahadev, chair of the Computer Science Department, agreed with our assessment that since students were entering with more sophisticated computer skills than when the requirement was set decades ago, they were not benefitting from the class as much as they used to. With Dr. Mahadev's approval, we began the governance process to eliminate this requirement; this change took effect beginning Fall 2020.

We also approached Dr. Ben Lieberman, Chair of Economics, History, and Political Science, and Dr. Paul Weizer, who usually teaches the U.S. Government class, about the possibility of eliminating it from our requirements. They responded critically, citing the need for students to understand how the government works, especially during these turbulent political times. Dr. Weizer offered to work with the Human Services faculty to make the course more applicable to Human Services students, and in-kind, we offered to see how we could tie in information from his course into the Human Services courses more to make it more relevant for our students. These discussions have been somewhat sidelined with so much attention going into changes brought on by Covid-19, but we will continue them soon, with plans of making curricular changes.

II.   Advising Study

4b1. <u>History of program evaluation</u>: We were interested in whether providing our students with an additional group advising session before the individual advising sessions in which they choose classes for the subsequent semester would better prepare them for their appointments. In the Fall 2018 and Spring 2019 semesters, students in the Research Methods class received a specialized group advising session about a week before the individual advising sessions began.

4b2. <u>Description of the methodology</u>: After their appointments, advisors rated students on their level of preparation on a scale of 1-3. Three faculty participated in this study in the fall, and four in the spring. For each semester, all but one faculty member blindly rated their advisees; the other faculty member had conducted the group session, and so her responses were not blind. Given the small number of students who were rated by this professor, it is not informative to differentiate her advisees from those of the other faculty.

4b3**.** <u>Summative analysis of evaluation</u>:

Table 4.8: Comparison of Students' Preparedness for Advising Session
1 = Little/No Preparation; **2** = Some Preparation; **3** = Well Prepared

Level of Preparation		1	2	3	Total	Average
Advising Group	*n*	5	4	14	23	
	%	21.8	17.4	60.9	100	2.39
Control Group	*n*	24	34	61	119	
	%	20.2	28.6	51.3	100	2.31
Total	*n*	29	38	75	142	
	%	20.4	26.8	52.8	100	

4b4. <u>How results may result in change</u>: It does not appear that the additional in-class advising had much impact on how prepared students were for their individual advising sessions. Given that we had to move advising entirely to a remote format in Spring 2020 with little preparation time, and knowing that the additional session did not seem to have made a significant difference, we did not attempt to provide the additional group session remotely. It appears that there are other factors impacting how prepared students are for their advising appointments, which may include personal differences among our students, including personality traits, being over-committed, or cultural beliefs about the role of

the advisor. One student of a diverse background, when questioned why he was not more prepared for his appointment, commented that he believed it would be disrespectful for him to come in with a plan when his advisor is the expert. Open dialogues with students who share this opinion have been helpful in the past, as well as inviting their ideas before the advisor makes any recommendations.

III.   Diversity Survey

4b1. <u>History of program evaluation</u>: After having offered the Social and Cultural Diversity class for a few years, we wanted to know if it was meeting its intended objectives to increase students' knowledge of diversity issues and preparing them to work with diverse clients.

4b2. <u>Description of the methodology</u>: In Spring 2019, we sent an online Google survey to students who had completed the course asking for their feedback. Twenty-two (22) students responded: 16 self-identified as White, 2 as Black, 2 as Hispanic, and 2 as of two or more races. Students were asked to self-assess their pre-FSU exposure to diversity, and how responsive they have found program/faculty to issues of diversity.

4b3. <u>Summative analysis:</u> The following presents the averages for the students responses to the following questions on a scale of 1-5, with 1 being the lowest:
- How well do you think faculty do in creating an atmosphere that is encouraging to discuss issues of diversity? 4.55
- How well do you feel the HMSV Program does in providing opportunities and examples to help students understand issues related to diversity? 4.73
- How well do you feel that the HMSV curriculum does in preparing you to work in the field with diverse populations? 4.33

In the open-ended response, two students remarked that the class was "great" and a few offered suggestions including:
- Include more small group discussions
- Provide more information on LGBTQIA+ individuals
- Provide more classes on different cultures
- Make cultural competency a graduation requirement

Additionally, students were asked to rate "How well do you think faculty do in supporting students of differing cultures, needs, and histories when they need additional support?" on a scale of 1-10 (1 being lowest). The average was 8.45.

Cross-referencing the amount of exposure students had to people of diverse backgrounds/identities before entering FSU with how well they think faculty do in creating an atmosphere conducive to discussing issues of cultural diversity yields some interesting results:
- 4 students with "very little" previous exposure all rated the atmosphere as 5
- 4 students had "some" previous exposure, with an average of 4.5 on atmosphere

- 8 students had "moderate" exposure, with an average of 4.1 on atmosphere
- 3 students had "frequent" exposure, with an average of 4.7 on atmosphere
- 3 students had "constant" exposure, with an average of 5.0 on atmosphere

4b4. <u>How evaluation may have resulted in change</u>: The first and third suggestions to include more small group discussions and to provide increased teachings on different cultures have been implemented through additional classroom exercises and readings. Jason Smith, Assistant Dean of Academic Affairs, guest lectures on the Safe Zone, a program that provides a safe haven for all LGBTQIA+ students and promotes awareness among the larger campus community. The class is a graduation requirement for HMSV majors, but not for the university as a whole.

It appears from this small survey that the group that we are having the most difficulty reaching is those with "moderate" exposure. Those at both ends of spectrum, from very little to constant exposure perceived us as more conducive to discussing diversity issues. At this point, we can only theorize on why; perhaps students with moderate exposure think that they know more than they actually do. Nevertheless, it is important to try to reach all students. As we go forward, we hope to engage students in focus-group type activities to explore this question, hopefully run by students.

IV. Exit Interviews

4b1. <u>History of program evaluation</u>: Dr Shane, Chair of Behavioral Sciences, has conducted 78 exit interviews with graduating seniors over the following academic years:
- AY 2016-17: 14
- AY 2017-18: 15
- AY 2018-19: 13
- AY 2019-20: 17

4b2. <u>Description of methodology</u>: Each interview spanned approximately half an hour; Dr. Shane took notes as the students responded to 15 open-ended questions. Using the notes, Dr. Ryan analyzed the qualitative data for themes and exceptions to the various areas of inquiry.

4b3. <u>Summative analysis</u>: A summary of the major themes for the various questions follows:

1. When or how did you hear of the Human Services Program at Fitchburg State University?

Many of our students continue to hear about our program through associate's degree programs at partner community colleges such as Mount Wachusett Community College, Middlesex Community College, and Quinsigamond Community College. Others were internal transfers from education and nursing. Some less frequent responses were related to Fitchburg State University's outreach including college fairs, accepted students day, visits during high school, etc. Other common responses included from friends, family friends, and internal advising.

2. *In general, how would you describe your experiences as a human services major?*

Students found the experience extremely positive, using terms such as "wonderful" and "life changing." They focused on professor involvement, kindness, flexibility, and understanding; as well as their experience in the field as reasons for their positive impressions. Several students commented on their own personal growth and how the experience has "shaped them" by increasing their confidence, maturity, and understanding of themselves and the people around them. Students also commented on the helpful mix of practical application and classroom learning. Several students also noted the benefit of the smaller class sizes and being able to have a relationship with the faculty. There were no negative comments.

3. *Do you believe the program prepared you for employment or graduate school?*

Again, the overwhelming response to this question was "yes" regarding employment, but some interviews from 2018-2019 suggested that they felt less prepared to apply to graduate school.

4. *What about the program did you find valuable?*

Responses were balanced between practicum, internship, applied learning, and the diverse experiences and support of professors.

5. *What did you find least valuable?*

Almost all of the students said that "everything" was valuable about the program. Some of the less favorable comments centered around the lack of diversity amongst peers, the difficulty managing work and school, and one adjunct professor (who no longer teaches in the program).

6. *Were you able to register for human services courses when you wanted and needed them?*
Almost all students reported "yes." One student noted that there were two required courses that overlapped, but otherwise the answer was yes.

7. *Tell me about your experiences with human services courses taught by adjunct faculty.*

Students found our adjunct faculty to be "excellent" and "very helpful." Several students noted that our adjuncts had significant field experience that lent a "realness" to their classes. As noted in "least valuable," there were some concerns about an adjunct in 2017, but that adjunct no longer teaches in the program.

8. *Where did you complete your practicum experience?*

Students found practicums in a wide variety of placements. Most are direct service, and in the north central Massachusetts area, including child welfare (specifically, the Department of Children and Families), schools, recovery programs, home care programs, behavioral health programs, elder care

facilities, the Department of Mental Health, courts and court programs, residential programs, veterans centers, etc. Some students completed a mix of administrative and direct service work, and a few had completely administrative placements (grants and fundraising, contract procurement, and data/research).

9. *How helpful did you find your practicums?*

Most students found the practicums very helpful and worthwhile, stating, "practicums were extremely helpful," "I learned a lot about the systems," and "I wish practicum was longer." Some students found the practicums less helpful due to lack of appropriate tasks for students or difficulties with supervisors giving feedback. One student commented that, "I didn't do anything at my practicum, but internship was much better, and I loved that placement." Students noted that it helped them figure out more about both what they wanted, and did not want, to do for the future.

10. *Tell me about your internship.*

Our internship sites are very similar to our practicum placements, and students found internship to be an invaluable part of their education. Most appreciated the opportunity, and stated such comments as "loved it" and "learned a lot about myself and the field." Only one student reported that they did not enjoy their placement "but not due to the university." Two students found the 450 hours difficult to complete while managing school, family, and/or work. Overall students seem to have had a more universally positive experience while on internship than practicum, but both were very positive overall.

11. *Was the level of supervision you received on the internship site appropriate?*

Most students indicated the supervision they received at their internship was sufficient, if not excellent. Very few students noted problems with supervision; the ones that did noted that supervision was sometimes either inconsistent or did not provide sufficient feedback.

12. *An important aspect of your undergraduate experience is advising. Did you receive adequate help in selecting courses and receiving career advice?*

Students stated unequivocally "yes," with no recommendations for improvement at the program level.

13. *Thinking about the human services major requirements, which do you think were the most helpful/relevant courses?*

There was a wide variety of responses to this question. Most of the positive responses reflected the courses that had practical application, such as Interviewing Techniques, Case Management, and Internship Seminar. Other common responses included Abuse and Neglect within the Family,

Building Community Supports, Professional Issues, and Crisis Intervention, but almost every course was referenced at least once, including Introduction to Human Services, Assessment and Intervention, and Research Methods. One student noted that they felt that our requirements, while stricter than others in similar programs, provided a better opportunity.

14. *The least helpful courses?*

In the 2018 exit interviews, several students noted that Interviewing Techniques and Assessment and Intervention were very similar. This trend did not carry through later evaluations. There were several references to Research Methods being less relevant, and two referencing Addictive Behaviors in some of the 2017 evaluations, and two noted in the 2020 evaluations that the communication courses (Speech) were not terribly helpful. Overwhelmingly, the response to "what is the least helpful course" was that they were all relevant.

15. *Do you have any suggestions to improve the Human Services program? Please provide your suggestions.*

The overwhelming suggestion for the program was "more in-depth electives." Other recommendations included more diversity of faculty and students (one student noted students are "overwhelmingly female"), increased access to alumni, and expanded focus on jobs in the field. Two students noted that we should provide more information and opportunity for learning about advocacy.

4b4.   How evaluation may have been used for change: Although we did not have the final summary of all the interviews until Fall 2020, each year Dr. Shane shares a summary of the most recent interviews with the HMSV faculty during one of our program meetings. This has allowed us to look at the data on a frequent basis in order to see if we need to make any changes. It is unclear why the students in AY 2018-19 felt less prepared for graduate school, but we have increased our focus on how to select and apply to graduate programs in the Professional Issues class. After several students commented that they saw too many similarities between Interviewing Techniques and Assessment and Intervention, students in two sections of Case Management were asked if they agreed with that assessment; none did, stating the only real similarity was that they included interviewing skills. One semester an adjunct taught Assessment and Intervention, and this may account for the differing perspective. We have offered a new elective, "Practice with Older Adults," for the first time in Fall 2019. Per FSU Policy, we can run the class twice before having it approved through the university's governance structure, which we have started. Generally, it appears that students are satisfied with the program and find the content useful.

Agency Survey

4b1. History of program evaluation: It has been almost five years since we last sent a formal survey to our internship supervisors asking them which skills they deemed important and how our students performed, so we decided to reach out for their feedback.

4b2. <u>Description of the methodology</u>: In Fall 2020, a Google survey was sent to about 200 individuals that we had on record as having supervised an intern within the last 5 years. About 50 emails bounced back, which is not unexpected given turnover in some agencies, and 34 people responded from the following area agencies:

- AIDS Project Worcester
- Ayer District Court Probation Department
- Beth Tata
- Community HealthLink
- Department of Children and Families -Leominster
- Department of Children and Families - Worcester
- Department of Mental Health - Central MA Office
- Fitchburg High School
- Fitchburg Public Schools
- Fitchburg Residential Programs
- Autistic Resource Center
- Heywood Health Care
- International Institute of New England
- Jewish Healthcare Center
- Keystone Collaborative
- LUK Crisis Center
- LUK Mentoring Program
- Leominster Veterans' Services
- Lunenburg Primary School
- Making Opportunity Count
- Mount Wachusett Community College
- Narragansett Regional School District
- Seven Hills Family Services
- Southern New Hampshire Services
- St. Leo School
- ARC of Opportunity
- Key Program
- Transitions at Devens
- United Way of North Central MA
- Valuing Our Children
- Worcester House of Correction and Jail

4b3. <u>Summative Analysis</u>:

Table 4.9: Site Supervisor's Assessment of the Importance of Skills

Criteria	Not	Not	Neutral	Important	Very	Blank

	Important At All	Important			Important	
Provide basic helping skills			1 2.9%	17 51.5%	15 44.1%	1 2.9%
Understand legislation, entitlements, and regulations as applied to program services		5 14.7	8 23.5%	16 47.1%	3 8.8%	2 5.9%
Provide adequate support to clients of diversity			1 2.9%	11 32.4%	22 64.7%	
Provide adequate support to clients with disabilities			3 8.8%	13 38.2%	18 52.9%	
Understand the individual within larger contexts of family and environment				16 47.1%	17 51.5	1 2.9%
Technological and information management skills			11 32.4%	16 47.1%	6 17.6%	1 2.9%
Understand components of program evaluation		4 11.8%	11 32.4%	14 41.2%	4 11.8%	1 2.9%
Maintain professional boundaries				7 20.6%	27 79.4%	1 2.9%
Design and implement interventions that respect the rights of clients			4 11.8%	15 44.1%	14 41.2%	1 2.9%
Understand supervisory roles and skills		1 2.9%	6 17.6%	17 51.5%	10 29.4%	
Use self-reflection for professional growth			1 2.9%	17 51.5%	15 44.1%	1 2.9%

Table 4.10: Site Supervisors' Assessment of Students' Skills Levels

Criteria	Poor	Neutral	Well	Very Well	Blank

Skill					
Provide basic helping skills			17 51.5%	13 38.2%	4 11.8%
Understand legislation, entitlements, and regulations as applied to program services		14 41.2%	14 41.2%	2 5.9%	4 11.8%
Provide adequate support to clients of diversity		3 8.8%	13 38.2%	14 41.2%	4 11.8%
Provide adequate support to clients with disabilities		4 11.8%	13 38.2%	13 38.2%	4 11.8%
Understand the individual within larger contexts of family and environment		5 14.7%	17 51.5%	8 23.5%	4 11.8%
Technological and information management skills		6 17.6%	18 51.5%	6 17.6%	4 11.8%
Understand components of program evaluation		13 38.2%	14 41.2%	3 8.8%	4 11.8%
Maintain professional boundaries		1 2.9%	19 55.9%	10 29.4%	4 11.8%
Design and implement interventions that respect the rights of clients		4 11.8%	19 55.9%	6 17.6%	5 14.7
Understand supervisory roles and skills	1 2.9%	4 11.8%	18 51.5%	7 20.6%	4 11.8%
Use self-reflection for professional growth		2 5.9%	18 51.5%	10 29.4%	4 11.8%

4b4. <u>How evaluation may be used to make changes</u>: In most skill areas, our students are performing in ways that measure the expectations of how important supervisors viewed the skills. One notable exception is the item: "Understand the individual within larger contexts of family and environment." While the ability to think systemically is an advanced skill and one that matures over time, it is important to continue to help students develop this perspective. Integrating more of a systemic framework into Social and Cultural Diversity, Case Management, and Internship Seminar will provide a means to try to help students expand their understanding of the individual within the larger context.

Alumni Surveys

4b1. History of program evaluation: Several years ago, we started asking students for their personal emails upon graduation so that we would be able to contact them more easily than using the FSU emails.

4b2. Description of the methodology: We sent out two surveys to our alumni, one in Summer 2018 and one in Summer 2020 via Google Survey. After going through the two to eliminate any redundancy and limiting responses to only graduates within the last five years, we had 65 responses. The Summer 2020 survey (N = 31) also asked alumni how well the curriculum prepared them to work in the field and specifically to work with diverse populations on a scale of 1-5 (1 = not well at all, 5 = very well) as well as an open-ended question about what components of the program they had found most helpful.

4b3. Summative analysis: The combined surveys, controlling for duplicates, yielded the following information:

- 46 were employed full-time (70.7%)
- 8 were employed part-time (12.3%)
- 4 received promotions at their place of employment (6.2%)
- 17 were currently in graduate school (25.2%)
- 29 intended to begin graduate school within the next five years (44.6%)

Table 4.11 : Alumni's Perceptions of Preparation for the Field
Scale of 1-5 (1= not well at all and 5 = very well)

Question:	1	2	3	4	5
How well did the HMSV Program prepare you for work in the field?			3 9.7%	5 16.2%	23 63.9%
How well do you feel that the HMSV Curriculum did in preparing you to work with diverse populations?		1 3.2%	1 3.2%	5 16.1%	24 77.4%

In the Summer 2020 survey, alumni were asked which classes or components of the program that they found most helpful in preparing for their careers. Since respondents could give multiple responses, the tallies exceed the N of 31 for this survey:

- Case Management (10)
- Professional Issues (10)
- Social and Cultural Diversity (8)
- Interviewing Techniques (7)
- Practicums/Internships (5)
- All classes (4)

- Assessment and Intervention (4)
- Building Community Supports (4)
- Crisis Intervention (2)
- Group Work (1)
- Working with Older Adults (1)
- Internship Seminar (1)

4b4. <u>How results may result in change</u>: The majority of our students appear to be moving on with their careers, either through employment, graduate school, or both. Therefore, this data has not resulted in any significant program change.

<u>Advisory Committee</u>

4b1. <u>History of program evaluation</u>: The Advisory Committee provides ongoing feedback and suggestions on our program through Committee meetings twice a year and phone contact when an issue arises.

4b2. <u>Description of methodology</u>: The data that we gather from the Advisory Committee is qualitative in nature. We pose questions and tasks to them, discuss their feedback, and determine a plan of action.

4b3. <u>Summative analysis</u>: The Advisory Committee has helped us with the following since our last self-study:
- Revised Site Supervisor's Evaluation Form for both Case Management Practicum and Internship
- Revised Student Learning Objectives
- Consulted in state-wide initiatives related to Human Services, such as the Career Pathways Project
- Provided updates on funding issues in the field and how agencies are dealing with them
- Consulted on proposed Facebook project
- Consulted on merits of a minor in Human Services
- Encouraged us to develop a course on elders and provided input
- Provided networking and suggestions as students needed to move to remote settings for placements due to Covid-19
- Recommended a sub-committee to look at the possibility of finding more paid internships for students.

4b4. <u>How evaluation results may result in change</u>: Given the usefulness of the ongoing input of the Advisory Committee, we plan to continue the structure that is in place. We have implemented all recommended changes or revised forms and are in the process of forming a sub-committee to investigate the possibility of more paid internships.

Course and Faculty Evaluations

4b1. <u>History of Program evaluation</u>: At the end of each semester, students complete a SIR-II evaluation form of the course and the instructor. Faculty trade off on administering surveys so that students have the sense of freedom to respond without their professor in the room.

4b2. <u>Description of methodology</u>: The SIR II asks students to evaluate the course and the instructor on a five-point scale, ranging from ineffective to very effective on several questions within each of the following areas: Course Organization and Planning; Communication; Faculty/Student; Assignments, Exams, and Grading; Supplementary Instructional Methods; Course Outcomes; Course Difficulty, Workload, and Pace; and Overall Evaluation. Student also rate themselves on how much effort and involvement they put into the course.

4b3. <u>Summative analysis</u>: It is not possible to present the results of course evaluations since they are confidential as stipulated by our contract. Faculty receive a summative analysis and they include copies in their portfolios when they are going through personnel actions, such as tenure, promotion, or post-tenure review. Additionally, Table 4.16 (pages 54-55) provides survey results of Students' Perceptions of the Usefulness of Curriculum. Please also see Standards 7c (pages 64-65) for a description of the process for faculty evaluations.

4b4. <u>How evaluation may result in change</u>: Faculty use the SIR-II evaluations to target areas for improvement and note strengths in their courses and teaching. Faculty also analyze the student data during one of our yearly retreats and brainstorm ideas for new readings, assignments, and approaches to keep the curriculum current and relevant.

Institutional Reports

4b1. <u>History of program evaluations:</u> At the end of each academic year, each program that is not going through an external accreditation identifies learning objectives and goals that it will track over the next year.

4b2. <u>Description of methodology</u>: Each program decides on which Student Learning Outcomes it would like to track and how data will be collected. This is then used to complete the Annual Department Plan for the coming year.

4b3. <u>Summative analysis</u>: Please see Appendix F for the Annual Department Plans that were completed at the ends of the last two academic years. The content requested at the end of AY 19-20 was modified by Academic Affairs in light of the accommodations that Covid-19 necessitated.

4b4. <u>How evaluation may have resulted in changes:</u> At the end of AY 2018-19, we decided that we would like to monitor students' research skills, ethical decision-making skills, writing and

	synthesizing of clinical information, and performance in the field, so we developed small studies in order to do so. Based on concerns about students' ability to analyze research articles, a change in the assigned textbook was instituted for Fall 2019. Discussing our plan for AY 2019-20 allowed faculty to reflect on what changes made due to switching to remote learning had been effective and which ones could still use improvement (see Introductory Materials 4c and 4d for full details on pages 8-10). We continued to monitor students' research skills and performance in the field; even though they were doing well, we wanted to ensure that students continued to meet the standards.
	2. A description of the methodology **Response:** See above for individual projects.
	3. A summative analysis of the most recent evaluation **Response:** See above for individual projects.
	A description of how and in what way the evaluation resulted in any change. **Response:** See above for individual projects.
c.	The program must provide reliable information on its performance, including student achievement, to the public from the last two years. **[NOTE: This Specification relates to accreditation standards or policies that require institutions or programs to provide timely, readily accessible, accurate and consistent aggregate information to the public about institutional or programmatic performance and student achievement, as such information is determined by the institution or program. (Paragraph 12 (B)(1), 2019 CHEA Recognition Policy and Procedures)** Provide the following: 1. An active link to student achievement indicators on the Program's website. **Response:** Program webpage: https://www.fitchburgstate.edu/academics/undergraduate/undergraduate-day-programs/human-services/ Student Achievement Indicators: https://www.fitchburgstate.edu/sites/default/files/documents/2020-11/sai%20nov%202020.pdf

2. Aggregate data as evidence of student achievement (e.g. enrollment trends, retention, student learning outcomes, graduation rates and grade point average, student satisfaction, agency feedback, graduate transfer rates, graduate school or employment data, and alumni surveys)

Response:

Enrollment Trends

Table 4.12: Student Enrollment Patterns

	2016-17	2017-18	2018-19	2019-20
Student Population	141	140	137	117
Female	126	120	115	95
Male	15	20	22	22
Asian	4	4	3	3
Black African American	16	16	18	16
Hispanic	28	24	25	20
More than one race	8	6	7	4
White	84	88	82	70
Unknown	1	2	2	3
HMSV Graduates	37	37	32	36

Retention rates are high for Human Services students; the vast majority (over 90%) attend full time and complete the degree within four to four-and-a-half years. Students who attend part-time usually only do so for a semester or two while they balance work, school, an/or family life, and return to full-time when they can.

Student Learning Outcomes

Please see Standard 4a (pages 25-37).

Graduation Rates and GPA

Table 4.13: Six-year Graduation Rates for Incoming Full-time First-Year Students by Cohort

	2010	2011	2012	2013	2014	5-year Average
Institution	53.95%	59.65%	60.97%	57.72%	57.57%	57.97%
HMSV Major	76.92%	75.86%	83.33%	75.86%	82.75%	79.03%

Table 4.14: Four-year Graduation Rates for Incoming Full-time Transfer Students by Term Entered

	2012	2013	2014	2015	2016	5-year Average
Institution	58.33%	54.81%	60.80%	52.32%	54.22%	56.09%
HMSV Major	70.00%	58.33%	64.70%	88.88%	62.50%	67.85%

Cumulative GPA by Academic Year: Human Services Graduates
- AY 2015-16: 3.06
- AY 2016-17: 3.11
- AY 2017-2018: 3.06
- AY 2018-2019: 3.10
- AY 2019-2020: 3.20

Table 4.15: Grade Distribution in Human Services Classes (2015-2020)

Course		A	B	C	D	F	W/D	Avg Grade
Intro to HMSV N= 249	N	159	65	9	4	8	4	3.41
	%	63.9	26.1	3.6	1.6	3.2	1.6	
Diversity N = 48	N	34	8	1	1	2	2	3.42
	%	70.8	16.7	2.1	2.1	4.2	4.2	

Research Methods N = 243	N	123	84	18	5	6	7	3.24
	%	50.6	34.6	7.4	2.1	2.5	2.9	
Interviewing Techniques N = 231	N	145	68	7	1	4	6	3.44
	%	62.8	29.4	3.0	.4	1.7	2.6	
Managing Non-profit N = 169	N	110	53	5	1	0	0	3.5
	%	65.1	31.4	3.0	.6	0	0	
Building Comm Supports N = 111	N	67	34	3	0	3	4	3.42
	%	60.4	30.6	2.7	0	2.7	3.6	
Assessment & Intervention N = 230	N	186	37	3	0	2	2	3.64
	%	80.7	16.1	1.3	0	.9	.9	
Professional Issues N = 217	N	161	49	3	1	2	1	3.57
	%	74.2	22.6	1.4	.5	.9	.5	
Case Management N = 232	N	195	28	0	0	4	5	3.67
	%	84.1	12.1	0	0	1.7	2.2	
Internship Seminar N = 208	N	198	7	0	0	2	1	3.89

Student Satisfaction

Table 4.16: Student Satisfaction: Helpfulness of Curriculum

Class		Not Helpful at All	Not Very Helpful	Neutral	Somewhat Helpful	Very Helpful	Average Rating
Intro to HMSV N = 60	n			6	10	44	4.63
	%			10.0	16.7	73.3	
Research Methods N = 65	n		3	7	27	28	4.23
	%		4.6	10.9	41.5	43.1	
Interviewing Techniques N = 64	n	1		1	4	58	4.84
	%	1.6		1.6	6.3	90.1	
Social & Cultural Diversity N = 44	n	1	2	4	9	28	4.00
	%	2.3	4.5	9.1	20.5	63.6	
Mgt of Non-Profit N =47	n	.	1	1	10	35	4.68
	%		2.1	2.1	21.3	74.4	
Assessment & Intervention N = 71	n	1		4	12	54	4.66
	%	1.4		5.6	16.9	76.0	
Professional Issues N = 66	n	1		1	11	53	4.74
	%	1.5		1.5	16.7	80.3	
Case Management N = 71	n				10	61	4.86
	%				14.1	85.9	
Internship Seminar N = 71	n		2	3	13	53	4.65
	%		2.8	4.2	18.3	74.6	
Building Comm Support N = 37	n		1		7	29	4.73
	%		2.7		18.9	78.4	

		1	2	3	4	5	Average
Abuse & Neglect N = 40	*n*				5	35	4.86
	%				12.5	87.5	
Crisis Intervention N = 43	*n*	1		1	6	35	4.72
	%	2.3		2.3	14.0	35	
Addictive Behaviors N = 24	*n*	1			4	19	4.67
	%	4.2			16.7	79.2	

Alumni Surveys:

65 graduates from Spring 2015 to Spring 2020 responded to two online surveys; the compiled results show the following:
- 46 were employed full-time (70.7%)
- 8 were employed part-time (12.3%)
- 4 received promotions at their place of employment (6.2%)
- 17 were currently in graduate school (25.2%)
- 29 intended to begin graduate school within the next five years (44.6%)

Table 4.17 : Alumni's Perceptions of Preparation for the Field (Summer 2020, N = 31)
Scale of 1-5 (1= not well at all and 5 = very well)

	1	2	3	4	5
How well did the HMSV Program prepare you for work in the field?			3 9.7%	5 16.2%	23 63.9%
How well do you feel that the HMSV Curriculum did in preparing you to work with diverse populations?		1 3.2%	1 3.2%	5 16.1%	24 77.4%

Agency Survey

Table 4.18: Supervisors' Average Assessment of Students' Skills, Fall 2020 (N = 30)
Scale: 1 = poor, 2 = neutral, 3 = well, 4 = very well

Criteria	Average

Provide basic helping skills	3.43
Understand legislation, entitlements, and regulations as applied to program services	2.60
Provide adequate support to clients of diversity	3.67
Provide adequate support to clients with disabilities	3.30
Understand the individual within larger contexts of family and environment	2.83
Technological and information management skills	2.80
Understand components of program evaluation	2.67
Maintain professional boundaries	3.30
Design and implement interventions that respect the rights of clients	3.07
Understand supervisory roles and skills	2.83
Use self-reflection for professional growth	3.06

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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

a.	Provide documentation of policies regarding the selection and admission of students. **Response:** Incoming first-year students may select HMSV as a major when they apply to the University. Internal transfer students from other majors within FSU must have at least a 2.5 GPA in one or more of the required LA&S courses for the major (Human Growth and Development, Abnormal

	Psychology, and Introduction to Sociology) as well in any HMSV courses that they have taken. If a student does not have an overall GPA of at least 2.5, Dr. Krell, as transfer advisor, will assess what they need to improve their GPA, so they will be eligible for transfer into the major, or will make other recommendations regarding possible majors. Students transferring from a two-year institution with an Associate's degree in HMSV are automatically accepted into the program. Dr. Kellner screens the applications of any students seeking readmission after an extended period of time to ensure that they have met GPA and practicum requirements. If they do not meet criteria, she discusses options with the student, including repeating a course for a higher grade, taking additional courses to increase the overall GPA, or choosing a different major. Each student is assigned an academic advisor to discuss course selection, develop a plan of study, and explore career and graduate school options. Students are required to meet with their advisors to obtain a new "PIN" in order to register for classes each semester; this system ensures that students receive the guidance of faculty when choosing courses. These policies are stated on page 4 of the Human Services Program Manual (see Appendix A).
b.	Provide documentation of policies and procedures for referring students for personal and academic assistance. These policies must be consistent with the institution's policies. **Response:** The Program follows all Fitchburg State University policies regarding enrolling, advising, and counseling and assisting students with special needs. Program Faculty work closely with the Academic Success Center, consisting of eight programs and services that work collaboratively to support students. These include: ● The Advising Center provides services for students who have not declared their major, are experiencing academic difficulty, are in need of assistance with academic regulations, and/or are seeking credit for their life experience. ● The Career Center assists students and alumni in planning for career decisions. Programs and services include career counseling, graduate school advisement, career assessment/interest inventories, and on-campus and off campus career events. ● Counseling Services provides free, confidential services including individual, group, and couples counseling; crisis intervention; educational programming; outreach workshops; community referrals; and in-service training. ● Disability Services provides individually tailored support services, skill building strategies, recommendations on reasonable accommodations, and training in the use of adaptive technologies. Students present recommendation plans to faculty at the beginning of the semester for their signatures. The goal is to empower students with disabilities to engage in all facets of academic, residential, and student life. ● Expanding Horizons provides various campus initiatives that directly improve retention and graduation among first-generation, low-income, and/or students with a disability.

	- International Education coordinates study abroad programs; these can span a semester, one year, or be a short-term faculty led program. International students can receive assistance with immigration issues, academic concerns, employment information, and personal issues in order to aid transition and retention. - The Math Center offers one-on-one peer tutoring on a walk-in basis. - The Tutor Center offers free individual peer tutoring in 80 subjects. The sensitive nature of human services classes triggers unresolved issues in some students. Faculty teaching these classes inform students that they are available if a student experiences distress related to course material and reach out to students who do not show up for classes. Syllabi of classes that contain sensitive material often have a statement such as the following used in the Abuse and Neglect within the Family class: "Classroom discussions and readings may stir up uncomfortable feelings and conflicts, especially for those who previously experienced incidents similar to the ones discussed in class. If you discover this happening, please speak with me rather than suffer in silence. In the event that material from this course causes considerable discomfort, I can refer you to counselors who can help you with the healing process." If the student could benefit from counseling, faculty members refer them to FSU Counseling Services or to local mental health providers. In Fall 2018, to address food insecurity, FSU opened the Falcon Bazaar, a food and personal care items pantry that is run by students and supplied by contributions from faculty and staff. Each department receives a green shopping bag as a depository for the grocery items, with the hope that faculty and staff will think of purchasing an additional item or two when they do their food shopping. Lynne Kellner coordinates the contributions for the Behavioral Sciences Department. Additionally, the Falcons Swipe it Forward initiative allows students to donate one of their guest meals to a bank. A student in need can be nominated or request meals, which are then added in blocks of five (5) to their ID Card and can be accessed at the dining commons. In an attempt to decrease the sense of isolation stemming from social distancing due to Covid-19, all first-year students in Fall 2020 were assigned a peer mentor from among the First-year Student Orientation leaders. The Peer Mentor is responsible for holding weekly online drop-in hours and sending weekly emails to mentees with information about tips and opportunities on campus. The mentor also establishes a forum through a social media platform that enables new students to join with others in their major.
c.	Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students. **Response:**

The Human Services Review Committee (HSRC), comprised of all full-time program faculty, is responsible for implementing all student-related policies, including those on review, retention, and dismissal of students. Faculty monitor the grades of their assigned advisees and those teaching classes with field experience components monitor students' performance in the field. When a student is not meeting the specified standards, the advisor will bring the student to the attention of the HSRC's monthly meeting. Instructors can also add a student to the agenda if they are excessively absent, having difficulty in class, or displaying questionable interpersonal behaviors in class or emotional instability. This allows all faculty who know the student to give their impressions of the student's progress and problem solve ways to help the student. The HSRC may also decide to meet with the student to develop a plan of action. If so, the advisor will send a written invitation to the student to attend the next meeting of the HSRC and summarize the concern(s). The Committee generally follows these guidelines when a student's progress is in question:

- GPA in Human Services core courses falls between 2.0 and 2.49, and grade in each skill component course is at least 2.5: Committee may develop a written remedial plan in conjunction with the student; this essentially puts the student on probation in the program.
- GPA in Human Services core courses is 2.0 or less, and grade less than 2.5 in a skills based courses: This necessitates an automatic review, and a remedial plan may be developed. A student who receives grades of less than 2.5 in any two of the five skill component courses would usually be dismissed from the program and referred to Academic Advising to explore another major.

Students who fail to complete a remedial plan developed by the Committee, or who fail to demonstrate appropriate emotional stability and interpersonal behaviors, will be reviewed for dismissal from the Program. If the Committee decides upon dismissal from the Program, the student will be informed in writing as to: (a) the reason for dismissal, and (b) the procedure for appeal. The Human Services Review Committee will notify the Chairperson of the Behavioral Sciences Department, who will then recommend dismissal to the Dean. The student will be referred to the Academic Advising Center to discuss options for a new major. If a student wishes to appeal a decision of the Human Services Review Committee, they should first speak with the Chairperson of the Behavioral Sciences Department, and then continue as necessary to the Dean of Arts and Sciences, the Vice President for Academic Affairs, and finally the President of the University.

Students who have difficulties or grievances with a faculty member or program requirements are urged to discuss them directly with the individual faculty member. If the issue is unresolved, they are encouraged to speak with their advisor, and/or the Chair. Each semester, one or two students serve as Student Representative on the HMSV Curriculum Committee; students may bring their concerns, issues, and questions to the faculty's attention via the Student Representative if they do not feel comfortable discussing them directly with faculty.

	Since Fall 2016, four students have been counseled out of the program and agreed to switch to a different major, two have been dismissed for lack of academic progress, one was dismissed for inappropriate conduct in the classroom, and one was dismissed for unethical conduct in the field. Students can find these policies on student monitoring, dismissal from the program, options regarding remedial plans, and their rights to appeal in the HMSV Program Manual on pages 15-16 (see Appendix A).
d.	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. **Response:** When students begin HMSV 1100, or when they request an internal transfer, they are asked to sign "Expected Behaviors in the Human Services Program" (see Appendix A, pages 14-15 for a copy). They retain the original and the program maintains a copy so that we can hold them accountable for having received the document. Each month, the Human Services Review Committee meets and discusses any student that is not performing well in class or demonstrating behaviors not congruent with those expected in the field. Those with behavior or legal problems that may interfere with their development as human services professionals are usually identified through this established review process. Sometimes issues arise that raise questions about how to balance the student's rights and one's suitability for the field. If a personal situation might impact a student's performance in the field, the advisor and the Internship Coordinator will work with the student to find a site that is a good fit (i.e., seasoned, structured supervisor or selected client population), or if necessary, to work with the student to adjust career goals. In cases where a student's performance, either academic or personal, calls into question their suitability for the field, the Human Services Review Committee may suggest the student seek counseling or other professional services as part of a remedial plan. If the student chooses not to follow this recommendation, the Committee may recommend that the student seek a different major within the university. Such recommendations are subject to the program's and the university's policies and procedures for due process. Consultation with Academic Affairs, and if necessary legal counsel, is available should a very difficult situation with a student arise. Please see Standard 5c (pages 59-60) for a full description of the review process.

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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

a.	Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that: 1. Faculty have education in various disciplines and experience in human services or related fields **Response:** Full time faculty have educational backgrounds in counseling, family therapy, school counseling, social work, geriatrics, child and family services, forensics, public policy and administration, trauma, addictions, and emergency services. All part-time faculty hold at least master's degrees and have significant experience in the field, including in child welfare, mental health counseling, residential treatment, and addictions. (See Appendix G for CVs of full-time faculty and Appendix H for CVs of part-time faculty.)
	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:** All full-time faculty, including those in Psychological Science, hold doctoral degrees. All adjunct faculty have at least a master's degree. (See Appendix G for CVs of full-time faculty and Appendix H for CVs of part-time faculty.)

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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]	
a.	Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum. **Response:** The Human Services Curriculum Committee oversees program planning, policy, and instruction; it meets monthly. The five full-time faculty members provide the majority of instruction. When an adjunct faculty member is assigned a class, the full-time member who usually teaches the course mentors the new instructor until he or she becomes comfortable with the class. The five full-time faculty members also comprise the Human Services Review Committee that reviews student progress and issues, and applications for internship (see policies on review, retention and dismissal in the Program Manual, Appendix A, pages 15-16). The Internship Coordinator, Dr. Krell, works with agencies to secure placement sites, help students find sites, and sets policies for all field-based experiences. The program employs a number of small studies related to curriculum on an ongoing basis (see Standard 4 for details on each study). Any curriculum and program changes are initiated by the HMSV faculty, and then approved by the Department Curriculum Committee, the All-University Curriculum Committee, and ultimately the Provost and President. Since these changes originate with program faculty, the HMSV faculty has control over curriculum content and program policies.
b.	Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. Provide a brief description of how the essential roles are fulfilled in the program **Response:** The faculty has chosen to work collaboratively to fulfill the program roles rather than have one "coordinator." We have used this model for the last nine years and have found it allows us to balance the workflow; members "pinch hit" for one another when illness or other unexpected situations arise. Since we all know the multiple roles, it allows us flexibility in balancing workloads. The model has worked in large part due to the excellent working relationships among the group. However, each faculty member has tasks that he or she takes primary responsibility for: ● Curriculum development: All full-time HMSV faculty ● Curriculum review: All full-time HMSV faculty and adjunct faculty are always welcome ● Instruction: All full-time HMSV faculty and adjunct faculty ● Field supervision: Professor for each individual class and Dr. Krell as Internship Coordinator ● Coordination of pre-registration for Interviewing class: Dr. Krell ● Course scheduling: Drs. Shane and Ryan ● Screening internal transfers: Dr. Krell

- Screening returning students: Dr. Kellner
- Chairing HMSV Curriculum and Review Committees: Dr. Ryan
- Taking minutes of meetings: Rotate among faculty
- Budgeting and monitoring finances: Dr. Shane and Mrs. Feckley
- Catalogue changes: Dr. Krell
- Program planning: All full-time HMSV faculty
- Program evaluation: All full-time HMSV faculty
- Assessment reports: Drs. Kellner and Krell, with other faculty
- Website Updates: Drs. Krell and Kellner
- Awards nomination process: Dr. Williams
- Advisory Committee coordination: Dr. Kellner (2006-18), Dr. Ryan (2018-Present)
- Coordinating Internship Reception: Dr. Krell
- Maintaining program's Facebook Page: Dr. Williams
- Representing program at University-wide Meetings: All faculty members depending on the proposal
- Student advising and monitoring: All faculty

Each faculty member serves as the academic advisor to a group of students and acts as the contact person should the student come to the attention of the Review Committee. If the HSRC recommends a remedial plan for a student, the advisor documents this in a letter to the student.

2. Provide a table matching faculty and staff positions and names with these roles.
Response:

Table 7.1 Faculty and Staff Roles

Essential Role	Primary Responsibility	Secondary Responsibility
Field Supervision	All full time faculty	
Student Advising	All full time faculty	
Fiscal Management	Dr. Shane & Mrs. Feckley	
Student Monitoring	Dr. Krell	All other faculty
Instruction	All full time faculty	
Student Advising	All full time faculty	
Administration	Dr. Shane, Mrs. Feckley, Dr. Krell	
Curriculum Development & Review	All full time faculty	
Program Planning	Drs. Shane, Krell, and Ryan	All other faculty
Program Evaluation	Dr. Kellner & Dr. Krell	All other faculty
Awards Nomination	Dr. Williams	
Advisory Board	Dr. Ryan	

| 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.
Response:

Full-time tenure-track faculty members are evaluated every other year. For the first year, the Chair conducts classroom observations. In the second and fourth years, the applicant submits a portfolio with a narrative that addresses (a) teaching effectiveness, (b) academic advising, (c) continuing scholarship, and (d) professional activities. The Chair, and a Peer Evaluation Committee (PEC) composed of two members elected by the entire department and one chosen by the applicant, review the portfolio and conduct classroom observations. In the third and fifth years, candidates submit a narrative reflecting on their teaching and presenting evidence of scholarly and/or professional work. In the sixth year, the candidate may apply for tenure. In addition to the portfolio, they have the option of requesting a PEC. In each personnel action, the recommendations are then passed on to the Dean of Arts and Sciences, and the Provost, and to the Committee on Tenure when appropriate. |

Full-time tenured faculty members are evaluated as they apply for promotions through a similar process and are also evaluated by the Committee on Promotions. Both the Committee on Promotion and the Committee on Tenure are elected in campus-wide elections that all full-time faculty can vote in. In all the above actions, candidates are given between 7-10 days to respond to the evaluation. Recommendations for tenure and/or promotion are transmitted to the President. Tenured faculty are evaluated every seven years post-tenure by the Dean of their School using the same criteria set for non-tenured reviews. The Human Resources Department maintains all evaluations in personnel files. These policies and procedures are established in the collective bargaining agreements between the Massachusetts State College Association and the Board of Higher Education. The faculty agreement is available at https://mscaunion.org/day-and-dgce-contracts/.

Students also evaluate each course and instructor at the end of the semester. The University employs the SIR-II evaluation system, asking students to rate their professors on the quality of the course, the professor's presentation, how challenging the course was, how well assignments measured learning goals, and perceived fairness of grading. For self-critique, faculty receive the composite ratings from each class, as well as means for similar classes, after they have been processed. These evaluations were not conducted in Spring 2020 when we switched to remote learning half-way through the semester.

The Department Chair conducts classroom observations of all adjunct faculty members each semester. Adjunct faculty whose classroom performance is sub-par, as evidenced by the Chair's observation and/or poor student evaluations, are not re-hired to teach more classes.

Students have been involved in the selection of full-time faculty members. When we have a search for a new faculty member, we invite each finalist to present to a section of one of the classes that they would most likely teach if hired. Before the presentations, the faculty member currently teaching the course works with the students to design an evaluation tool that they will use to evaluate each of the candidates. Interestingly, the last two times that we used this process, the students essentially rated the candidates similarly to that of the faculty on the search committee.

d.	Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.
	Response:
	The members of the Peer Evaluation Committee and the Chair each meet with the faculty member before and after each classroom observation to first discuss the intended goals for the class, and later to discuss how well they were implemented and brainstorm ideas for improvement if there were concerns. The Chair of the Peer Evaluation Committee meets with the faculty member to share their report on the Committee's overall findings; this provides a time to discuss the faculty member's teaching effectiveness as well as other assigned activities.

	Faculty can access the services of the Faculty Center for Teaching and Learning on campus to help revise syllabi and discuss teaching strategies. The five Human Services full time faculty members work very closely together and routinely consult with one another for ways of improving their courses as well as hold longer retreats each semester or two to review program objectives and curriculum. They also routinely reach out to adjunct faculty to offer support and consultation, and they also occasionally join our meetings.
e.	Describe how faculty and staff are provided opportunities for relevant professional development. **Response:** All faculty members receive Continuing Scholarship funds under the statewide union contract. Funds can be used for travel to professional conferences, memberships, subscriptions to professional journals, software, and the purchase of materials that will enhance their ability to perform their professional responsibilities. The total amount available in FY21 is $872 per person; however, since some faculty members do not apply for funds, any unencumbered funds are re-distributed among those faculty members whose expenses exceeded the allotment. Typically, this adds about $100 to the amount distributed to each faculty member who requested funds. Historically, all HMSV faculty have taken full advantage of these funds. These figures are fairly consistent from year to year. Additionally, the Department has funds available for faculty who are presenting at conferences or attending board meetings. The last few years, this has averaged about $400 per faculty member. Occasionally, the University will fund continuing educational opportunities that it considers very important, such as attending workshops on Assessment of Teaching and Learning. Additional monies are sometimes available to new tenure track faculty to help support their research activities. Special grants are available each year, such as this academic year's Dean's Anti-Racism Fund.

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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

a.	Demonstrate how the program 1. Includes cultural competence in program policies, procedures, and practices. **Response:** After the death of George Floyd, the HMSV Faculty posted this statement on our Facebook Page: Dear BIPOC students, faculty, staff, community partners, and their allies: As Human Services faculty, we share in your commitment to social justice. We are strong believers in advocacy, equity, and fairness while acknowledging that for many, there is nothing fair or equal about their ability to live their lives. The history of structural racism in the United States is long and undeniable. The recent murder of George Floyd is but one example of violence against BIPOC (Black, Indigenous, and People of Color). We stand firm in our commitment to educate human services workers who fight to end racism, as well as other insidious forms of inequality. We denounce police brutality. We denounce the structures that perpetuate inequality, and acknowledge the perpetuating systems of racism in our country. Our hearts and actions are with our BIPOC students, colleagues, and friends. We are here to listen, amplify your voices, and do better by you. We value you in our classrooms and communities. Words are not enough for change. We remain firm in our commitment to education, advocacy, and action, not just for our students, but ourselves. We stand united with you. Black lives matter. Lynne Kellner, Megan Krell, Kori Ryan, Christine Shane, and Mark Williams Dr. Ryan and Dr. Zachary Miner from Sociology have secured funding through the Dean's Anti-Racism Fund in order to hold a series of focus groups and interviews with students of color to examine their perceptions of the barriers that prevent them from being successful. They have collaborated with two consultants with expertise in examining academic and community organizations in terms of their approach to anti-racism: Dr. Alyssa Hadley-Dunn of Michigan State University, and Dr. Erica Dotson, of Clayton State University. Dr. Hadley-Dunn and Dr. Dotson, well-versed in running focus groups and trained as teacher-educators in higher education, are familiar with the culture of academia, the power differential between faculty and students, and have the expertise to ultimately work with faculty to incorporate real change to improve the climate of the department. The focus groups will ideally provide us with the next steps in this ongoing process. Finally, in an effort to center the voices of marginalized students, especially students of color, they seek to hire student representatives from this community to assist the consulting team with their process. Not only will this project provide timely and necessary information to help the faculty guide their response, it will provide a unique, high-impact, and paid practice opportunity for two students who likely have experienced obstacles to engaging fully in higher education.

The University assesses all students on their risk level for completing their degrees. Due to societal inequalities that they have experienced, a number of our students of color fall within the high-risk category. Faculty and advisors have access to these ratings, and use them in order to provide additional advising time, out-of-class instruction, or referrals to the various support services on campus.

The Curriculum, and ongoing discussions, is the main vehicle through which we focus on cultural competency on an ongoing basis (see Standard 8b, pages 73-77).

2. Includes cultural competence training for faculty and staff
Response:

Academic Affairs affirmed its commitment to addressing issues of diversity after the tragic killing of George Floyd. Please see letter from the Provost's Office: AA letter on Inclusive Excellence (1).pdf

Dean's Anti-Racism Fund Awardees:
In addition to the funding Drs. Ryan and Miner were provided through the Dean's Anti-Racism Fund mentioned on the previous page, three other projects were funded:

1. Dr. Ronald Krieser, on behalf of the Inclusive Excellence Group, for a faculty and staff development program that includes a book reading group and a speaker series focused on inclusive excellence. The intended impact of this work is to offer faculty and staff the opportunity to engage in discussions and training to promote anti-racism and inclusion, especially in the sciences.

2. Librarian Lori Steckervetz and the Library's Anti-Racism Team for an online/virtual film festival for students and the university community focused on race and the impact of systemic racism. The films selected will focus on historical and contemporary issues around race and society, including criminal justice, voting rights, white privilege, and representations of race in media, as well as films that feature and celebrate Black voices and Black excellence. Participants will be invited to submit a creative work (photo, poetry, short story, film, mixed media, etc.), which the Library will use as a part of a future exhibit.

3. Dr. Denise Sargent and the School of Education for a year-long faculty professional development program to explore equity and social justice issues related to curriculum, instruction, and advising. The School will build on a foundation of connection to engage in a supportive and collegial review of eurocentricity and racial bias as it impacts curriculum, instruction, and advising in order to support authentically inclusive excellence.

Development Day Trainings:
Three times a year, the University hosts a campus-wide Development Day for faculty. These are typically held right before classes start in September and January, and immediately after the May

graduation. Here is a listing of the events that have included, or totally focused on, issues of diversity, equity, and inclusion:

January 12, 2017: Workshops included:
- Understanding our LGBTQ+ Students
- Safe Zones
- Universal Design for Learning, Addressing the Challenge of Learner Variability

The full program can be accessed at:
https://www.fitchburgstate.edu/sites/default/files/documents/2020-10/January-12-2017Agenda.pdf

September 4, 2018: The theme of the day was: "Diversity, Inclusion and Student Success: Expanding Opportunities for Our Students." Workshops included:
- Understanding and Supporting the Social and Academic Needs for First Generation Students
- Incorporating Universal Design for Learning in Higher Education Classroom Setting
- Microaggressions in the College Classroom
- Overcoming Conflict in the Classroom (presented by Dr. Williams)
- Classroom Tools to Defuse Student Resistance
- Foreign Languages as a Vehicle of Communication and Cultural Awareness
- Strategies for Supporting Students on the Autism Spectrum
- Understanding and Supporting the Social and Academic Needs of Male Students of Color
- Resistance as a Relational Variable (Presented by Drs. Kellner and Hancock)
- Aligning your Syllabus with a Culture of Caring

The full program can be found at: https://www.fitchburgstate.edu/sites/default/files/migrated-files/files/AcademicAffairs/Development%20Day/Agenda%20(FINAL)%20w%20Description%20Draft%20Development%20Day%209-4-18(3).pdf

January 17, 2019: The theme of the day was "Inclusion, Equity and Student Success through Advising and Mentoring." Workshops included:
- Achieving Equity and Inclusion: One Institution at a Time, Dr. Debra J. Pérez, Senior VP of Organizational Culture, Inclusion and Equity, Simmons University (Keynote Speaker)
- Anatomy of Advising: Case Studies
- Fostering a Sense of Belonging Through Advising
- Applying a Growth Mindset in Advising
- Balancing Task-Oriented Advising with Relationship-Oriented Advising
- Meeting Students Where They Are
- Advising At-Risk Students: Identifying Non-Academic Barriers
- Advising First Generation Students
- Strategies for Advising a Diverse Student Body

The full program can be accessed at: https://www.fitchburgstate.edu/sites/default/files/migrated-files/files/AcademicAffairs/Development%20Day/FINAL%20PROGRAM%20development%20day%20program_2019.pdf

September 1, 2020: Included a workshop: "Which Black America?" with Dariel Henry, Ed.D., Director of TRIO Programs, Bristol Community College. The full program can be found at: https://www.fitchburgstate.edu/sites/default/files/documents/2020-11/Dev%20Day%20Agenda%20-%20Fall%202020%20-%20FINAL%20%281%29.pdf

Faculty are also informed of external opportunities to increase their cultural competence, such as a series of webinars offered by the New England Educational Assessment Network on "Using Assessment as a Tool for Equity and Inclusion" in Fall 2020.

The Center for Diversity and Inclusiveness
The mission of the Center for Diversity and Inclusiveness (CDI) is to complement and support the university's efforts to reach and foster the understanding and appreciation of different cultures and ways of life that are shared by our diverse Fitchburg State University (FSU) community: Center for Diversity and Inclusiveness.

CDI collaborated with over 20 organizations and departments for 2019-2020 programming, including the Black Student Union, Latin American Student Organization, Gay Straight Alliance, World Integrated Nations, Student Affairs, Office of Student Development, Fitchburg Activities Board, Admissions Office, International Education, Commuter Affairs, Volunteer Center, Residence Life, Special Education, The Crocker Center for Community Engagement, and Food Services. The following presents examples of activities within the last year.

Speaker and Film Series: The CDI regularly hosts educational events for the campus community. Here is a sample from AY 19-20:
- Video Presentation "From the Streets to the Stage," about Monti Washington, a Black man who overcame tremendous odds to fulfill his dream to become a ballet dancer
- "Intelligent Lives" Documentary: Focus on improving the lives of people who are developmentally delayed (in collaboration with the Special Education Department, Crocker Center, and YOU, Inc., a community agency located in Fitchburg.
- *White Privilege – Let's Talk About It* – Discussion facilitated by Dr. William Cortezia and Dr. Diego Ubiera, FSU; and invited panelist Ms. Shelly Errington, Mount Wachusett Community College; Senator Stephen M. Brewer; and the Center for Civic Learning & Community Engagement.

Multicultural Awareness: The CDI typically sponsors or co-sponsors a number of events to increase multicultural awareness each year, including:
- Passover Observance
- Holocaust Remembrance Day
- Ramadan Observance; Chartwells, our food service, provides meals for Muslim students during the month
- Rosh Hashanah

- Mariachi Band
- Day of the Dead Celebration
- South America Night with LASO
- Feliz Navidad Celebration with LASO
- African Drummers with Black Student Union
- Mayhem Poets with BSU & FAB
- Dominican Independence Day with LASO
- Henna Art
- Transgender Vigil with GSA
- Holi (Hindu) Festival

Services for LGBTQ+ Community:
The CDI provides support and advocacy for LGBTQ students. This could be as simple as more gender inclusive bathrooms and increased signage as to where to locate them. The CDI hosted the inaugural observance on campus of International Pronouns Day. To help educate the entire campus community on how to support and include transgender and gender nonconforming students into everyday life practices, the CDI hosted "Trans Students: What We Know and What We Need to Know," presented by Dr. Genny Beeman, Director of the Stonewall Center at UMass, Amherst in fall 2019. Several of the Human Services faculty attended.

Committee Work: The CDI collaborates with student organizations and Academic Affairs:

- Gay Straight Alliance (GSA): After all of its board members graduated in 2019, the CDI helped recruit elected officers and members, and the student organization is once again thriving. Although the annual drag show was cancelled in Spring 2020 due to the pandemic, it is a usually a widely anticipated yearly event.
- Student Affairs Diversity and Inclusion Committee: Under the direction of Dr. Robert Hynes, Associate Dean of Student Support Services, this committee helps institute diversity initiatives. The Committee organized a campus wide listening tour with the aim of identifying steps to becoming a more inclusive environment, understanding challenges within the campus community, and encouraging and creating opportunities to capitalize on our differences. The most significant contribution has been the development of a shared definition of diversity that is inclusive in its understanding:

  Fitchburg State University embraces a commitment to diversity. In essence, we honor and accept the uniqueness of each individual on our campus, while recognizing and respecting the differences amongst us.

  Often, these differences have been construed on the dimensions of race, ethnicity, gender, sexual orientation, ability/disability, socioeconomic status, religious beliefs, and political beliefs; however, other dimensions of difference are relevant and important, as well.

In the spirit of honoring diversity, we commit to go beyond simple *tolerance* of individual differences, and strive to *celebrate* the strength inherent in a community that embraces the diversity within it.

We, as a community, recognize our interdependence, in that our success as a place of higher education is possible only to the extent that our members embrace an ethic of diversity.

● Leading for Change Committee: This committee is associated with the Leading for Change Higher Education Diversity Consortium in Massachusetts and New England. Intentionally focused on students, employees, teaching, and curriculum, the committee and its sub-committees focus on initiatives and outcomes to further the Equity Agenda of the Massachusetts Department of Higher Education, as well as the implementation of Fitchburg State's 2020-25 Strategic Plan focusing on Education Justice and being a student-ready campus. For a full review of the committee's action items, please see Appendix J: Leading for Change.

In 2018, the Leading for Change Committee spearheaded a Campus Climate Survey to gather information on how supported and included students felt. The survey indicated that non-White students do not percieve themselves belonging as much as White students do, although a majority of both groups feel supported. Since this survey was conducted before the many initiatives following George Floyd's death, follow-up surveys will help the University to determine if efforts to address perceived racism and other forms of disenfranchisement are being effective. The full results can be found at: Campus Climate Survey

Multicultural Affairs Council: The council is tasked with aiding the CDI in offering diversified social and educational programming for the FSU community. The structure calls for student representation serving as various chairs, who will develop skills to engage in an increasingly diverse society and to advocate for marginalized groups.The National Latinx Heritage Month events are examples of such programming. In conjunction with the Latin American Student Organization (LASO) and several other offices on campus, the CDI sponsored three lectures (Anti-blackness within the Latinx Community, Mental Health in the Latinx Community, and Latino/a vs Latinx in September 2020), as well as a host of activities that can be viewed in the flyer below.

Courageous Conversations: In Spring-early Summer 2020, following the death of George Floyd, the Leading for Change Committee and the Center for Diversity and Inclusiveness co-sponsored campus-wide virtual open forums called, "Courageous Conversations: All Lives Can't Matter Unless Black Lives Matter." A follow-up of the President's response to the three events can be found at: https://www.fitchburgstate.edu/about/news/followup-courageous-conversations

The first was student-focused, the second employee-focused, and the third welcomed all community members for further discussion on points of the previous two sessions. For those who did not actively participate, summaries of major points were emailed to the campus community. The themes that emerged from the final joint session included FSU's:

- commitment to ongoing personal education and skill development about being anti-racist
- commitment to offices examining policies, procedures, and protocols for bias and making changes
- acknowledgement that we must continue to engage students in substantive ways about the changes that we need to make personally, in departments, and in the university
- acknowledgement that it can feel risky for some employees to stand up in relation to anti-racism, bias, and microaggressions
- commitment to have a better understanding about the progress we are making in pockets around Fitchburg State
- commitment to publicize the progress we are making

	● acknowledgement that our collective work will not be linear and will, at times, be uncomfortable ● commitment to continue the work through the discomfort
b..	Demonstrate how the curriculum integrates cultural competence: 1. Includes but is not limited to student self-awareness of own culture, biases, prejudice, and belief systems and stereotyping. **Response**: The following provides an overview of how the curriculum encourages students to develop cultural self-awareness. For details on particular assignments and activities, please see Standards 20a, 20b, 20c, and 20e. **HMSV 1100 (Intro):** Students participate in experiential exercises and case studies that encourage them to examine their attitudes toward marginalized groups. In the Strengths and Weaknesses Paper, they reflect on their cultural competency skills and how they might improve them. **HMSV 2005 (Diversity):** Self-reflection is a major component of this class; students are repeatedly asked to reflect on their attitudes and beliefs stemming from their upbringings and the larger society as they learn about the experiences of marginalized and oppressed groups. Readings provide a context for understanding such concepts as worldview, identity, stereotyping, discrimination, implicit bias, microaggressions, etc. Students write a self-reflective paper on their identity using Hays' ADDRESSING framework: Age, Developmental and acquired Disabilities, Religion, Ethnicity, Socioeconomic status, Sexual orientation, Indigenous heritage, National origin, and Gender. Students attend a cultural event, lecture, experience, or read a book/view a movie of a group that they have not personally had much knowledge of, and in the follow-up paper, reflect on what they learned and how it has added to their understanding of diversity. Students respond to a number of journal prompts in which they reflect on prejudice and stereotypes, how they see themselves in terms of power and privilege, elements of their personal identity, what they have learned from the class, and what challenges they have identified in terms of their own cultural competency. Experiential exercises allow students to gain insight into issues of power and privilege. **HMSV 3410 (Building Community Supports):** Through readings, and the use of film, media, and small group discussions, students are supported in exploring their personal values, their family values, and societal values regarding persons who are labeled deviant or otherwise devalued. Students are exposed to the values of Person Centered Planning, Social Role Valorization, and advocacy. **HMSV 3600 (Assessment and Intervention):**

Discussing the impact of how culture impacts a client's worldview is a thread that runs throughout the class; students learn how to gear their interactions to better accommodate clients from various backgrounds and situations while using a strength-based perspective. Through the Boundary Profile, students explore how their implicit biases about families impact their work. Readings, classroom discussions, and short exercises help students explore the role of values clarification in working with clients from backgrounds different from one's own.

HMSV 3700 (Professional Issues):
Ongoing class discussions weave the idea of how one's values may impact how one views clients, provides services, or chooses a population to work with. For example, students have very strong opinions on abortion, and this provides an opportunity for them to consider how to uphold the rights of a client who may have different views from them. Readings in *Issues and Ethics in the Helping Professions* (Corey, Corey, & Corey) and select articles, provide a number of self-assessment questions and case studies for the student to reflect on the impact of personal versus professional stances. Through the three Homework Assignments, students reflect on their reactions to various ethical dilemmas and how their values might impact their decisions.

HMSV 3800 (Case Management):
In sharing their experiences from their practicums during class discussions, students often acknowledge uncomfortable feelings. For example, one common theme is struggling with determining when an unkempt home is a danger to a child or elder. They also identify their own cultural identifications as part of an exercise on ecosystemic theory and how their identity impacts or informs their work in the field.

HMSV 4890 (Internship Seminar):
Students use class discussions and the Reflective Learning Summaries as a means to process their observations of their clients and how their beliefs and values impact their interactions with clients. They also discuss in class how their values inform their choice of career path.

2. Includes the development of awareness, knowledge, and skills of diversity and culture.
Response:

The following provides an overview of how the development of these knowledge bases and skills are integrated across the curriculum. For particulars on assignments and activities, please see Standards 11; 12c, d, e, f, g, & h; 13d; 15a & b; 16b & c; 17b, c, & d; 19a, b, d, & e; and 20a, b, c, & d.

HMSV 1100 (Intro):
From this first class in Human Services, cultural differences are embedded within readings, class discussions, and assignments. The text, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin), was chosen because of its inclusion of issues of diversity and emphasis on the role of cultural competence. Several chapters help the student to understand how discrimination

impacts the functioning of particular groups and assumptions underlying service delivery. The *State Boys Rebellion* (D'Antonio) raises questions about how we define normal and the impact on people who do not "fit the mold." Classroom exercises and case studies that help students to understand systemic causes and implications of poverty are woven throughout the semester.

HMSV 2005 (Diversity):
This is the focus of the entire course, through readings, discussions, exercises, and assignments. Efforts are made early in the semester to develop a trusting atmosphere in the class so that students feel comfortable discussing their feelings and issues that can be discomforting. Students read many articles and chapters covering various marginalized and oppressed groups and the skills needed in working with clients of diversity. They discuss preconceptions and stereotypes that are common in our culture, and are encouraged to reflect on how their own backgrounds might impact their work. Experiential activities on topics such as white privilege, disabilities, or intersectionality provide a means for students to gain insight into the realities of different people. Videos, art, and music of various cultures demonstrate the variations in how people celebrate, mourn, and mark life traditions. The Diversity Immersion Experience allows students to experience a group that they do not personally identify with or have much knowledge of.

HMSV 2050 (Research Methods):
Students read about the importance of cultural issues in designing needs assessment and surveying instruments; they also practice constructing surveys that are culturally relevant to the populations in question.

HMSV 2500 (Interviewing Techniques):
Over the course of the semester, students interview role-played clients representing various cultural backgrounds and issues of marginalized people in our society. They reflect on the impact of cultural identifications and differences between practitioner and client in class discussions and in written assignments. Readings and assignments help students to become aware of the impact of diversity in both verbal and non-verbal communication and the resources that are available for various groups. Students reflect on their comfort levels with culturally-bound practices such as handshaking, eye contact, and silence through the use of videos, photos, and class discussions.

HMSV 3000 (Managing the Non-Profit Agency):
Students reflect on the differences in provision of services and community support for individuals from various ethnic, economic, and cultural backgrounds through small group discussions, readings, and personal stories. In addition, the socialization of males and females, and the implications that has on service delivery, is examined. Mission, budgetary issues, workforce management and political policies and procedures as they affect non-profit organizations are woven into the course.

HMSV 3410 (Building Community Supports):
Students learn about the struggles of those with disabilities and other challenges and how to collaborate with clients from a respectful, strength-based perspective.

HMSV 3600 (Assessment and Intervention):
This skills-based class builds on Interviewing Techniques by introducing advanced skills from a strength-based perspective and various interventions that students may use in the field, such as CBT, confrontation, assertion training, etc. Readings and class discussions highlight the role of culture in how one receives services and how to adjust these services to align with the client's worldview. Practice interviews and class exercises help students to learn how to develop rapport with clients of various backgrounds and views. Two self-reflection papers, the Boundary Profile and parts of the final reflective paper, allow students to consider how their own preconceptions and comfort with various ideas and traditions impact them as practitioners.

HMSV 3700 (Professional Issues):
This class examines the ethical implications of current events, with an emphasis on how they impact marginalized populations. Readings highlight the ethical mandate of developing cultural competency and offer a number of self-assessment tools to foster self-reflection. Case studies present real-life situations that often bring up cultural issues. Students must consider their own views and preconceptions as they go through a Decision-Making Model in order to resolve ethical dilemmas throughout the course.

HMSV 3800 (Case Management):
Students are exposed to a diverse range of populations in the placement sites. Class discussions elaborate on how cultural variables may impact a client's view of the world and identify available resources. Students apply systems theory in order to understand the individual client within the larger frame of one's family, community, society, and time-period. In the two oral presentations, students include observations of the client's cultural background as well as that of agency staff, and what their host agency does to nurture cultural competence in staff. They learn how to take cultural factors and socioeconomic status into consideration when designing service plans and how cultural variables may impact how one presents during a mental status exam.

HMSV 4890 (Internship Seminar):
Students learn about a diverse range of populations from ongoing class discussions of their clients and the importance of culturally aligned interventions. In the Final Reflection Paper, students reflect on cultural issues that they observed or encountered in the field. Site Supervisors assess how well the student "exhibits cultural competency" on a 5-point scale on the final evaluation.

PSY 1200 (Lifespan Development):
The role of diversity upon human development is embedded into the entire course and textbook, *Exploring Lifespan Development (*Berk). Each of the 13 discussion board postings, the two Across the Lifespan essays, and the Final Project asks students to consider social and cultural aspects that impact human development.

PSY 2350 (Abnormal Psychology): The text, *Essentials of Understanding Abnormal Behavior* (3rd ed.) (Sue, Sue, Sue, & Sue) is known for its multicultural emphasis. The Case Study examines the impact of cultural background in terms of the development of various behaviors.

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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

a. Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.
NOTE: *provide the reader both with a program budget and with a description of how to read and interpret it.*
Response:

The following budget for FY 20 is typical for the Human Services program:

Full Time Faculty	402,967.34
Adjunct Faculty	23,445.96
Administrative Assistant	69,995.90
Miscellaneous*	2000.58

* The Behavioral Sciences Department covers expenses for supervision travel, office supplies, membership fees, teaching materials, honoraria, food (Chartwell's), student conference fees, and the few technology needs that the University does not supply. Departmental expenses for FY20 totaled $6251.84, and Human Services comprises 32% of the total allocation, so that calculates to be $2000.58. This was a slightly lower amount than usual due to Covid-19 and faculty not being on campus to use supplies, order food for events, or travel to internship sites. The University pays for IT support, laptops and library materials, copying and printing, paper, letterhead, water, telephone, postage, etc. out of a centralized budgeting process. We have found these allocations to meet our needs.

b.	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, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population. **Response:** Dr. Megan Krell receives a one-course reduction each semester as compensation for Internship Coordination. Faculty teaching the internship seminar are expected to visit the hosting agencies; Internship Seminars are limited to nine students per semester and the seminar is considered equivalent to a 3-credit teaching load, or one course. Attempts are made to group students in seminars somewhat geographically to make it easier for faculty to visit field sites.
c.	Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration. **Response:** One full-time very knowledgeable and talented Administrative Assistant, Gail Feckley, supports the three undergraduate programs in the Behavioral Sciences Department and the graduate program in Counseling. Since all faculty members have ready access to the necessary technology (computers, printers, etc.), most prepare their own course documents, correspondence, and other materials, freeing Mrs. Feckley to concentrate on departmental business and student needs. On occasion, students have helped with particular projects, such as assisting Dr. Krell in updating the Field Placement database. This level of professional support meets the needs of faculty, administration, and students.
d.	Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration. **Response:** Faculty are provided laptops that are updated on a three-year cycle. The University is continuously updating technological resources for all constituents, and there is a campus-wide wireless network, which includes green spaces and parking lots. The Hammond and McKay buildings house open computer labs that are currently running on Windows 10 virtual desktop systems or iMacs. They offer a convenient place to study and do research. All classrooms include computers (Mac and/or Windows), laptop hookups, ceiling- mounted projectors, Apple TV, and sound systems. Faculty can request additional resources such as document cameras, and rooms with SMART Boards. The Classroom Technology Guide can be accessed at https://www.fitchburgstate.edu/sites/default/files/documents/2020-11/classroom_technology_guide.pdf.

Faculty, administrators, and students all have access to Google drives and file shares to save their work and share with others as appropriate. Information Technology hosts a range of trainings for faculty throughout the year. In addition, the Help Desk is open six days per week. The IT Call Center provides email, phone, chat, and remote support options 365x7x24. Before Covid-19 mandated social distancing, IT maintained walk-in hours while most classes and faculty were on campus, including early evenings. Currently, if an issue cannot be resolved remotely, appointments are made for in-person service.

In the fall of 2019, the University switched email and other services to the Google G-Suite Enterprise platform. This has allowed a smoother transition between students and faculty since all are now on the same system. In anticipation of the move, Information Technology offered workshops to faculty and staff on the changes. It also hosts an extensive webpage detailing facets of the platform: Google G Suite

When the university switched to all remote learning in March 2020 due to the pandemic, classes were cancelled for one week and faculty were offered many workshops on how to use and integrate technology into their classes. These included workshops on how to use various forms of technology such as Google Meet, Google Chat, and Zoom. Faculty could attend these workshops live and be able to ask questions, or they could view recordings at their leisure. Information Technology posted information on best practices in remote teaching and maintained separate links on remote resources for faculty and students with instruction that was pertinent to each group. Additionally, Information Technology provided (and continues to provide) loaner laptops for students who did not have any when we switched to purely remote learning or wifi hotspots for students whose internet speed was inadequate. For an overview of the services offered, please see:
Remote Teaching & Learning Resources

The Adaptive Technology Lab offers a number of programs to assist students with various learning challenges. Some of the software that is available include:
- Dragon: allows one to put their voice to work to create reports, emails, forms, etc.
- Braille: provides Braille translation with intuitive controls directly from Microsoft Word and Excel. The platform has graphics editing software; the VP Formatter can quickly translate text to Braille and convert images to Tactile Graphics.
- Capti Voice: an offline and online reading support tool that can create playlists with textual content that can be narrated in over 20 languages. Capti offers easy access for digitizing PDFs and images to make them accessible, contextually-aware reference tools for vocabulary building, active reading tools, etc.
- Jaws: provides access to today's software applications and the internet for people who are blind or vision impaired. It streamlines keyboard functions, automates commands, and eliminates repetition.

		● ZoomText Magnifier/Reader: provides an integrated magnification and screen reading software program for computer users who are vision impaired that allows students to see and hear the computer with perfect clarity.
		Students may also borrow digital audio recorders or a Smart pen: a ballpoint pen with an embedded computer and digital audio recorder that when used with digital paper records what it writes for later uploading to a computer, and synchronizes those notes with any audio it has recorded.
		Each program on campus has a designated librarian, although all available librarians will help students and faculty when they are free. Human Services was previously assigned Ms. Linda LeBlanc as our designated librarian, and more recently this has shifted to Mr. Asher Jackson. Both have assisted professors by providing library instruction, such as two days of instruction to the students in the Introduction to HMSV class to help them with their research assignment. The library has created a Human Services Research Guide that is attached to our Blackboard sites; it contains information on how to find articles and books, links to relevant databases and the APA Citation Style Guide. Librarians sometimes serve as co-instructors, such as Ms. LeBlanc who has served as an embedded librarian in the Abuse and Neglect within the Family Class (HMSV 3500). As a co-instructor, she had access to the course Blackboard site (except for grade center) and posted many relevant links, such as databases tailored for particular assignments, rules for APA citations, and how to narrow search terms. She also visited the class early in the semester to introduce herself and show the resources available; including how to do live chat or set up an appointment online. Dr. Kellner has integrated Ms. LeBlanc as an embedded librarian for seven years, and Dr. Ryan is now doing so as well. About 75% of the students report that this has been very helpful. Please see Appendix I for the full Library Report of resources.
e.		Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration. **Response:** The University recently upgraded the physical spaces allocated to the Behavioral Sciences Department. In Fall 2017, the Department moved across campus to its present home in the McKay Education Building. Classrooms on the second floor (where most of our classes meet) were renovated. All classrooms, whether old or new, are technologically equipped. Faculty have newly constructed, aesthetically pleasing offices that easily allow room to meet with one or two students. A small conference room that accommodates six people comfortably is available for meetings; Mrs. Feckley coordinates reservations for the room to help avoid more than one group planning to use it at a time. The department also holds larger meetings in a room downstairs that accommodates the 17 full time faculty, Mrs. Feckley, and any guests for our monthly meetings. A separate room for mail and xeroxing provides a private place for faculty to utilize these services. There are two rooms dedicated to an interpersonal skills labs with a one-way mirror and recording equipment. Students have access to three lounge rooms where they can meet privately with one another. Two have tables and another is more of a living room set up. There are also several

sitting areas where students can study or meet. A computer lab on the first floor allows students to "run down" and print something quickly. We have again been under renovation for the past year; this latest re-modelling entails detaching our wing of the building from that of the Public K-8 school on campus in order to provide tighter security for the children. The café was recently expanded; it serves as an informal place for faculty and students to connect.

Additionally, the library offers varied work spaces for students, including an information commons computing area, active study spaces on the first and second floors, and quiet study spaces on the library's 3rd and 4th floors. There are eight small study rooms that accommodate one or two students and can be reserved online; each contains a conference table, white board, and computer. Nine large study rooms, each containing a conference table, white board, media viewing equipment, and Apple TV can also be reserved. A media production room is available to faculty and students to practice presentations or produce media (See Appendix I, Table 7, page 15, for a full description).

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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

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

Response:

We have close relationships with faculty at our two closest feeder schools, which allows them to be familiar with our requirements when advising their students. Information on the plan of study is posted on the program's webpage https://www.fitchburgstate.edu/sites/default/files/documents/2020-10/BEHSCI_Human%20Services.pdf) and in the Human Services Program Manual (See Appendix A, pages 5-9). We had a formal articulation agreement with Quinsigamond Community College, about 25 miles south of our campus: QCC_Human_Services_articulation.pdf. Although this agreement expired in 2018, and we have not officially re-negotiated it since we are about to introduce a new LA&S curriculum in fall 2021, we still honor it. QCC is eager to renegotiate it.

The Commonwealth of Massachusetts has developed what it calls "A2B Maps" (Associates to Baccalaureate) for the various programs and institutions within the system so that it is easier for students to transfer from community colleges to state universities or the University of Massachusetts systems. The website allows students to develop a plan so that their classes will count upon transfer: https://www.mass.edu/masstransfer/a2b/mapped/socialwork_fitchburg.asp?from=1&ccprog=Social+Work+Transfer+(AS)

The following spreadsheet offers specific information for students transferring from the community colleges that we receive the bulk of our students from: HMSV MassTranfer and Additional Transfer Agreements (2).pdf.

Upon acceptance to the university, transfer students work with Heather Thomas, the MassTransfer Coordinator, who will clarify course equivalencies so that they can plan their future program of study, which they will review later with their Human Services advisor. Students transferring with an associate's degree in human services tend to have few problems transferring credits. If a student is entering without the background in HMSV, they must immediately start the Intro to HMSV class their first semester at FSU in order to complete the sequence of courses within a four-year college experience. Occasionally, when a transfer student enters FSU with previous professional experience, we will allow the student to take the Intro to HMSV class and Interviewing Techniques simultaneously so that they can complete these prerequisites courses in order to take upper level courses.

Students transferring from a community college where they took Introduction to Human Services may not have had an associated practicum experience, thus leaving their pre-internship practicum hours deficient. Most of these students elect to take an additional class with a practicum (e.g., Crisis Intervention, Managing the Non-Profit Agency, or Group Work) or add on hours to the required Case Management class. Students who have maintained employment at a human services agency for at least six months may request that the Human Services Review Committee consider accepting their work experience in lieu of up to thirty hours of practicum experience attached to the Intro course. The employment supervisor will be asked to substantiate the experience by completing the Supervisor's Evaluation of Field Experience form normally used for the Intro practicum.

A few students, mostly with years of experience in the field, receive credit through the "Life Experience Credit Award Program" by documenting their professional proficiency as it relates to the requirements of an identified course. The student and a faculty member develop a contract identifying goals, how they will work together, course readings and expectations, and particular projects to demonstrate the competencies of the identified course Life Experience Credit Award Program Application Name: _____ ID: @_____ Advisor:_____). The end product is a portfolio and is evaluated using the established criteria: Life Experience Credit Award Program Evaluation Name: _____ ID: @_____ Advisor: _____.

Some students take advantage of the College-Level Examination Program (CLEP) that allows them to test out of 3-12 credits of a foreign language. Those who had taken French, Spanish, or Latin in high school, or grew up with another language as their native one, or had extensive experience with another language may take the exam in order to fulfill credit requirements.

Students may also take advantage of doing a Directed Study with a faculty member. This involves identifying a focus, learning objectives, course requirements, and a schedule of meetings between student and faculty member. Students must complete the following form: FSU Special Studies Request Typically, a handful of HMSV students will take advantage of this opportunity to focus on an area of special interest each semester. Here is a sample of projects that students have done: administration in HMSV agencies, Autism Spectrum Disorders, childhood trauma, revisiting birth order through a cultural lens, school/HMSV collaborations, responding to natural disasters, services for the LGBTQ community, and art therapy. Often the independent study takes the place of an elective in the major.

If a student has taken a course at another institution and has not received transfer credit, they can present the syllabus to their advisor to begin the process of filing a Student Petition to have the course in question transferred in as an equivalency:
https://www.fitchburgstate.edu/sites/default/files/documents/2020-10/petition_stat_reader.pdf

They must provide the syllabus and any other documentation they may have along with the Student Petition. Once the advisor approves the request, it is forwarded to the department Chair, the professor who usually teaches the course (if outside the Chair's department), and the academic dean. Students who have taken courses in other states or private institutions are the ones most likely to use this process, since most of the public instate courses have clear transfer equivalencies.

b.	Describe how students receive this information. **Response:** Students who transfer from an associate's program first receive notification from the registrar's office of which classes have transferred in. They then meet with their academic advisor in the HMSV program in order to review their plan of study and clarify any questions the student may have. Advising is often a time that faculty discuss options of independent studies and how to get life experience credits, if appropriate. Students can also access this information through the Human Services Program Manual, pages 5-9 (See Appendix A).

Matrix Illustrating Relationship of Required Courses to Curriculum Standards

1. Download current Matrix-Baccalaureate from the CSHSE Website http://www.cshse.org/forms.html
2. The completed Matrix must be inserted at this point in the self-study template.

Council for Standards in Human Service Education Self-Study Template

BACCALAUREATE DEGREE IN HUMAN SERVICES

July 2020

II. CURRICULUM: BACCALAUREATE DEGREE

The paragraph preceding each standard describes the context for the standard. The specifications following each curriculum standard define the content for the associate degree in human services. Each higher level of degree requires both additional content and a greater depth of knowledge, theory, and skills. The curriculum standards are divided into two parts: (A) Knowledge, Theory, Skills and Values, and (B) Field Practice. Note that critical thinking is included throughout the Specifications through words such as analyze, assess, appropriately respond, etc.

NOTE: *All courses identified on the Matrix as complying with a particular Standard and its Specifications must be included in the narrative for Standards 11-21. If a program has specific concentrations, identify the specific core courses in the concentration that comply with a Standard and its Specifications.*

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.**
Specifications for Standard 11: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]
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.*
Note to Reader: Please see Appendix E (Class Materials) for examples of assignments and teaching materials.

a.	The historical roots of human services as a discipline and profession. **Response:** **HMSV 1100 (Intro):** Students are introduced to the historical roots of human services through assigned readings in *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)*. Martin's text was chosen because it anchors information within various human services settings and includes diversity issues in almost every chapter. Chapter 1 defines the field, common duties of workers, and educational requirements for various positions. Chapter 2 traces the history of human services from its English roots to current services and emerging issues. Chapters 5-11 introduce services and practice settings as well as highlight issues of diversity for various constituents: children, adolescents, elders, people with significant mental health or medical issues, and people who are homeless. **HMSV 3000 (Managing the Non-Profit Agency):**

	Students view a PowerPoint focusing on the history of human services, including contributions by Wolfensberger and Osborn on social role valorization. They read "On Being Nonprofit: The Bigger Picture" (Harvard Business School), which traces the origins of charitable and human service organizations. **HMSV 3410 (Building Community Supports):** Two PowerPoint presentations provide an historical overview of the field: "The Social Service System in the USA" and "An Historical Overview of Human Services." Students read *The Principle of Normalization In Human Services* (Wolfensberger) and "An Overview of Social Role Valorization Theory" (Osburn) to gain an understanding of philosophical shifts in the field.
b.	Historical and current legislation affecting human service delivery. **Response:** **HMSV 1100 (Intro):** Students are introduced to how legislation impacts service delivery through assigned readings in Martin's *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)*. Chapter 2 traces past and present legislative efforts to help the poor. Chapter 4 introduces advocacy and lobbying skills. Chapters 5-7 provide an overview of legislation regarding child welfare, mental health service delivery, and those with developmental delays, respectively. Chapter 11 informs students of the parameters that various human service practitioners can legally assume. Chapter 13 discusses how victims of intimate partner violence, rape and sexual assault, and hate crimes are impacted and the legal response. Chapter 15 addresses how various legal systems impact responses to problems related to globalization, such as pandemics and health concerns, human trafficking, the mistreatment of indigenous people and refugees, LGBT individuals, and genocide. Additional readings provide more in-depth coverage of special topics: • *The State Boys Rebellion* (D'Antonio) provides an historical exposé of how the rebellion of a group of men committed to a state institution sparked significant legislative reform. • The article "Americans with Disabilities: Advocacy, Law and Human Services" (Shane) provides an overview of laws impacting those with disabilities. For the Policy to Practice Paper, students critique one of four current policy proposals: drug testing for welfare recipients, changes to SNAP benefits, needle exchange programs, or family cap on TANF policies. **HMSV 2005 (Diversity):** The class explores the impact of legislation on service provision for marginalized individuals and groups. Students read "Bias in Service Delivery" (Diller, *A Primer for the Human Services,* Chapter 8) and discuss the case studies illustrating the impact of social, racial, and cultural attitudes on service delivery. They also watch and discuss the documentary "13th" by filmmaker Ava Duvernay on the history of racial inequality, and the disproportionate number of African-

Americans in prison in the United States. Drawing from a book, essay, documentary, podcast, or other media, students analyze the impact of attitudes on legislation and service provision affecting a marginalized person or group.

HMSV 3000 (Managing the Non-Profit Agency):
Students learn about state and federal legislation impacting human service delivery models. They read "Nonprofit Law" (Hopkins, *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors, Chapter 10).

HMSV 3410 (Building Community Supports):
A PowerPoint presentation, "Anti-discrimination Laws," details how legislative changes impact service delivery. Several readings help students to apply their understanding of legislation to various constituents, including:

- "An Overview of Social Role Valorization Theory" (Osburn)
- "The Long-Term Care System for the Elderly" (*Long-Term Care for the Elderly,* Stone)
- "Brief: Children's Mental Health: What Every Policy Maker Should Know" (National Center for Children in Poverty)

HMSV 3700 (Professional Issues):
Current events are frequently discussed in class; for example, an NPR piece on the consequences of how therapists are required to turn over their records on children seeking asylum to immigration authorities, or how the Texas legislator is considering a bill that would allow licensed mental health providers to refuse treatment to those whose religious beliefs do not align with theirs. For the Current Events Paper, students select a piece from the media detailing a political or current event and analyze how well the policy or actions of others align with the values set forth in the National Organization for Human Services Code of Ethics.

c.	How public and private attitudes influence legislation and the interpretation of policies related to human services. **Response:** **HMSV 1100 (Intro):** The textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin), provides an in-depth analysis of many public attitudes that have impacted public policy regarding human problems. Chapter 1 introduces the theoretical underpinnings of public policy, and Chapter 2 places it within historical context. Chapters 3 & 4 help the student to look at the ethics behind public policy and how to use advocacy skills to impact it. Chapters 5-10 examine how attitudes have influenced service delivery for particular populations. Chapter 15 extends this analysis to global issues. Additional readings include:

- *The State Boys Rebellion* (D'Antonio) reveals how early 20th century attitudes toward disability and orphaned children led to inhumane treatment, and how changing attitudes in the second half of the century supported significant change.
- The article "Americans with Disabilities: Advocacy, Law and Human Services" (Shane) traces the history of how attitudes have influenced legislation and service provision.

Through ongoing discussions, students identify myths and stereotypes that have informed policy and the underlying roles of racism, sexism, fear, etc. This context is provided throughout the semester, particularly when discussing policy regarding poverty, diversity, and individuals with disabilities. For the Policy to Practice Paper, students examine how changing public and private attitudes influence legislation for one of four current policy proposals: drug testing for welfare recipients, changes to SNAP benefits, needle exchange programs, or family cap on TANF policies.

HMSV 2005 (Diversity):

Students apply the concept of implied bias to attitudes about marginalized groups that have shaped public policy and service provision. Class discussions on current events, such as political issues, immigration, and health care, help students to understand the current context of public policy and service delivery. Discussion of case studies in "Bias in Service Delivery" (Diller, *A Primer for the Human Services,* Chapter 8) provide a forum for students to further explore the impact of social, racial, and cultural attitudes on service delivery. The documentary *13th* explores the impact of racist attitudes in the criminal justice system.

HMSV 3000 (Managing the Non-Profit Agency):

Through articles and particularly current media (radio, television, and the press), students are provided a forum for debating and analyzing policies pertinent to human services administration and service delivery. They read "The Big Picture: The Role of Nonprofits in American Life" (Glavin, *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors, Part I).

HMSV 3410 (Building Community Supports):

Students view the Yates slide show presentation on an individual, Ken Zawicki, who transitioned from Wrentham State School to the community; the focus is on valued social roles. Several readings highlight how attitudes shape policy, including:
- Judge Rothenberg Center website: describes multiple programs based on a philosophy of the least restrictive environment
- "Brief: Children's Mental Health: What Every Policy Maker Should Know" (National Center for Children in Poverty)
- "The Right to Parent" (Heller School for Social Policy and Management, Brandeis University) on parents with disabilities

HMSV 3700 (Professional Issues):

Current events are frequently discussed to illustrate how attitudes and values impact legislation; an NPR piece on how foster parents may refuse to care for children whose values are different from theirs is one example. Students discuss the impact of current attitudes in two written assignments:

- In the Current Events Paper, they analyze how well a policy or event aligns with the values set forth in the National Organization for Human Services Code of Ethics.
- For the Real-Life Ethical Dilemmas paper, students identify a dilemma that they have observed personally or professionally (or find an article describing one) and analyze systemic factors that contributed to the situation, including public attitudes and values.

HMSV 3800 (Case Management):
Relevant legislation and policies are discussed as students present their 90-hour practica experiences through the initial and final oral presentations and ongoing class discussions. These include protection laws governing children, elders, and persons with disabilities; guardianship laws; adoption and foster care regulations; and civil commitment laws.

HMSV 4890 (Internship Seminar):
Students learn about the impact of public and private influences on agency policies through their field placements; by sharing their observations, they gain insight into how attitudes, policies, and legislation impact constituents at various agencies. Site Supervisors evaluate students' performance on how well they "demonstrated awareness of contemporary issues and trends in the field" on a 5-point scale on the final evaluation form.

d.	The broader sociopolitical issues that affect human service systems.

Response:

HMSV 1100 (Intro):
Students are introduced to the various systems of governance, the role they play in the creation of policy and law, and how they impact service provision. Class discussions highlight current issues and attitudes that influence human service delivery. Chapter 2 in *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin), provides an historical perspective on how past social attitudes influenced responses to social problems. Chapter 14 highlights common issues in rural America, including poverty, substance abuse, and discrimination faced by ethnic minorities. Chapter 15 discusses how social ills such as human trafficking and the transmission of disease have flourished due to globalization. Additionally, excerpts from *The State Boys Rebellion* (D'Antonio) highlight how changes in public values resulted in lobbying and legislation for better service delivery. The article "Americans with Disabilities: Advocacy, Law and Human Services" (Shane) provides a context for understanding why services for those with disabilities have changed over the years. Students analyze how current sociopolitical attitudes impact policy

proposals for drug testing for welfare recipients, changes to SNAP benefits, needle exchange programs, or family cap on TANF policies for the Policy to Practice Paper.

HMSV 2005 (Diversity):
One of the key learning objectives of this course is to help students develop an understanding of the broader sociopolitical context in which we live and how that impacts their work as human services practitioners. To that end, students read the following:

- "Understanding Racism, Prejudice, and White Privilege" (Diller, *A Primer for the Human Services,* Chapter 4)
- "Baby Boomers are Taking on Ageism –and Losing" (DePillis)
- "Social Class" (Choudhuri, Santiago-Rivera, & Garrett, *Counseling and Diversity*, Chapter 9)
- "Oppression, Power, and Privilege" (Choudhuri, Santiago-Rivera, & Garrett, *Counseling and Diversity*, Chapter 4)
- "Racial Microaggressions in Everyday Life" (Sue et al.)
- "Sizeism is a Health Hazard" (Chrisler & Barney)
- "Neurodiversity, Quality of Life, and Autistic Adults: Shifting Research and Professional Focuses onto Real-Life Challenges" (Robertson)

HMSV 3000 (Management of the Non-Profit Agency):
Students gain insight into how organizations can flourish with the input of diverse individuals, ideas, and unanticipated events by reading "Systems Thinking, Systems Tools and Chaos Theory" (Free Management Library). They also read sections of McNamara's book, *Consulting and Organizational Development*.

HMSV 3410 (Building Community Supports):
The following readings and ensuing discussions allow students to explore how sociopolitical issues impact program design and service provision:

- *Weekends at Bellevue* (Holland) provides a true account of the workings inside a New York City psychiatric hospital.
- *The State Boys Rebellion* (D'Antonio) chronicles the story of a number of men confined within a state school.
- "The Right to Parent" (Heller School for Social Policy and Management, Brandeis University) describes how activist Robyn Powell is fighting for the rights of parents with disabilities.

HMSV 3600 (Assessment and Intervention):
Kantor and Neal's article "Integrative Shifts for the Theory and Practice of Family Systems Theory" details how roles within the family are embedded within a larger context of values and implicit expectations. Through class discussions, students share how their cultural backgrounds impact structure and roles in their families of origin. Students then apply these concepts in the

Boundary Profile paper through a self-assessment of their own families and how learned expectations, roles, and values may impact their interactions with clients, particularly those with different family paradigms.

HMSV 3700 (Professional Issues):

One of the goals of this class is to help students to view issues as contextual and dimensional, rather than as black and white. In doing so, students consider the cultural background and societal status of the individuals and families they will serve. Two readings help reinforce this perspective:

- "Multicultural Perspectives and Diversity Issues (Corey, Corey, & Corey, *Issues and Ethics in the Helping Professions*, Chapter 4)
- "Class Differences" (APA Monitor on Psychology, February 2015)

For the Real-Life Ethical Dilemmas paper, students identify broader systemic factors that contributed to a professional dilemma that they have observed through personal, work, or practicum experiences.

HMSV 3800 (Case Management):

This theme is woven into the course as students discuss observations from their practicum sites. In their Initial and Final Case Presentations, students comment on systemic issues that impact their clients, and how the host agency tries to address those needs in a culturally competent manner. For the Final Case and Agency Report, they analyze a video of an intake interview, including the cultural identification of the client, the impact of socioeconomic factors, and how culture may play a role in the interactions between the interviewer and the interviewee. Several readings add to the student's theoretical and practical knowledge:

- "Applying the Ecological Model: A Theoretical Framework for Human Service Workers" and "Cultural Competence" in *Fundamentals of Case Management Practice* (Summers, Chapters 3 and 4)
- "The Social-Ecological Model: A Framework for Prevention" (CDC)

HMSV 4890 (Internship Seminar):

Students share their observations of the impact of broader socio political issues on client needs and how various agencies address these through class discussions and their Agency Professional Development Workshop presentations. Internship supervisors rate students on how well they "demonstrated awareness of contemporary issues and trends in the field" using a 5-point scale on the Site Supervisor's Evaluation form.

2. **Human Systems**

Context: The human services professional must demonstrate 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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

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.*

a.	Theories of human development. **Response:** **HMSV 3600 (Assessment and Intervention):** The four interviewing scenarios help students to apply their knowledge of human development and cohort issues while conducting intakes and developing treatment plans for their role-played clients. Several readings focus on theories of why, or how, people change or have trouble doing so, including: • Wolin and Wolin's "The Challenge of the Troubled Family" (Chapter 1 in *How Survivors of Troubled Families Rise above Adversity: The Resilient Self*) covers both healthy and unhealthy influences on human development. • "Reinforcement: Better than Rewards" in *Don't Shoot the Dog (Pryor)* provides an overview of behavioral theory. • "Stages of Change" (Prochaska & Norcross) provides a framework for understanding clients' readiness for change. **HMSV 3800 (Case Management):** During class discussions and the two oral presentations, students provide background information on developmental stages and issues of their clients. Students interview and complete a full psychosocial history on a peer in which they include the interviewee's developmental history, along with any pertinent lifespan issues of family members that may have impacted them. The textbook, *Fundamentals of Case Management Practice* (Summers), provides several chapters that include a developmental lens and offer practical suggestions for obtaining a developmental history, including: • "Applying the Ecological Model: A Theoretical Framework for Human Service Workers" (Chapter 3) • "Documenting Initial Inquiries" (Chapter 14) • "The First Interview" (Chapter 15) • "Social Histories and Assessment Forms" (Chapter 16)

Students also read the CDC's "The Social-Ecological Model: A Framework for Prevention" on the role of physical, psychological, social, and cultural factors on the development of the individual.

HMSV 4890 (Internship Seminar):
Students integrate what they have learned about human development from previous coursework in order to better understand their clients and develop appropriate interventions through experiences at their placement sites and class discussions.

PSY 1200 (**Lifespan Development):**
This is a required LA&S course for all Human Services majors. As the name suggests, it covers the full range of human experience from prenatal to death, and looks at these stages in terms of physical, emotional, social, and cognitive development. Weekly online quizzes call on students to recall information from the textbook, *Exploring Lifespan Development* (Berk.) Each of the 13 discussion board forums, based on the readings, asks students to reflect on various theories of human development. The Across the Lifespan Essay # 2 requires students to integrate both knowledge and theories. The final project requires students to reflect on various components of the human lifecycle.

PSY 2350 (Abnormal Psychology):
All Human Services majors are required to take this LA&S course; it presents an overview of the symptoms associated with each of the major diagnostic categories described in the current edition of the Diagnostic and Statistical Manual of Mental Disorders. Subjective experience of the disorders, their etiologies, and treatments are addressed. Students read *Essentials of Understanding Abnormal Behavior* (Sue, Sue, Sue, & Sue, 3rd ed.) and the information is reinforced by the 11 quizzes that students take before the corresponding lectures, as well as the three exams.

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b. | Small groups:
Overview of how small groups are used in human services settings

Response:

HMSV 1100 (Intro):
The textbook, *Introduction to Human Services: Through the Eyes of Practice Settings* (Martin, 4th ed.) introduces how groups are helpful for different age groups and issues. The instructor provides examples of leading support groups from previous clinical experience. Students who plan to do group work as a major focus in their work are encouraged to take the elective course Group Work in which they construct and lead two role-played groups, learn more about dynamics and types of groups, and reflect on their skills. Those who plan to work in the substance abuse field are encouraged to take another elective, Addictive Behaviors, in which they attend a 12-step group and write a paper on the process, group dynamics, and impact of the group on them.

HMSV 2050 (Research Methods):

Students read a how-to guide on how to conduct focus groups and critique videos of effective and ineffective focus groups. Several times, students have prepared to hold focus groups of alumni by developing questions, creating a script, etc. Although they did all the prep work, weather and the pandemic interfered with them actually carrying out the groups last year.

HMSV 3600 (Assessment and Intervention):
Students engage in role-plays of helping groups, such as those for addictions or parenting skills, as they practice solution focused interviewing skills. They also read a chapter on working with groups in their text, *Interviewing for Solutions* by DeJong and Berg.

HMSV 3700 (Professional Issues):
The Group Membership Exercise allows students to experience the consequences of groups that have not been well planned. The instructor structures the groups so that only the member or leader needing to know the particular infraction is actually aware of it. Students experience groups in which the co-leaders have different agendas, a member is clearly not screened properly for the group's focus, the co-leaders have a dual relationship, or a leader is asked by a group member to keep a secret. Afterward each scenario they process their experiences, identify the ethical principle at stake, and generate solutions.

HMSV 3800 (Case Management):
Class discussions of practicum experiences and the two oral presentations help students to identify how small groups can be helpful to clients. They brainstorm ideas for the groups that may be helpful at their practicum sites, including those in schools, prisons, mental health clinics, health services, elder care, and child and family services. They also learn to distinguish among different types of groups, such as support, counseling, self-help, recovery, single-issue groups, and focus groups.

HMSV 4890 (Internship Seminar):
Students observe, and sometimes facilitate, small groups at their agency sites. They often participate in group supervision or team meetings. They are expected to actively participate in and practice active listening in a small group setting at their field sites and in seminar.

2. Theories of group dynamics
   Response:

HMSV 1100 (Intro):
Theories on the effectiveness of group work for certain populations are introduced in the textbook, *Introduction to Human Services: Through the Eyes of Practice Settings* (Martin, 4th ed.). The instructor describes his experience of leading grief support groups to illustrate group dynamics. Students who wish to do group work in the field are encouraged to take the elective(s) HMSV 3500 (Group Work) and/or HMSV 2950 (Addictive Behaviors.)

HMSV 3000 (Managing the Non-profit Agency):

Readings in *The Servant Leader* (Jennings & Stahl-Wert) and *Not for Profit Management* (Drucker) present organizational dynamics in leadership, workplace dynamics, and strategies for motivating groups of employees.

HMSV 3700 (Professional Issues):
"Ethical Issues in Group Work" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 12) discusses how group membership can impact dynamics, special considerations for social media and online groups, and ethical considerations.

HMSV 3800 (Case Management):
During class discussions of practicum experiences and the two oral presentations, students introduce the various types of groups that they observe at their field sites, and learn to identify how group dynamics impact their effectiveness.

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3. Group facilitation skills.
   Response:

HMSV 1100 (Intro):
Students are provided a broad overview of the skills necessary for successful group facilitation through readings in their text *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin) describing groups for particular populations and through the instructor's sharing of experiences leading groups.

HMSV 3000 (Managing the Non-profit Agency):
Readings in *The Servant Leader* (Jennings & Stahl-Wert) and *Managing the Non-Profit Organization: Principles and Practices* (Drucker) provide essentials on how to facilitate meetings within an organization.

HMSV 3600 (Assessment and Intervention):
Students engage in reflecting teams to process information from four role-played situations as defined in *Interviewing for Solutions* (DeJong & Berg). After an initial demonstration with the whole class, students are assigned to consultation groups of three to four, in which they each present their case and provide feedback on others' cases in order to prepare for their next sessions. Students are expected to manage the agenda themselves with faculty mostly observing but not intervening much.

HMSV 3800 (Case Management):
The class functions much like a group supervision team with the instructor modeling group facilitation skills. Each student presents two case studies based on their work at the practicum site and facilitates a discussion based on questions they develop for the class relevant to the case.

HMSV 4890 (Internship Seminar):

	Students present a 20-minute Agency Professional Development Workshop detailing the placement site's structure and operations, and facilitate an interactive component on a relevant professional development topic (e.g. hot topic, interventions used, or population issues).
c.	Changing family structures and roles. **Response:** **HMSV 1100 (Intro):** Students are introduced to changing family structures and roles, particularly when discussing poverty, diversity, interpersonal violence, and client self-determination. They reflect on their own families in small and large groups as they apply their understanding of class material and share their observations of families from their practicum sites during the Roundtable discussion at the end of the semester. The required text, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin) helps students to understand the family structures and environments in which their future clients will live. Chapters 1 & 2 provide historical information to help students look at changing family structure and roles over the years. Chapters 5, 7, 10, and 15 explore particular populations and the impact that family support or stress can have on them. **HMSV 2005 (Diversity):** Class discussions examine the changing roles of women, family members, and personal identifications in the American public and the implications for service delivery. Students read "Breaking Through the Binary" (Killerman) on changing ideas of gender. **HMSV 3410 (Building Community Supports):** Class discussions based on the following readings help students articulate family roles and ways in which families can provide support to those with developmental and other challenges: ● "Tools for Tomorrow" (Shane) for families making decisions about adult children with disabilities ● "Peer Support for Parents with Mental Illness" (Heller School for Social Policy and Management, Brandeis University) ● "The Right to Parent" (Heller School for Social Policy and Management, Brandeis University) on the rights of parents with disabilities **HMSV 3600 (Assessment and Intervention):** Kantor and Neal's article "Integrative Shifts for the Theory and Practice of Family Systems Theory" helps students to articulate how expectations and values inform family interactions. Students then apply these concepts in the Boundary Profile paper through a self-assessment of their own families and how roles within their family of origin (and creation if they have one) inform how they interact with clients. Students read "Basic Techniques in Family Therapy" (*Family Therapy: Concepts and Methods*, Nichols & Davis, Chapter 2) as a means to understand the many roles and values that a family may embody. Class discussions examine the role of acculturation and generational change within families.

HMSV 3800 (Case Management):
Students examine the impact of larger systems on the family as they present their two oral presentations. They complete a three-generational genogram and psychosocial history on a classmate; this often is an eye-opening exercise as they learn about the role of culture on the family structure of their peers, noting similarities and differences to their own. Readings from their textbook, *Fundamentals of Case Management Practice* (Summers) add to their understanding of the family systems, including:
- "Documenting Initial Inquiries" (Chapter 14)
- "The First Interview" (Chapter 15)
- "Social Histories and Assessment Forms" (Chapter 16)

HMSV 4890 (Internship Seminar):
Five times throughout the semester, students post research articles or professional literature pieces related to their field experience on the Blackboard discussion board site and present a concise summary and critique to the class. Due to the nature of their placements, topics such as child and family services, caring for elders, or the impact of the opioid crisis on grandparents often emerge.

PSY 1200 (Lifespan Development):
The entire course and the textbook, *Exploring Lifespan Development* (Berk), incorporates the role of family in human development. For each of the 13 discussion board postings based on the readings, students reflect on influences on human development, including familial. The two Across the Lifespan essays and the Final Project require students to look at the individual within a social context.

PSY 2350 (Abnormal Psychology):
The text, *Essentials of Understanding Abnormal Behavior* (3rd ed.), addresses the influence of family and societal roles in order to explain the emergence of unusual behaviors. The Case Study asks students to reflect on the impact of familial influences.

d.	An introduction to the organizational structures of communities.

Response:

HMSV 2005 (Diversity):
Students present a proposal for the Advocacy in Action Project that addresses the needs of a marginalized group to reviewers (the rest of the class) who will decide whether their proposal merits funding based on evidence of need, suggested interventions/strategies, identification of funding sources, and plans for institutionalizing within an agency or community.

HMSV 3000 (Managing the Non-Profit Agency):
Students read "Nonprofit Partnerships: Collaborations, and Alliances, and Strategic Restructuring" (LaPiana & Harrington, Chapter 6) and "Strategic Planning: Turning a Dream into Reality" (Bell, *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors, Chapter 5.) They learn how to

establish and manage not-for-profit organizations in the community with special consideration given to systemic influences that impact the missions and management of agencies.

HMSV 3700 (Professional Issues):
Students must identify structural issues contributing to ethical dilemmas within an agency or the community, such as poverty, homelessness, lack of resources, discrimination, etc., for the Current Events Paper.

HMSV 3800 (Case Management):
While in a variety of field sites, students become acquainted with different communities through discussions or via Blackboard postings. In the first discussion board forum, students introduce their host agencies and how they serve the needs of the community. Students develop a systemic framework of community organizations and structures through reading "The Social-Ecological Model: A Framework for Prevention" (CDC).

HMSV 4890 (Internship Seminar):
In the Agency Professional Development Workshop, students provide an organizational overview of their host agencies, including funding sources, population(s) served, collaborative relationships with other agencies or institutions, and management structure. Through class discussions, they are able to compare and contrast how various organizations attempt to meet the needs of constituents.

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e. | An understanding of the capacities, limitations, and resiliency of human systems. **<u>Response</u>:**

HMSV 1100 (Intro):
Through small group discussions and case examples, students analyze the capacities and limitations of human systems throughout the course. The textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin) describes not only the challenges of those seeking human services, but also their strengths and capacity for growth. Chapter 1 lays out major theoretical orientations used to understand why some people develop problems; Chapter 2 highlights the capacity people have historically had to overcome challenges. The importance of acknowledging resilience in clients is reinforced in Chapter 3, which introduces this mandate in the NOHS Code of Ethics. Chapter 4 presents skills that practitioners can use to facilitate growth in their clients. Chapters 5 and 7 highlight interventions for children and those with developmental or psychosocial challenges that can help them to reach a greater capacity. Through the 30-hour practicum, students are exposed to a range of populations and learn about the strengths and challenges of various groups through their own practicums and through sharing their observations in class.

HMSV 2005 (Diversity):
The Diversity course highlights the strength of those who have been oppressed and encourages students to identify ways that they can advocate for social equality and personal empowerment. Students gain insight into the experiences of others through story, media, and film. Several readings highlight a strength-based model for working with various groups, including:

- "Diversity" (Choudhuri, Santiago-Rivera, & Garrett, *Counseling and Diversity*, Chapter 11)
- "Neurodiversity: When You're not Flawed, Just Mentally Different" (Peters)
- "I am so Sick of the Winter Pressure for Disabled People to Become 'Super Crips'" (Martin)

HMSV 3000 (Managing the Non-Profit Agency):
Readings in *The Servant Leader* (Jennings & Stahl-Wert) and *Not for Profit Management* (Drucker) provide a framework for students to understand the systemic challenges that agencies face. They apply this knowledge in the Agency Analysis Paper, focusing on one local service provider.

HMSV 3410 (Building Community Supports):
Several readings illustrate both the limitations and capacities of various groups and how the human services practitioner can be an ally in the process for self-determination:
- "An Overview of Social Role Valorization Theory" (Osburn)
- "The Right to Parent" (Heller School for Social Policy and Management, Brandeis University) describes activist Robyn Powell's fight for the rights of parents with disabilities.
- *Weekends at Bellevue* (Holland) provides a true account of the workings inside a New York City psychiatric hospital.

HMSV 3600 (Assessment and Intervention):
This course is embedded within a strength-based model; students practice interviewing skills in role-plays using principles of strength-based interviewing and positive psychology. They read several pieces to help them become comfortable with a strength-based, rather than a deficit model, of assessment and intervention, including:
- "The Challenge of the Troubled Family" (*How Survivors of Troubled Families Rise above Adversity: The Resilient Self,* Wolin & Wolin, Chapter 1) covers both healthy and unhealthy influences on human development and factors that lead to resiliency.
- "Stages of Change" (Prochaska & Norcross) helps the student to understand a client's motivation for change within the context of their current life circumstances, including their strengths and challenges.
- "Positive Psychology: An Introduction (Summary)" (Lino) focuses on qualities that lead to resiliency.
- "Foundational Concepts and Skills" (*Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*, Schumacher & Madson, Chapter 2) provides interviewing strategies for working with clients whose engagement in services may be limited. Students then practice the skills in class through role plays.
- *Interviewing for Solutions* (DeJong & Berg) presents a strength-based model for working with clients.

HMSV 3700 (Professional Issues):
The class highlights the importance of client self-determination and upholding the dignity of the individual. Students read "Multicultural Perspectives and Diversity Issues (*Issues and Ethics in the*

Helping Professions, Corey, Corey, & Corey, Chapter 4) to better understand how prejudice and societal views can impact the individual as well as ways in which the practitioner can establish an environment of respect and growth.

HMSV 3800 (Case Management):
Students identify both challenges and strengths of clients at their practicums during the Initial and Final Case Presentations and ongoing class discussions. In order to work more effectively with clients, especially those they find difficult, students read two chapters in *Fundamentals of Case Management Practice:* "Addressing and Disarming Anger" (Chapter 11) and "Collaborating with People for Change" (Chapter 12). Students implement these skills through a number of role plays in which they must work with a difficult client; these scenarios are taken from real-life situations that previous practicum students encountered.

HMSV 4890 (Internship Seminar):
Students share four (4) Reflective Learning Summaries that detail an incident (good, bad, or neutral) that they experienced at their internship site. Often students comment on either their sadness or shock at the difficulties of some clients, or their sense of awe at how a client deals with a challenge. They also comment on both supportive practices they have seen in the field or challenging situations (such as transportation) for some clients. Site supervisors rate their interns on whether they "focused on client's needs effectively" on a 5-point scale on the Site Supervisor's Evaluation form.

PSY 1200 (Lifespan Development):
This standard is embedded into the entire course and the textbook, *Exploring Lifespan Development* (Berk.) For each of the 13 discussion board postings, based on the readings, students reflect on various life stages noting typical milestones, challenges, and exceptional behavior. The two Across the Lifespan essays and the Final Project require students to examine the strengths and limitations of individuals.

PSY 2350 (Abnormal Psychology):
The text, *Essentials of Understanding Abnormal Behavior* (3rd ed.) (Sue, Sue, Sue, & Sue), helps students to develop an understanding of the cognitive, emotional, and social challenges that individuals face and how their strengths facilitate coping. This is reinforced by the 11 quizzes that students take before the corresponding lectures and three exams interspersed throughout the semester. The Article Review provides an opportunity for students to consider the strengths and challenges of a particular population. Students reflect on the impact of various external influences for the Case Study Assignment.

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. **Response:** **HMSV 1100 (Intro):**

The textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin) was chosen because of how well it integrates issues of diversity. From the first chapter, cultural competence is emphasized. Chapters 2, 5, and 14 highlight the impact of socioeconomic status on the development of problems of living. Several chapters illustrate how discrimination impacts the functioning of particular groups and assumptions underlying service delivery, including Chapter 5 (children and families), Chapters 6 and 7 (people with disabilities), Chapter 8 (serious mental illness), Chapter 9 (current issues), Chapter 10 (HIV+ individuals), Chapter 13 (victims of interpersonal violence), Chapter 14 (minority members of rural communities), and Chapter 15 (indigenous and LGBT people). Chapters 4 and 11 present skills for human service professionals to employ when working with clients of diversity, and Chapter 3 discusses the ethical mandate to do so competently. Students also read two other sources:

- *The State Boys Rebellion* (D'Antonio) which chronicles how views regarding people who do not "fit in" with traditional societal expectations have faced discriminatory practices as service recipients.
- The article "Americans with Disabilities: Advocacy, Law and Human Services" (Shane) elaborates on how stereotypes and evolving ideas that the larger society has about those with disabilities have impacted how their needs are framed and addressed.

HMSV 2005 (Diversity):

This is a major focus of the entire course, through readings, discussions, exercises, and assignments. The class has a strong experiential element to help students relate to the material personally as well as academically. Here is a sample of in-class exercises:

Worldview Test

- White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh)
- Buzzfeed Quiz on Privilege
- One Step Forward, One Step Backwards exercise on impact of privilege
- Working with a Disability (students are asked to complete tasks that are a challenge, such as tying one's shoes with 2 "broken" arms)
- It's my Choice: Exercise on Intersectionality

Art forms representing various cultures expose students to different expressions of the human condition, such as the following YouTube videos:

- Kerry James Marshall: The artist who only paints Black people
- LGBTQ Art History
- Artwork by People with Disabilities
- Art for Social Change

Typically, three guest speakers come to the class: Dr. Laura Bayliss, Dean of Student Affairs, lectures on microaggressions; Dr. Mark Williams addresses ageism; and Jason Smith, Assistant Dean Academic Affairs, presents the Safe Zone initiative that provides support to the LGBTQ+ community.

The following readings are a sample of those that emphasize the context and role of diversity in determining human needs:

- "The Chinese Concept of Face" (Tews)
- Choudhuri, Santiago-Rivera, & Garrett, *Counseling and Diversity*, Chapters 2, 4-6, 10 and 11
- Hays, *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy* Chapters 1-3
- "Understanding Racism, Prejudice, and White Privilege" (Diller, *A Primer for the Human Services,* Chapter 4)
- "Racial Microaggressions in Everyday Life" (Sue et al.)
- "Sizeism is a Health Hazard" (Chrisler & Barney)
- "Neurodiversity, Quality of Life, and Autistic Adults: Shifting Research and Professional Focuses onto Real-Life Challenges" (Robertson)

Students must integrate their understanding of the role of diversity in two written assignments:

- In the Keeping it Current Paper, students analyze and reflect on a current issue impacting a marginalized group, drawing from a book, essay, documentary, podcast, or other media.
- For the Diversity Immersion Experience, students attend a cultural event, lecture, experience, or read a book/view of a movie of a group that they do not personally identify with or have much knowledge of.

HMSV 2050 (Research Methods):
Students read and discuss *Social Science Research: Principles, Methods, and Practice* (Bhattacherjee, Chapter 6) on the history of social sciences research and key experiments, and the implications of samples that do not represent diverse populations. They read "Diversity in Medical Research is a Long Way Off" and discuss the impact of lack of sample diversity and researcher bias on generalizability, data collection, and data analysis. In designing a Needs Assessment, students determine culturally relevant factors in framing survey questions.

HMSV 2500 (Interviewing Techniques):
Ongoing practice interviews allow students to work with a range of role-played clients. Afterwards, through small group and class discussions, students reflect on how diversity between interviewee and interviewer may have impacted the interview. For Homework # 4, students research a specific area agency and its clientele that they will use as the setting for their final interview; they learn about various populations as they watch one another's interviews. Students engage in an Information Sharing Assignment in which they present information about and resources for a particular population; this fact-finding exercise allows students to learn about and share information on the needs of various populations.

HMSV 3000 (Managing the Non-Profit Agency):
Students learn about the concept of "organizational culture" through lecture and course readings. Class discussions, using state agencies as examples, explore communication styles, the implications of ethnicity and gender differences among staff/managers from clients, as well as the importance of communication

with diverse individuals and families. In addition, the socialization of males and females and the implications that has on service delivery is examined. They read "How to Promote Diversity and Inclusion" (Watson, *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors, Chapter 9).

HMSV 3410 (Building Community Supports):
Understanding the context of diversity is embedded throughout the class; students learn to appreciate the challenges and resiliency of those with various disabilities, mental health issues, and behaviors that are considered outside the norm.

HMSV 3600 (Assessment and Intervention):
Kantor and Neal's article "Integrative Shifts for the Theory and Practice of Family Systems Theory" presents four types of family paradigms (open, closed, synchronous, and random) and the underlying values, beliefs, hierarchical structures, communication styles, and conflict resolution strategies. Class discussions help students to connect cultural values and traditions to the different family paradigms. Another reading, "Incorporating Multicultural, Racial, and Socioeconomic Diversity" (*Therapy in the Real World: Effective Treatment for Challenging Problems*, Mundy, Wofsy, Cleek, & Boyd-Franklin, Chapter 3) focuses on the role of diversity in family structure and values. Lecture material presents the idea that most evidence-based treatments (including the ones we talk about in class) were originally studied in predominantly white samples. Students discuss, in small groups, how this fact influences the applicability of CBT, Motivational Interviewing, Family Systems Therapy, and Positive Psychology to diverse populations, or how they might need to consider who is family differently than what might traditionally show up on a genogram. Students also discuss issues that arise with clients whose primary language is other than English, and how to handle situations that they or their client may not be comfortable with due to differing cultural lenses. Finally, students review "Cultural Adaptations of Behavioral Interventions: Annotated Bibliography" (CSWE).

HMSV 3700 (Professional Issues):
Through class discussions, students identify how cultural misunderstandings result in professional and ethical dilemmas in the field. Students participate in experiential exercises on white privilege; implicit messages of racism, ageism, sexism, etc.; and articulate how their identity impacts their work with others. Students are assigned the following readings:
- "Multicultural Perspectives and Diversity Issues (Corey, Corey, & Corey, *Issues and Ethics in the Helping Professions*, Chapter 4)
- "My Turn: I'm not Who You Think I am" (*Newsweek,* February 9, 2008)
- "Class Differences" (APA Monitor on Psychology, February 2015)
- "Cultural Empathy" (Ridley & Udipi)

HMSV 3800 (Case Management):
During class discussions and the two oral presentations, students explore how cultural variables may impact a client's perceptions. For the Psychosocial History Assignment, students ask their interviewees to reflect on their cultural background and current identifications. Lecture materials on the mental status exam includes the importance of understanding cultural variables in defining normality. For example,

different cultures have varying beliefs about "talking to the dead" that historically have been mis-construed resulting in people receiving unnecessary treatment. On the Final Agency and Case Report, students reflect on what steps their host agencies have taken to nurture cultural competence in staff. Students read "Cultural Competence" (*Fundamentals of Case Management Practice*, Summers, Chapter 4).

HMSV 4890 (Internship Seminar):
Discussions of the impact of culture on clients are woven into the seminar as students present cases and observations from their placements. Each student completes four Reflective Learning Summaries in which they analyze an incident from their placement, including the impact that diversity issues may have had. Internship supervisors provide feedback through the final evaluation form by scoring students on the extent to which they "exhibit cultural competence" on a 5-point scale.

PSY 1200 (Lifespan Development):
The role of diversity upon human development is embedded into the entire course and the textbook, *Exploring Lifespan Development*, by Berk. Each of the 13 discussion board postings, the two Across the Lifespan essays, and the Final Project require students to consider various aspects that impact human development.

PSY 2350 (Abnormal Psychology):
The text, *Essentials of Understanding Abnormal Behavior* (3rd ed.) (Sue, Sue Sue, & Sue) is known for its multicultural emphasis. For the Case Study Assignment, students reflect on the contribution of larger societal factors in the development of symptoms in a client of diversity.

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. **Response:** **HMSV 1100 (Intro):** The textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin) was chosen because it focuses on practice settings and necessary skills for human services practitioners (Chapter 1, 2, and 4). After obtaining an historical overview of how past advocacy efforts resulted in increased social services and more humane treatments, students explore ways to advocate for various populations in small group discussions. Several chapters describe how advocacy efforts have changed the perception and/or nature of services, such as in Chapters 5, 6, and 7 for children, adolescents, and elders, respectively. Students learn how grassroots organizing impacted services for those with mental health issues (Chapter 8), an HIV+ diagnosis (Chapter 10), and for victims of rape and intimate partner violence (Chapter 13). The text presents how advocacy work can be implemented in schools, courts and the legal system, medical settings (Chapters 9, 10, 11, 13) and NGOs for international issues (Chapter 15). Chapter 3 presents the ethical mandate for practitioners to advocate for those who are oppressed and the importance of working for social justice. An additional reading, "CDC's Policy Analytical Framework,"

provides an overview of the stages to identify a problem, explore and assess possible solutions, and strategies to implement new policy. Students are also exposed to advocacy efforts via their practicum.

HMSV 2005 (Diversity):
Students present an Advocacy in Action Project in which they propose a program to address the needs of a marginalized group. The rest of the class acts as reviewers who will evaluate how well they considered how to obtain community input and/or involvement and volunteers to increase sustainability.

HMSV 3000 (Managing the Non-Profit Agency):
Students are taught about legislation, lobbying strategies, advocacy, and community advocacy and organizing by researching their own legislators and by becoming acquainted with the work of Mass Advocates Standing Strong. Guest speakers describe their experiences and encourage students to become involved in the legislative budgeting process. Course readings from *Nonprofit Management 101,* (Rodrigues Heyman & Brenner, editors,) include:
- "Building Strong Social Movements" (Rice, Chapter 3)
- "Nonprofit Advocacy and Lobbying" (Watson, Chapter 11)
- "The Big Picture: The Role of Nonprofits in American Life" (Glavin, Part I)

HMSV 3410 (Building Community Supports):
The Yates slide show presentation on Ken Zawicki's transition from Wrentham State School to the community exemplifies how changes in social attitudes bring about program changes. Students read "A Self-Made Man" (Gagne in *Creating Individual Supports for People with Developmental Disabilities*, Bradley, Ashbaugh, & Blaney) about Raymond Gagne's journey from state school resident to advocate. Students discuss ways that they can become agents of social change after reading "The Direct Support Workforce and People with Intellectual, Developmental, and Other Disabilities" (*Impact*, Institute on Community Inclusion, University of Minnesota). They also learn how activist Robyn Powell fought for the rights of parents with disabilities by reading "The Right to Parent" (Heller School for Social Policy and Management, Brandeis University.)

HMSV 3700 (Professional Issues):
Current events are used to help students brainstorm ways to participate in advocacy and other forms of activism. For instance, during Spring 2020, students engaged in a discussion board in which they generated ideas for helping individuals in their communities, changing agency policies on service provision, and collaborating with governmental and health care agencies to address issues raised by the pandemic, such as mental health, food insecurity, unemployment, homelessness, etc.

HMSV 3800 (Case Management):
Students become familiar with local citizens' groups and organizations and with agencies that subsist on the backbone of volunteers (i.e.: Red Cross, local shelter for homeless families) through their practicum sites, and they share their observations with peers through the two oral presentations. They learn about advisory groups within agencies and how change sometimes originates "bottom-up."

	HMSV 4890 (Internship Seminar): Each student completes a presentation on the hosting agency that includes the political realities that agencies operate within. Site supervisors rate their interns on their ability to collaborate with others in the service of their clients by scoring them on how well they "communicated effectively with collaterals (those outside of the agency who support clients)" on a 5-point scale on the final evaluation.
h.	Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems. **Response:** **HMSV 1100 (Intro):** In Chapter 2 of Martin's *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)*, students learn of emerging issues in service delivery. Chapters 7 and 8 highlight policy issues impacting elders and those receiving mental health services, respectively. Chapter 15 provides an overview of how policies regarding several marginalized groups, including indigenous peoples and LGBT individuals, have been impacted by past and present policy decisions. Chapter 4 presents a brief overview of skills that one can use when interacting with policy makers. Students also read "CDC's Policy Analytical Framework" to learn the steps to evaluate proposed policy changes and strategies. For the Policy to Practice Paper, students read three scholarly articles (two provided by the professor and one which they secure) on a current policy proposal and articulate the problem being addressed, critique the proposed policy, address ethical considerations, and reach a conclusion of its impact and usefulness in solving the targeted problem. **HMSV 2005 (Diversity):** Students research current policies and laws that impact a marginalized group for the Advocacy in Action Project. For the Keeping it Current Paper, students analyze how larger systemic factors, including policies and laws, have contributed to the marginalization of a group's identity and needs. **HMSV 3000 (Managing the Non-Profit Agency):** Through lecture and news articles, students learn about the federal and state budgeting process, devolution, and block grants. Several readings add to their knowledge, including: ● "Building the Donor Constituency" (*Not for Profit Management,* Drucker, Chapter 4) ● "Nonprofit Law" (Hopkins, Chapter 10) and "Nonprofit Advocacy and Lobbying" (Mehta, Chapter 11) in *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors. **HMSV 3410 (Building Community Supports):** Students read "Tools for Tomorrow" (Shane) to better understand how families with adult children with disabilities can navigate current laws and public policy in order to secure the best services for their loved one. By reading and discussing "The Direct Support Workforce and People with Intellectual, Developmental, and Other Disabilities" (*Impact*, Institute on Community Inclusion, University of Minnesota), students gain insight into their roles with clients and how policy and laws may facilitate or constrain their efforts.

HMSV 3700 (Professional Issues):
Students analyze the impact of various proposals and existing laws on the impact of service delivery systems. For instance, they analyze the impact of a proposal which would allow foster parents to refuse LGBTQ+ teens into their homes on the child welfare system.

HMSV 3800 (Case Management):
Through their two oral presentations and ongoing discussions, students explore the impact of current policies and laws on their host agencies and clients, and how the agencies navigate funding regulations. For example, Massachusetts has gone through several shifts in philosophy in child welfare. Since the Department of Children and Families is a popular practicum site, students are able to apply their observations in order to analyze the impact of current regulations and treatment philosophies.

HMSV 4890 (Internship Seminar):
Through their internships, students learn about the state and federal policies and laws that impact service provision. Some engage in advocacy efforts, such as attending lobbying efforts or contract negotiations with their supervisors; those who are not as fortunate benefit from hearing about the experiences of their classmates. On the final Site Supervisor's Evaluation, students are rated on how well they "demonstrated awareness of contemporary issues and trends in the field" on a 5-point scale.

3. Human Service 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.

<u>**Standard 13:**</u> **The curriculum shall address the scope of conditions that promote or inhibit human functioning.**
Specifications for Standard 13: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]
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.*

a.	The range and characteristics of human service delivery systems and organizations.
	Response:

HMSV 1100 (Intro):
Students are introduced to the range and characteristics of delivery systems through their textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin). After a general introduction to the field in Chapter 1, numerous chapters detail the range and characteristics of services available to various populations, including: children, adolescents, elders, and LGBT people (Chapters 5, 6, 7, 15 respectively); people with serious physical or mental health issues (Chapters 10 & 8); those who are homeless (Chapter 9); and victims of interpersonal violence (Chapter 13). Students are typically (when not forced into remote learning) introduced to a range of service delivery models through their 30-hour practicums and Roundtable discussion of their placements. With the switch to remote learning during the pandemic, the Agency Profile Paper has been substituted for the practicum, in which students complete an in-depth analysis of an agency chosen from the FSU Database of Field Placements.

HMSV 2005 (Diversity):
After an initial lecture, "Moving Forward," lays the foundation on the needs of marginalized and oppressed groups, students continue to explore the needs of various groups through assigned readings and class discussions. For the Keeping it Current Paper, students analyze the historical, economic, and political influences on current service delivery for a marginalized group. For the Advocacy in Action Project, students research how current service models fail to address some needs of a particular group. By sharing their presentations, students learn from one another about populations other than the one they researched.

HMSV 2500 (Interviewing Techniques):
Lecture and class discussions cover the different types of organizations that employ professional interviewing. Over the course of the semester, students interview and observe role-played initial interviews set within the context of area agencies. For Homework # 4, students research how area agencies attempt to meet the needs of their clients. Since students incorporate these agency settings into their final role-played interviews, they benefit from learning about the agencies that their peers investigated as well.

HMSV 3000 (Managing the Non-Profit Agency):
During the first class, each student identifies a nonprofit and a for profit organization, writes it on a sticky note, and places each organization in circles on white board labeled "nonprofit" and "for profit." Students compare and contrast residential and family-support models of service delivery and employment. Lecture material and the accompanying reading, "The Direct Support Workforce and People with Intellectual, Developmental, and Other Disabilities" (*Impact*, Institute on Community Inclusion, University of Minnesota,) documenting the 30-year crisis of the direct care workforce being largely unable to provide quality care for persons with

intellectual and developmental disabilities due to low wages, lack of training, lack of career ladder opportunities, and high turnover help students to understand the culture in which services are often provided. Each student must analyze and evaluate a human services organization and present the results in class. Readings include:

- *The Servant Leader* (Jennings & Stahl-Wert)
- *Managing the Non-Profit Organization: Principles and Practices* (Drucker)
- "The Big Picture: The Role of Nonprofits in American Life" (Glavin (Part I, *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors)

HMSV 3410 (Building Community Supports):
Students read "A Self-Made Man" (Gagne in *Creating Individual Supports for People with Developmental Disabilities*, Bradley, Ashbaugh, & Blaney) about one man's transition from institutionalization to community-based services, and ultimately advocate. "An Overview of Social Role Valorization Theory" (Osburn) provides a framework for evaluating how empowering various service delivery models are. Two readings expose students to practice settings, including.

- "The Direct Support Workforce and People with Intellectual, Developmental, and Other Disabilities" (*Impact*, Institute on Community Inclusion, University of Minnesota)
- "The Long-Term Care System for the Elderly" (*Long-Term Care for the Elderly,* Stone)

HMSV 3600 (Assessment and Intervention):
By choosing a community-based agency as the setting for the four sequence role-plays, students identify the range of services of an area agency.

HMSV 3800 (Case Management):
Students introduce one another to a range of agencies through their two oral case presentations, including, but not limited to the Department of Children and Families, Department of Developmental Disabilities, the Department of Mental Health, various levels of the court system, the Department of Youth Services, local community health agencies, food pantries, youth services, elder protective services, K-12 schools, restorative justice programs, parenting programs, and other social services. Students learn about practitioner roles in "Ethics and other Responsibilities for Human Service Workers" (*Fundamentals of Case Management Practice*, Summers, Chapter 2).

HMSV 4890 (Internship Seminar):
Students present a 20-minute Agency Professional Development Workshop detailing their placement site and how it meets the needs of clients. Site supervisors evaluate their interns on how well "they demonstrated awareness of contemporary issues and trends in the field" on a 5-point scale on the final evaluation form.

b.	The range of populations served and needs addressed by human services professionals.
	Response:

HMSV 1100 (Intro):
Students view video clips of different client populations and engage in small group discussions designed to promote critical thinking about the needs of various groups. After the initial introduction to various populations in Chapter 1 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin), numerous chapters expand upon the needs of different groups, including: children, adolescents, elders, school children, and LGBT and indigenous people. (Chapters 5, 6, 7, 11, and 15 respectively); people with serious physical or mental health issues (Chapters 10 & 8); those who are homeless (Chapter 9); victims of interpersonal violence (Chapter 13); or live in rural communities (Chapter 14). Chapter 2 notes emerging issues in social welfare. Dr. Shane's article, "Americans with Disabilities: Advocacy, Law and Human Services," familiarizes students with various types of disabilities. For the Policy to Practice Paper, students analyze the needs of four groups of service recipients and how well attempts to meet their needs might succeed.

Before the pandemic, students benefited from learning about the range of populations at their practicum sites and hearing about those of others. In Spring 2020, any student who had not completed the practicum before the lockdown completed an Agency Profile Paper on a particular agency and the clientele served. We are continuing with this alternative assignment until students can safely return to the field for the 30-hour practicum.

HMSV 2005 (Diversity):
This is embedded throughout the course as students learn about groups that have traditionally been oppressed in our society. To prevent redundancy for the reader, please see standards 11d, 12c, 12f, 13d and 15a for the various readings and assignments.

HMSV 2500 (Research Methods):
This class is designed to help students learn how research can enable a better understanding of client bases and analyze the effectiveness of interventions. Students create a Needs Assessment in which they must gather information on the needs of a specific population.
Two readings highlight population sampling issues:
- "Survey Sampling Methods" (*Social Science Research: Principles, Methods, and Practice*, Chapter 8) on choosing sampling techniques to best match specific populations
- "Diversity in Medical Research is a Long Way Off, Study Finds" (UCSF)

HMSV 2500 (Interviewing Techniques):
Over the course of the semester, students role-play different populations with specific needs, such as parenting issues, educational and occupational difficulties, mental health and medical challenges, etc. For Homework # 4, students investigate the services of an area agency and use

this as the setting for their final interview. They benefit from watching interviews set in many different agencies and learn which agencies might be best suited for which client groups.

HMSV 3000 (Managing the Non-Profit Agency):
Students become acquainted with the vast network of clients served while analyzing missions of various agencies. Reading "Defining a Market" (*Not for Profit Management,* Drucker, Chapter 3) helps students to understand how agencies tailor their services to specific populations.

HMSV 3410 (Building Community Supports):
Students identify how human services practitioners can assist clients with identifying and meeting their needs through discussions and two readings:
- "An Overview of Social Role Valorization Theory" (Osburn)
- "The Direct Support Workforce and People with Intellectual, Developmental, and Other Disabilities" (*Impact*, Institute on Community Inclusion, University of Minnesota)

HMSV 3600 (Assessment and Intervention):
By interviewing role-played clients representing various populations, students learn more about the particular needs and challenges of different client groups. Students read "Stages of Change" (Prochaska & Norcross) in order to develop a framework for aligning their interventions to the intentions and capacities of their clients; they apply this theory by trying to develop rapport with a series of role-plays clients at various levels of readiness for change. Another reading, "Foundational Concepts and Skills" (Schumacher & Madson, *Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*, Chapter 2), identifies interviewing techniques to help join with clients who may not be voluntary; this is also applied through role-plays.

HMSV 3700 (Professional Issues):
Case studies of ethical and professional dilemmas feature a breath of client populations. Students read "Multicultural Perspectives and Diversity Issues (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 4), which provides an overview of the needs of various populations. They have the opportunity to explore a particular client population through a group presentation.

HMSV 3800 (Case Management):
Students are exposed to the spectrum of populations at their host agencies and those of their classmates through the two oral presentations and ongoing class discussions. They learn about the various levels of case management by reading "Case Management: Definition and Responsibilities" (Summers, *Fundamentals of Case Management Practice*, Chapter 1), followed by an in-class exercise on identifying the various levels.

HMSV 4890 (Internship Seminar):

	Students complete their internship experiences in a wide variety of human services placements. Therefore, students are exposed to the diversity of populations served through participating in class discussions and through their classmates' Agency Professional Development Workshops.

c.	The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
	<u>Response:</u>
	
	HMSV 2005 (Diversity):
	Students learn how to critique major psychological theories and intervention strategies from a culturally informed lens. The first three chapters of *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy* (Hays) provide the vocabulary that students will use to engage in this assessment process:
	    ● "The New Reality: Diversity and Complexity" (Chapter 1)
	    ● "Essential Therapist Knowledge and Qualities" (Chapter 2)
	    ● "Doing Your own Cultural Self-Assessment" (Chapter 3)
	Lecture material helps students integrate identity models with constructs of race and disability.
	
	HMSV 3410 (Building Community Supports):
	Students read "Tools for Tomorrow" (Shane) which presents a model of how to work with families planning for their adult children with disabilities. They examine the concepts of Person-Centered Planning, empowerment, and choice in service delivery and treatment planning. Students then apply these concepts through the "Creating a Future" exercise, in which they receive arts and crafts supplies and work in groups of 3 or 4 to create a future for a person with a disability. They then describe their person and their environments to the rest of the class.
	
	HMSV 3600 (Assessment and Intervention):
	Students read three articles/chapters that provide the essentials of CBT: "A How-to Guide for Conducting a Functional Analysis: Behavioral Principles and Clinical Application" (Magidson, Young, & Lejuez), "Evaluating Automatic Thoughts" (*Cognitive Behavioral Therapy: Basics and Beyond*, Beck, Chapter 11), and "Reinforcement: Better than Rewards," (*Don't Shoot the Dog*, Pryor). They then design and implement a Cognitive/Behavioral Therapy plan that spans a minimum of six weeks.
	
	Students practice how to work from a model of health rather than psychopathology by applying the theory and skills presented in *Interviewing for Solutions* (DeJong & Berg). This is supplemented with additional reading, including:
	    ● "Foundational Concepts and Skills" (*Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*, Schumacher & Madson, Chapter 2)

- "The Challenge of the Troubled Family" (*How Survivors of Troubled Families Rise above Adversity: The Resilient Self,* Wolin & Wolin, Chapter 1)
- "Positive Psychology: An Introduction (Summary)" (Lino)

After reading Prochaska and Norcross' "Stages of Change" model for assessing clients' readiness for treatment, students conduct initial role-play sessions in which the client has been given a secret card with a stage of change that they will act out. The class then plays "Name that state of change" and needs to justify their answers based on the criteria of the article.

Students read an overview of systems theory and its application in "Basic Techniques in Family Therapy" (*Family Therapy: Concepts and Methods*, Nichols & Davis, Chapter 2) and then practice the skills of joining with multiple family members in role-plays.

HMSV 3800 (Case Management):
Given the range of host agencies, students learn from one another since some focus more on prevention, and others on various stages of intervention and/or maintenance. Through their two oral presentations and class discussions, they identify theoretical orientations of the host agencies, such as Strength-based for Child Services, or Medical Model for addictions. Now that students are in the field, and have a chance to apply the information from the Lifespan Development class, we review and discuss how theories of cognitive, social, emotional, and physical development help to understand their clients.

Additionally, about two weeks is devoted to teaching students how to do a comprehensive Mental Status Exam. As we discuss various clinical presentations, we also review standard treatment modalities for various disorders. Students also learn about how psychiatry and other mental health services interface. Two readings in *Fundamentals of Case Management Practice* (Summers) are assigned during this time: "Using the DSM" (Chapter 17) and "The Mental Status Exam" (Chapter 18).

HMSV 4890 (Internship Seminar):
Since students complete their internship experiences in a wide variety of human services placements, they are exposed to the various models of prevention and intervention both onsite and by learning of their peers' observations through class discussions. Students discuss the benefits and challenges of various models based on real-life examples. For the five Literature Shares of research articles, students often choose to investigate treatment modalities for the populations that they work with.

PSY 1200 (Lifespan Development):
This standard is embedded into the entire course and the textbook, *Exploring Lifespan Development* (Berk), all discussion board forums, the two Across the Lifespan essays, and the Final Project. Students learn about healthy functioning across the lifespan and about the circumstances that maintain it. Weekly quizzes reinforce the concepts.

	PSY 2350 (Abnormal Psychology): The text, *Essentials of Understanding Abnormal Behavior* (3rd ed.) (Sue, Sue, Sue, & Sue), covers theories and research on the etiology and treatment of various mental health diagnoses. Students' knowledge is reinforced by the 11 quizzes that they take before the corresponding lectures and the three exams afterwards.
d.	An understanding of systemic causes of poverty and its implications. **Response:** **HMSV 1100 (Intro):** After the initial introduction of poverty as a social problem in Chapter 1 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed)* (Martin), two chapters specifically address the impact on children, both historically (Chapter 2) and presently (Chapter 5). Chapter 9 presents an overview of various groups at risk of poverty, and this is expanded on with a focus on HIV+ diagnosed individuals (Chapter 10), rural residents (Chapter 14), and citizens of other countries (Chapter 15). Chapter 4 includes skills for intervening on the macro-level. Classroom exercises on the systemic causes and implications of poverty are woven throughout the semester. Students are presented with several very brief "case studies" and asked, for example, to consider what advice they would give to a close friend experiencing financial distress from multiple sources, including unemployment, lack of affordable health care, and food and housing insecurity. In reviewing social welfare programs, the impact of Social Security on elder poverty and how social structures pose obstacles and/or support to older adults having their needs met is discussed. The long-term care component of Medicaid, absent from Medicare, which prompts many older adults to need to "spend down," or make themselves poor, in order to qualify for Medicaid presents another dilemma for students; they discuss a case study in which they must suggest options they would consider if they had an older relative facing bankruptcy in order to qualify to receive Medicaid. Pathways to homelessness, including sexual and gender minority youth fleeing unwelcoming homes, those with mental illness having limited housing options, and the impact of the overall economy are discussed. **HMSV 2005 (Diversity):** After viewing a Powerpoint on SES within the United States, students explore the impact of social class on one's life options and challenges by comparing people of different racial groups, occupations, gender, sexual orientation, etc. They view a video on the difficulty of older workers finding employment. Assigned readings add to their understanding, including two chapters from *Counseling and Diversity* (Choudhuri, Santiago-Rivera, & Garrett): "Social Class" and "Age." **HMSV 3000 (Managing the Non-Profit Agency):** Students learn about Medicare and Medicaid regulations, how they were intended to help prevent or lessen poverty, and the shortfalls of the current programs.

HMSV 3410 (Building Community Supports):
Students view a video "Poverty in America" and discuss the implications on various constituents, causes, implications, and social impact of poverty and disability.

HMSV 3600 (Assessment & Intervention):
Students are exposed to implicit assumptions about clients who live in poverty and ways that the system may empower or continue to disempower them through readings in *Interviewing for Solutions* (DeJong & Berg). They view a video of Peter DeJong doing an intake with a low-income father encountering the child protective service system and practice engaging with clients who are cynical of the helping system through role-plays.

HMSV 3700 (Professional Issues):
Current policies and news stories provide a means for students to analyze the impact of economics on communities, for example, how differential educational funding in Massachusetts, which is based on property taxes, results in significant differences in the quality of education among communities and how that perpetuates poverty. Schools with higher property taxes offer their children far more resources, such as SAT prep classes, more sports options, and Advanced Placement courses that consequently have a long-term impact on their college and career choices and economic stability. In the Real-Life Ethical Dilemmas Paper, students identify systemic factors that contribute to the situation, including socioeconomic variables.

HMSV 3800 (Case Management):
Since many of the clients that students work with in their host sites fall within the lower SES, students gain insight into the role that poverty plays in their lives through direct observation or through the two oral presentations of their classmates. In a class exercise, students create service plans for case study clients and must consider their financial resources when recommending services, including information on income eligibility and cost of services. To provide a theoretical context, students read "The Social-Ecological Model: A Framework for Prevention" (CDC) about the micro, meso, and macro levels. By learning how to view a person through an ecosystemic framework, students are better able to understand the roles of social class, poverty, neighborhood, economics, politics, and other larger social influences.

HMSV 4890 (Internship Seminar):

Ongoing class discussions address the role of socioeconomic status in the challenges both individual clients and communities face. Students present a 20-minute Agency Professional Development Workshop detailing their placement site and the clients served, many of whom fit federal poverty guidelines. Their internship supervisors rate them on how well they "demonstrated awareness of contemporary issues and trends in the field" on a 5-point scale on the final evaluation.

e.	An understanding of national and global social policies and their influence on human service delivery.

Response:

HMSV 1100 (Intro):
Students are introduced to national and global influences on service delivery through video clips and small group discussion; for example, students discuss the United Nations, and how other nations deal with topics such as welfare, taxes, and incarceration. Students read Chapter 2 in *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin) to obtain an historical overview of policy changes that resulted in more humane approaches to the poor. Chapter 15 focuses on how policies and laws of different countries impact the delivery of human services. An additional reading, "Americans with Disabilities: Advocacy, Law and Human Services (Shane)," details evolving policy regarding serving those with disabilities. The Policy to Practice Paper asks students to analyze the impact of a proposal on the delivery of human services for four groups of service recipients.

HMSV 2005 (Diversity):
Discussions based on current events highlight the role of national and international policy in service delivery, particularly around issues of immigration, health care, education, and human rights.

HMSV 3000 (Managing the Non-Profit Agency):
Students read and discuss current event articles with special emphasis on how issues such as major epidemics (Ebola and COVID-19), financial aid regulations for international students, and immigration law impact recruitment for agencies.

HMSV 3410 (Building Community Supports):
Two readings and follow-up discussion allow students to explore the impact of policy on program design and service delivery:
- "Disability does not Preclude Parental Rights" (Vennochi, *Boston Globe*)
- "The Direct Support Workforce and People with Intellectual, Developmental, and Other Disabilities" (*Impact*, Institute on Community Inclusion, University of Minnesota)

HMSV 3700 (Professional Issues):
Current events are used to provide examples of how national and global laws and policy impact human service delivery. In Spring 2020, students responded to a number of discussion board prompts related to the rationing of medical care in Italy due to a lack of resources during the pandemic, and differential care in this country due to policies regarding health insurance.

HMSV 3800 (Case Management):
Students learn about the impact of the macrosystem by reading: "The Social-Ecological Model: A Framework for Prevention" (CDC) and apply the concepts by creating a personal ecosystemic

map in which they identify influences of national, and possibly international, laws and policies that have impacted them. Sharing their maps in class allows native born citizens to better understand the systems that immigrants have had to navigate. Differential funding in education is one example of how state and federal policies have impacted students personally. Through class discussions and their two oral presentations, students share how various policies impact service delivery to immigrants, migrants, those with special needs, homeless people etc.

HMSV 4890 (Internship Seminar):
Students present a 20-minute Agency Professional Development Workshop detailing their placement site, including information on how national and state regulations impact the agency's mission, scope of services, and funding. Site Supervisors score students on how well they "demonstrated awareness of contemporary issues and trends in the field" on a 5-point scale on the final evaluation form.

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f. | Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.
Response:

HMSV 1100 (Intro):
Students trace the history of advocacy efforts that have resulted in changes to services and laws after reading "Americans with Disabilities: Advocacy, Law and Human Services" (Shane). Chapter 4 of their textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin) introduces skills that the practitioner will use to create change in larger systems. Students also read and discuss the CDC's "Policy Analytical Framework" that outlines various skills necessary to impact policy development.

HMSV 2005 (Diversity):
For the Advocacy in Action Project, students create a proposal to meet the unaddressed needs of a particular group; they must identify community partners, advocate for their proposal to a board of reviewers (the rest of the class), and offer ideas for sustainability within the community.

HMSV 3000 (Managing the Non-Profit Agency):
Through classroom discussions and data gathering, students voice their opinions on current issues and learn how to advocate for social policy change. Readings from *The Servant Leader* (Jennings & Stahl-Wert) provide concrete examples. Students read about strategies to build constituency in two chapters of *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors:
- "Cause Marketing 101: Moving Beyond Corporate Sponsorship to Strategic Partnerships" (Rhea, Chapter 22)
- "Moving Millennials to Act: Strategies and Tactics for Marketing, Fundraising, and Activism" (Chapter 25)

HMSV 3410 (Building Community Supports):
Students learn advocacy skills by reading "Tools for Tomorrow" (Shane) which outline how to help families advocate for their adult children with disabilities. They learn about the efforts of lobbying and grassroots advocacy through the article "The Right to Parent" (Heller School for Social Policy and Management, Brandeis University) about the movement to support parents with disabilities.

HMSV 3800 (Case Management):
Through class discussions on operational strategies of their host agencies, students learn about the advocacy efforts that agency directors undertake to network with their communities and funding sources. Many agencies have community boards that give students a chance to observe how community members and service recipients organize and lobby for themselves. Some students attend funding reviews or lobbying efforts with their supervisors, such as attending events for increasing awareness and funding for those on the autism spectrum; students who are not as fortunate to attend themselves learn from their peers' reports of these events.

HMSV 4890 (Internship Seminar):
Some students take part in advocacy strategies such as attending lobbying efforts at the State House and organizing community events and fundraisers. Although not all students actively engage in these activities, all learn of them through class discussions. Students are scored on a 5-point scale on how well they "communicated effectively with collaterals (those outside of the agency who support clients)" by their site supervisors.

4. Information Literacy

Context: The delivery of human services depends on the appropriate integration of various forms of information.

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

Specifications for Standard 14: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

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.*

a.	Obtain, synthesize, and clearly report information from various sources. **Response:**

HMSV 1100 (Intro): The Policy to Practice Paper requires students to synthesize and clearly report on three scholarly articles on a given topic, two provided by the professor and one that they must secure themselves. For the Strengths and Weaknesses Paper, students apply information from the course in order to complete a self-assessment. When students are able to complete agency-based practicum (all semesters except Spring and Fall 2020), they participate in a Roundtable in which each presents a concise overview of the host agency. For the two semesters that students have not been able to do field-based placements, they write an Agency Profile Paper in which they gather information from the FSU Agency Database, an agency's website, and other relevant materials to create a cohesive review of a particular agency.

HMSV 2005 (Diversity):
Students have three major research assignments that each require incorporating three professional sources: the Advocacy in Action Project, the Diversity Immersion Experience, and the Keeping it Current Paper. Students must write a "Postcard to the Class" for almost all assigned readings focusing on a highlight; a point that they never thought about before; something they disagree with; or an application of a concept to their observations in their lives, work, or practicum. Each class begins with students sharing their Postcards, which provides a way to ensure that they have read the material and helps to open up discussion.

HMSV 2050 (Research Methods):
Students participate in interactive workshops to learn how to access the library databases. They practice collecting observation data through in-class activities and designing qualitative interview questions. For the Article Critique Paper, students summarize a peer-reviewed article; assess the scope of the literature review, sample design, methodology, and presentation of results; and note limitations of the study. Students synthesize a number of components that comprise a needs assessment and produce a succinct, detailed report for another assignment.

HMSV 2500 (Interviewing Techniques):
The focus of the course is developing interviewing micro-skills that will allow the student to clearly obtain oral information through role-play. Feedback from the professor and peers, and videotaping and self-assessment written assignments, help the student to reflect on the development of their skills. The reading "Providing Structure" outlines how to structure an interview in a cohesive manner. For both the midterm and final interviews, students solicit information through active listening, summarizing, and integrating multiple threads into the

conversation. After each of these two interviews, they write a self-evaluation paper consisting of a cohesive session overview, coding of the micro-skills, critique of their skills, and suggestions for improvement.

HMSV 3000 (Managing the Non-Profit Agency):
Students gather information from and about an area human service agency, including interviews with key staff, written and oral communications, and agency literature in order to complete the Agency Analysis Paper.

HMSV 3410 (Building Community Supports):
Students complete a five-page research paper examining how services have been provided for a particular client group and thinking on innovative policy changes based on multiple professional sources.

HMSV 3600 (Assessment and Intervention):
Students write a concise two-page overview of each of the four role-played strength-based interviews. In the final Self-Reflective Paper, students synthesize what they have learned from their experiences as interviewers, clients, and observers and set goals for themselves. Incorporating the basic interviewing skills, students participate in reflecting teams in which they consult on one another's role-played cases. For the Cognitive-Behavioral Plan, students gather data on a behavior they wish to change, and report on their success with the plan over at least six weeks. Discussion board forums require students to clearly and concisely respond.

HMSV 3700 (Professional Issues):
Several written assignments require students to obtain, analyze, and coherently report information, including the Real-Life Ethical Dilemmas Paper, the three Homework assignments, and the Current Events Paper. Additionally, students write a "Postcard to the Class" based on readings for most classes in which they summarize, critique, or apply the information to personal observations. For the Professional Consultation, students explore and document career options by analyzing three websites of either human service agencies or graduate schools.

HMSV 3800 (Case Management):
Case Management is considered the Junior/Senior Writing Course for Human Services majors. Therefore, there are many assignments in which they are expected to communicate clearly and succinctly, including the Weekly Activity Logs, Mental Status Exam Paper, Psychosocial History Paper, Final Case and Agency Report, and four discussion board forums. The Final Exam provides a chance to evaluate whether students can evaluate and summarize information within the two-hour time frame of our exam structure. Students are evaluated by their Practicum Supervisors on two relevant areas on a 5-point scale: "communicated respectfully and clearly with placement staff" and "communicated respectfully and clearly with service recipients" on the midterm and final evaluation form.

HMSV 4890 (Internship Seminar):
Students present four (4) Reflective Learning Summaries that detail an incident (good, bad, or neutral) from their internship site using the "What? So What? Now What?" format. Students post five Literature Shares on Blackboard and present a summary and critique in class. They present a 20-minute Agency Professional Development Workshop that couples an introduction of their host agency with a corresponding research focus. Students complete weekly activity logs summarizing how they spent their hours each day at the placement. Site Supervisors evaluate students on two related criteria on the final evaluation using a 5-point scale: "communicated effectively with agency personnel, including support staff" and "completed all required paperwork up to agency standards."

PSY 1200 (Lifespan Development):
All assignments and the reading from the textbook, *Exploring Lifespan Development* (Berk), require students to process information. Weekly online quizzes prompt students to recall and interpret information from the text. Each of the 13 discussion board forums, the two Across the Lifespan Essays, and the Final Project require students to integrate information from a number of sources or chapters, and to clearly summarize and comment on it.

PSY 2350 (Abnormal Psychology):
Students practice these skills throughout the course; after reading each chapter in *Essentials of Understanding Abnormal Behavior* (3rd ed.), they must be able to synthesize information in order to respond to the 11 quizzes that they take before the corresponding lectures. The Article Review provides an opportunity for students to synthesize information from a peer-reviewed professional article and report their findings/analysis succinctly. The Case Study asks students to consider the combined impact of various external influences and clearly summarize their findings in their assessment.

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.

Response:

HMSV 1100 (Intro):
Students are introduced to the concept of media bias through clips and engage in small group discussion to help develop the skills of the "informed consumer." The Policy to Practice Paper requires students to assess the quality of information in three peer-reviewed articles.

HMSV 2005 (Diversity):
Students must determine whether their sources are peer-reviewed or from a professional organization for three assignments: Keeping it Current Paper, the Immersion Experience, and the Advocacy Project. For their Postcards to the Class, students assess the quality of information in

assigned readings by considering previous knowledge, applicability of theories, and possible contradictory information.

HMSV 2050 (Research Methods):
This is a major learning objective. Students are provided a link to the library's tutorials through the course's Blackboard site. One of our librarians gives a guest lecture on misinformation and disinformation in current memes. Students read three articles geared to help them learn how to read, evaluate, and write a literature review:
- "Writing a Literature Review" – University of Washington Psychology Writing Center
- "How to Read a Research Article" – Rachel Dunifon , Cornell University
- "Tips: Major Parts of a Research Article" – Marymount University

Students evaluate the comprehensiveness of a literature review from a peer-reviewed, empirical article for the Article Critique Paper. For the Needs Assessment Assignment, they obtain information about a particular organization from online and other sources and assess it for completeness.

HMSV 3000 (Managing the Non-Profit Agency):
Students access information from interviews, online sources, and agency literature in order to complete the Agency Analysis Paper.

HMSV 3410 (Building Community Supports):
Students evaluate the quality of program design for a particular client group in a research paper.

HMSV 3700 (Professional Issues):
The final oral presentation requires students to do a significant piece of research. They must use primary sources, although supplemental sources such as YouTube videos are allowed in order to provide examples or perspectives of individuals. This requires that they can distinguish professional resources for others.

HMSV 3800 (Case Management):
In writing the Mental Status Exam, and again for the Final Exam, students must be able to distinguish relevant information from that which is inconsequential. Students are tested on this in the field by their ability to research options for clients; Practicum Supervisors score them on how well they were "able to identify appropriate referrals" on a 5-point scale.

HMSV 4890 (Internship Seminar):
Students present a concise summary and critique of five research articles or professional literature pieces related to their placement sites. Students gather information from their placement agencies, including interviews, electronic resources, and written and oral communication from agency personnel, along with scholarly sources related to their placement, in order to present a 20-minute Agency Professional Development Workshop.

	PSY 1200 (Lifespan Development): The review of Research Methodologies in *Exploring Lifespan Development* (Berk) and lecture material helps students to develop analytical abilities and assess theories and information offered over the semester. All written assignments (13 discussion board forums, the two Across the Lifespan Essays, and the Final Project) require students to evaluate the quality of information. **PSY 2350 (Abnormal Psychology):** Students practice information literacy skills throughout the course; as they prepare for each lecture, they must take a quiz beforehand based on the assigned reading in *Essentials of Understanding Abnormal Behavior* (3rd ed.). This helps students to have the content portion of the material down so that the professor can expect active participation in class discussions to critique it in an informed manner. The Article Review provides an opportunity for students to evaluate information from a peer-reviewed article and report their findings/analysis succinctly.
c.	Upholding confidentiality and using appropriate means to share information. **Response:** **HMSV 1100 (Intro):** Students read two chapters in the Martin textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.),* in order to understand legal parameters around confidentiality (Chapter 3) and the skills that will help them to discuss and maintain confidentiality with clients (Chapter 4.) At their practicums, students learn and abide by agency standards of confidentiality. **HMSV 2050 (Research Methods):** Students are provided sample research documents, including: parent consent form, child assent form, and informed consent non-exempt research form. They also review the Codes of Ethics of NOHS, ACA, and NASW. As part of the Needs Assessment Assignment, students identify how participants' information is protected. **HMSV 2500 (Interviewing Techniques):** The "Providing Structure" reading highlights the importance of discussing confidentiality in building rapport with the client. Through regular practice interviews, and the Midterm and Final Interviews, students practice introducing the role of confidentiality in the helping process. **HMSV 2005 (Diversity)** While discussing case studies, the parameters of client confidentiality are reviewed. **HMSV 3600 (Assessment and Intervention):** Students learn the limitations and consequences of sharing client information through various role-plays. The client's rights to self-determination and privacy are underpinnings of the course.

Young and Granello's chapter "Helping as a Personal Journey" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, 4th ed.) stresses the importance of ensuring confidentiality and appropriate information sharing as the basis for a trusting therapeutic relationship.

HMSV 3700 (Professional Issues):
Students read "Confidentiality: Ethical and Legal Issues" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 6) and "Adolescent Patients and their Confidentiality: Staying within Legal Bounds" (Anderson, Schaechter, & Brosco). Through the three Homework Assignments and classroom discussion, they apply their knowledge of confidentiality laws to various situations from the field.

HMSV 3800 (Case Management):
During the first class, client confidentiality is reviewed before students begin their placements, and they sign a "Confidentiality Agreement" stating that if they break client confidentiality they will receive a failing grade in the course. This is reinforced throughout the semester as students disguise identifying information of clients during their case presentations. Site supervisors score students on three corresponding criteria on a 5-point scale on the Practicum Supervisor's Evaluation Form:
- adhered to ethical standards in the field
- adhered to agency policies and procedures, and
- maintained appropriate boundaries.

HMSV 4890 (Internship Seminar):
The need to uphold confidentiality is embedded within the class; all students are expected to disguise any identifying information on their clients from field placement. Internship supervisors score students on how well they "practiced agency standards of confidentiality" on a 5-point scale on the Site Supervisor's Evaluation Form.

d.	Using technology to locate, evaluate, and disseminate information. **Response:** **HMSV 1100 (Intro):** The Policy to Practice Paper requires students to use the Library's databases to find an appropriate peer-related article. For the Agency Profile Paper, students gather information from multiple electronic sources to compile an overview of a particular agency. **HMSV 2005 (Diversity):** The three major research assignments require students to use library databases to locate primary sources and professional websites: Advocacy in Action Project, Diversity Immersion Experience, and Keeping it Current Paper. For an in-class exercise on social status, students use

the internet to research the salaries of various careers (ranging from housekeeper, police officer, human services worker, teacher, doctor, and NFL player, to name a few) as the basis for a discussion on underlying values of worth, how people are rewarded, and the economic impact of various forms of employment.

HMSV 2050 (Research Methods):
Students view several short videos related to reading and writing literature reviews, including "Why do a Literature Review?" and two by FSU librarian Renée Fratantonio: "Public Health and Misinformation" and "Meme Deconstruction." Students read three articles intended to help them learn how to read, evaluate, and write a literature review:
- "Writing a Literature Review" – University of Washington Psychology Writing Center
- "How to Read a Research Article" – Rachel Dunifon, Cornell University
- "Tips: Major Parts of a Research Article" – Marymount University

The Article Critique Paper requires students to use one of the university's electronic databases to obtain a peer-reviewed, empirical article. For the Needs Assessment Assignment, students use electronic sources to obtain information on an organization of interest, and determine how technology may impact participants and analyze results.

HMSV 3410 (Building Community Supports):
Students access FSU's library databases and professional sites to research demographics of a particular client group, current program design, and innovative ideas to address the group's needs.

HMSV 3600 (Assessment and Intervention):
Students use the Blackboard platform to post discussion board forums and respond to their peers. They use electronic forms for the progress notes for the four interviewing vignettes and related forms: the client intake form, two ongoing program notes, termination summary, the self-assessment form, and final Self-Reflective Paper.
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HMSV 3700 (Professional Issues):
Several written assignments require students to obtain and analyze information, and report it coherently, including the Real-Life Ethical Dilemmas paper, the three Homework assignments, the Current Events Paper, and the Final Presentation.

HMSV 3800 (Case Management):
Students post entries and respond to their peers on discussion board forums. They use their phones or laptops to locate local agencies and develop service plans for a number of human services clients.

HMSV 4890 (Internship Seminar):
Students access the University's electronic databases to locate research articles for the Literature Shares and the Agency Development Workshop. They refer to online library tutorials to

determine the reliability of the articles they choose. They create PowerPoint or Prezi presentations for the Agency Professional Development Workshop.

PSY 1200 (Lifespan Development):
Whether the class is held on campus or remotely, students must use technology to access Blackboard, download files, and submit written assignments electronically (two Across the Lifespan Essays, and the Final Project). Additionally, they must post and respond to their colleagues in 13 discussion board forums.

PSY 2350 (Abnormal Psychology):
Students must use technology in order to be successful in the class; all class materials, including syllabus; quizzes, tests, and other assignments; videos; and additional teaching materials are on Blackboard. Students use the Library website to locate an article for the Article Review paper.

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 service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.**
Specifications for Standard 15: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]
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.*

a.	Knowledge and skills to analyze and assess the needs of clients or client groups. **Response:** **HMSV 1100 (Intro):** After the initial introduction to the needs of human services clients in Chapter 1 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)*

(Martin), numerous chapters expand upon the needs of special groups, such as children, adolescents, elders, school children, and LGBT and indigenous people (Chapters 5, 6, 7, 11, and 15 respectively); people with serious physical or mental health issues (Chapters 10 & 8); those who are homeless (Chapter 9); victims of interpersonal violence (Chapter 13); or live in rural communities (Chapter 14). Chapter 2 notes emerging issues in social welfare. Chapter 4 provides a summary of skills to help the practitioner engage and work with clients. Students also read "Americans with Disabilities: Advocacy, Law and Human Services" (Shane) to better understand the experiences of those with disabilities. For the Policy to Practice Paper, students find three research articles in order to better understand the needs of a particular client group.

HMSV 2050 (Research Methods):
Students learn how research can facilitate better decision-making regarding service provision. They watch a three-part video series on "Data Driven Decision Making" produced by the Department of Health and Human Services. They read "What is Program Evaluation: A Beginner's Guide" on how program evaluation informs the design and implementation of services. Students apply their knowledge in an online activity in which they review the results of a google form survey of a fictitious Community College Veterans' Services Office program evaluation and make recommendations. For the Needs Assessment Assignment, students investigate a particular client group and develop a methodology to gather data on its needs.

HMSV 2005 (Diversity):
This course helps students to understand the needs of marginalized groups; almost all the readings, which have been identified in other standards, support this goal. For the Keeping it Current Paper, students analyze how a current situation or policy impacts the lives of an oppressed group, drawing from a book, essay, documentary, podcast, or other media. Students research the unaddressed needs of a population for the Advocacy in Action Project. A guest speaker, Jason Smith, Assistant Dean Academic Affairs, presents the Safe Zone, a program to provide support to the LGBTQ+ campus community and educate the broader community on their needs.

HMSV 2500 (Interviewing Techniques):
Students learn basic interviewing skills that will form the foundation of their work with clients and allow them to inquire about their needs. Three readings help the student apply the various micro-skills: "Discovering the Client's Narrative," "Reflection of Content," and "7 Tips for Asking Highly-Effective Questions" (Murchison). After conducting each of the structured midterm and final interviews, students write a self-evaluation paper in which they critique their ability to join with their client and effectively gather information.

HMSV 3410 (Building Community Supports):
The Person-Centered Planning Lecture at the beginning of the semester provides the basis for students to analyze the needs of clients with an emphasis on upholding client self-determination.

HMSV 3600 (Assessment and Intervention):
Building on Interviewing Techniques, this course helps students learn how to join with clients, understand their perspectives and needs, and intervene in appropriate ways. "Stages of Change" (Prochaska & Norcross) provides a framework for understanding clients' needs for both consistency and change. Students read "A How-to Guide for Conducting a Functional Analysis: Behavioral Principles and Clinical Application" (Magidson, Young, & Lejuez), learn how to define baseline behaviors, and create CBT plans to change a specified behavior.

Based on the principles of strength-based interviewing (*Interviewing for Solutions,* DeJong & Berg), students conduct a series of interviews in groups of three or four, taking turns playing the interviewer, client, and observer. To help them experience a helping relationship beyond an intake session, they each role play a client with a problem with enough depth to span four 20-minute sessions. The first session is the intake, followed by two working sessions, and a final "termination" session. The overall structure of this activity is to alternate interviewing sessions (in which each student takes a turn playing the client, interview and observer) and processing/consultation sessions. This cycle is repeated four times, spanning a month of class time. The consultation sessions are modeled on the reflecting team model; the professor sets the structure for the first couple of reflecting teams in which the entire class participates. With future consultations, student teams engage in the reflecting team process on their own with faculty oversight. After each interview, each student writes a progress note summarizing the client's presentation and needs. In the final Self-Reflective Paper, students analyze how successful their interactions were in helping the client meet specified goals.

HMSV 3700 (Professional Issues):
The Real-Life Ethical Dilemmas and Current Events Papers both call on students to look at how clients' needs are addressed by agencies or by public policy. The three Homework assignments are based on real life scenarios about clients and the providers whose attempts to service them are questionable.

HMSV 3800 (Case Management):
Readings from *Fundamentals of Case Management Practice* (Summers) present interviewing strategies for engaging clients and determining their needs:
- "Documenting Initial Inquiries" (Chapter 14),
- "The First Interview" (Chapter 15), and
- "Social Histories and Assessment Forms" (Chapter 16).

Over the course of the semester, students role-play scenarios of difficulties with clients that previous students encountered at their practicums and problem solve responses. Through lecture and video demonstrations, students learn how to assess a client's mental status and current functioning, and identify needs and possible interventions; they write a full Mental Status Exam Paper on either a client from their practicum site or one from a video provided by

the instructor. Agency-based supervisors rate students on whether they were "able to identify needs of service recipients to develop service plans (ISP, IEP, 504, etc.)" on a 5-point scale on the Practicum Supervisor's Evaluation.

HMSV 4890 (Internship Seminar):
Throughout their placements, students observe the needs of their host agency's clients. Through class discussions, the five Literature Shares, and the Agency Professional Development Workshop, students learn about other client groups than the ones they directly work with. Internship Supervisors score students on how well they "established goals with clients" and "focused on client's needs effectively" on a 5-point scale on the Site Supervisor's Evaluation.

PSY 2350 (Abnormal Psychology):
Students learn about the needs of people diagnosed with various psychiatric disorders through lecture and by reading the text *Essentials of Understanding Abnormal Behavior* (3rd ed.). The Article Review assignment provides an opportunity to obtain information on the needs of people with a particular diagnosis. The Case Study asks students to reflect on the needs of an individual.

b.	Skills to develop goals, and design and implement a plan of action. **Response:** **HMSV 1100 (Intro):** After the introduction of tasks of human services practitioners, including treatment planning, in Martin's *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)*, numerous chapters expand upon how to address the needs of select groups, including: children, adolescents, elders, school children, and LGBT and indigenous people (Chapters 5, 6, 7, 11, and 15 respectively); people with serious physical or mental health issues (Chapters 10 & 8); those who are homeless (Chapter 9); victims of interpersonal violence (Chapter 13); or live in rural communities (Chapter 14). Chapter 4 summarizes skills that the practitioner will use working with a client in designing, implementing, and evaluating treatment goals. Students read the CDC's "Policy Analytical Framework," which provides a guide to identifying problem areas, analyzing possible solutions, and implementing policy changes. Through the Policy to Practice Paper, students research how policy is developed and passed through legislation. Students are introduced to treatment plans, IEPs, client-centered plans, etc. through their practicum sites. **HMSV 2005 (Diversity):** For the Advocacy in Action Project, students present a proposal to meet the unaddressed needs of a marginalized group, including an implementation strategy.

HMSV 2050 (Research Methods):

Students watch a three-part video series produced by the Department of Health and Human Services on "Data Driven Decision Making" in order to understand empirically-driven program design. Several readings describe the concepts underlying effective program design, including:

- "Test Validity and Reliability" (Allpsych.com)
- "Preparing an Evaluation Report:" (CDC)
- "Experimental Validity and Reliability" (Allpsych.com)

Students apply their knowledge in an online activity by designing a study to prove the effectiveness of a residential addiction program that is facing significant budget cuts. Students develop a needs assessment from conception to implementation strategy for the Needs Assessment Assignment.

HMSV 2500 (Interviewing Techniques):

Students read an article "Mutual Goal Setting" to gain insight into the skills needed to work collaboratively with clients. In the final interview, they begin to identify goals with their client.

HMSV 3000 (Management of the Non-Profit Agency):

Students are provided with the missions and visions of local not-for-profit agencies and are asked how they would implement and manage the programs described. Students read "Strategic Planning: Turning a Dream into Reality" (Bell, in *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors).

HMSV 3600 (Assessment and Intervention):

Much of this course focuses on learning the skills to collaborate with a client on defining and meeting goals. After reading "Stages of Change" (Prochaska & Norcross), students engage in role-played exercises in which they learn to target their interventions to the client's readiness for change. Based on the principles of strength-based interviewing (*Interviewing for Solutions*, DeJong & Berg), students help a role-played client identify goals and strategies to achieve them over four sessions. They read "Counseling Modules: Termination of Counseling" (Wilderson et al.) for guidance before the fourth interview. They also read "Challenging Skills" (Young, *Learning the Art of Helping: Building Blocks and Techniques*, Chapter 8) and practice skills to confront client contradictions, clarify goals, and decide on a course of action. Students learn the skills to design, implement, track, and evaluate plans to target behavioral issues and maladaptive cognitions through lectures and by reading "Decision Making over the Course of Therapy" (*The Case Formulation Approach to Cognitive-Behavioral Therapy*, Persons). They then gather baseline data on a behavior, and accompanying faulty cognitions, that they wish to change in their own lives, design a plan to address it,and implement it. They must track it over at least six weeks.

HMSV 3700 (Professional Issues):

	In each of the three Homework Assignments, students discuss three possible resolutions to an ethical dilemma, evaluate the merits and problems of each, and decide how to implement their preferred solution. **HMSV 3800 (Case Management):** Students practice developing goals and implementing them with clients at their practicum sites. Several chapters from their text, *Fundamentals of Case Management Practice* (Summers), illustrate skills for information gathering, and service planning and implementation, including: "Documenting Initial Inquiries" (Summers, Chapter 14) "The First Interview" (Chapter 15) "Social Histories and Assessment Forms" (Chapter 16) "Developing a Service Plan at the Case Management Unit" (Chapter 20) "Preparing for a Service Planning Conference or Disposition Planning Meeting" (Chapter 21) "Making the Referral and Assembling the Record" (Chapter 22) "Documentation and Recording" (Chapter 23) "Monitoring the Services or Treatment" (Chapter 24) "Developing Goals and Objectives at the Provider Agency" (Chapter 25) Each student interviews a peer and completes a psychosocial history with a simple service plan; students can decide how much information they are comfortable disclosing. Agency-based supervisors score students on how well they were "able to identify appropriate referrals" on a 5-point scale on the Practicum Supervisor's Evaluation. **HMSV 4890 (Internship Seminar):** At their internship sites, students work directly with clients to devise and implement service plans, IEPs, client-centered plans, etc. Through their research for the five Literature Shares, they explore treatment modalities that may be helpful for their client base. Internship Supervisors score students on how well they "established goals with clients" and "focused on client's needs effectively" on a 5-point scale on the Site Supervisor's Evaluation.
c.	Skills to evaluate the outcomes of the plan and the impact on the client or client group. **<u>Response</u>:** **HMSV 1100 (Intro):** Chapter 4 of Martin's *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* introduces listening skills that students will need to receive feedback on the effectiveness of their interventions. The Policy to Practice Paper helps students to develop skills to critique proposals that will directly impact client groups through legislation. Students read the CDC's "Policy Analytical Framework" which provides guidance on how to evaluate possible outcomes of policy proposals. **HMSV 2005 (Diversity):**

Students analyze the implications of current policy or practice on a marginalized group for the Keeping it Current Paper. For the Advocacy in Action Project, students address how they will measure the success of the program they are designing.

HMSV 2050 (Research Methods):
This class provides the foundation for understanding how to assess the merits of a research proposal or program evaluation; relevant readings include:
- "Levels of Measurement" (Osherson & Lane), an interactive e-book chapter introduces students to different types of measurement scales and explains how mis-interpretations can be made when failing to understand the proper use of measurement scales
- "Descriptive Statistics" (*Social Science Research: Principles, Methods, and Practice,* Bhattacherjee, Chapter 14)
- "Variables" (Allpsych.com)
- "Test Validity and Reliability" (Allpsych.com)
- "Experimental Validity and Reliability" (Allpsych.com)
- "Correlation" (Allpsych.com)
- "Inferential Procedures" (Allpsych.com)

Students view two Youtube videos: "Stats in Action" and "What is a Case Study?" They apply concepts to online activities; in one practice, they identify independent and dependent variables and levels of measurement for a number of research questions. On another, they take the role of a reviewer for the Fitchburg State Institutional Review Board (IRB) and provide a justification for either accepting or rejecting two research applications. In a third, they guess correlations based on scatter plots. For the Needs Assessment Assignment, students must anticipate obstacles to participation and develop appropriate strategies to overcome.

HMSV 3000 (Management of the Non-Profit Agency):
Students learn how basic data collection tools, such as pre- and post-testing and satisfaction surveys, are used to evaluate the quality of program services. They read: "Managing for Performance: How to Define it, How to Measure it" (Drucker, Part 3) and "Measurement, Evaluation, and Learning Plans" (Chillon, *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors, Chapter 15).

HMSV 3410 (Building Community Supports):
Students apply the procedure described in "Person-Centered Planning: Maps and Paths to the Future" (Garner & Dietz) to evaluate the implications of various interventions.

HMSV 3600 (Assessment and Intervention):
The class is named "Assessment and Intervention" due to the fact that these two are intertwined. Class discussions help students to realize that questions and other interventions may have implicit assumptions that impact the client's response. From the readings in

Interviewing for Solutions (DeJong & Berg), and role-plays to practice the skills, students learn to continuously evaluate whether their interventions are helpful. Students engage in weekly consultation sessions on their four interviewing vignettes with peers so that they can articulate their intentions and assess how effective they were. As part of the CBT Plan, students develop strategies to evaluate effectiveness, such as charts, scaling, journaling, calendars, and web-based apps to track progress.

HMSV 3700 (Professional Issues):
In each of the three Homework Assignments, students discuss three possible resolutions to an ethical dilemma, evaluate the merits and issues of each, and then design a plan of how to implement their preferred solution.

HMSV 3800 (Case Management):
Students read several chapters in *Fundamentals of Case Management Practice* (Summers) that provide details on how to track the success of service plans with clients, including:
- "Developing a Service Plan at the Case Management Unit" (Chapter 20)
- "Preparing for a Service Planning Conference or Disposition Planning Meeting" (Chapter 21)
- "Monitoring the Services or Treatment" (Chapter 24)
- "Developing Goals and Objectives at the Provider Agency" (Chapter 25)
- "Terminating the Case" (Chapter 26)

In the Final Oral Case Presentation, students report on the effectiveness of a treatment plan for a client from their practicum that they worked with.

HMSV 4890 (Internship Seminar):
Students witness the effectiveness of service plans, IEPs, client-centered plans at their host agencies. They inform one another of the efficacy of various treatment modalities through the Literature Shares and the Agency Professional Development Workshop.

6. Client Interventions and Strategies

Context: Human service 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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

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.*

a.	Theory and knowledge bases of prevention, intervention, and maintenance strategies.

Response:

HMSV 1100 (Intro):

Students are exposed to prevention, intervention, and maintenance strategies through their 30-hour practicum and assigned readings. After introducing the scope of human services in Chapter 1 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin), numerous chapters present detailed information on intervention strategies for various groups, including age cohorts, LGBT and indigenous people, people with serious physical or mental health issues, who are homeless, victims of interpersonal violence, or minorities in rural communities (Chapter 5-11, and 13-15).

HMSV 3410 (Building Community Supports):

The Person-Centered Planning Lecture at the beginning of the semester introduces theory and the knowledge bases necessary to assess the appropriateness of various levels of intervention. Two readings provide information on intervention policies and programs for clients receiving special education services and ongoing services as adults:

- "Autism Spectrum Disorder" (CDC)
- "The Basic Special Education Process Under the IDEA" (Massachusetts Department of Education)

HMSV 3600 (Assessment and Intervention):

The class presents how to work with clients from prevention to maintenance from various perspectives, including CBT, strength-based, positive psychology, and motivational interviewing. Several readings provide theory and application strategies, including:

- *Interviewing for Solutions* (DeJong & Berg)
- "Reinforcement: Better than Rewards" in *Don't Shoot the Dog* (Pryor)
- "A How-to Guide for Conducting a Functional Analysis: Behavioral Principles and Clinical Application" (Magidson, Young, & Lejuez)
- "Evaluating Automatic Thoughts" (Beck, *Cognitive Behavioral Therapy: Basics and Beyond*, Chapter 11)

- "Positive Psychology: An Introduction (Summary)" Lino
- "Foundational Concepts and Skills" (*Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*, Schumacher & Madson, Chapter 2)

HMSV 3800 (Case Management):
Students observe their practicum supervisors implementing various strategies to assist and maintain clients at different levels of functioning. Through one another's presentations and ongoing discussions, they learn about various interventions tailored to clients with different needs. Chapter 1 in *Fundamentals of Case Management Practice* (Summers) introduces the levels of case management, and Chapter 2 explains the roles of practitioners in maintaining client health and stability. For the Case and Agency Final Report, students devise a treatment plan for either a client from their practicum site or a one from a professional video.

HMSV 4890 (Internship Seminar):
Students in direct service internships collaborate with clients to develop client-centered interventions to maintain, gain, or regain healthy functioning. The five Literature Shares allow students to share information on treatment strategies with their peers. Ongoing class discussions probe how to work with clients at various levels of functioning and readiness. The Agency Professional Development Workshop provides an opportunity for students to share their observations of how their host agencies respond to client needs; by sharing this information, students learn how other agencies assist different client groups through prevention, intervention, and maintenance strategies. Internship supervisors score students on how well they "established goals with clients" and "focused on client's needs effectively" on a 5-point scale on the Site Supervisor's Evaluation form.

PSY 1200 (Lifespan Development):
As each developmental stage is covered, lecture material and readings from *Across the Lifespan* (Berk) highlight the conditions necessary for healthy functioning and intervention strategies. Students integrate this material in the 13 discussion board forums.

b.	Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research. **Response:** **HMSV 1100 (Intro):** The 30-hour practicum allows students to observe clients in the field. Depending on the placement, the amount of interaction with clients varies, but all are expected to engage in active listening. They also learn by talking with other staff and their supervisors about their observations.

HMSV 2050 (Research Methods):

This class concentrates on helping students learn how to use research to understand client needs. Class readings include:

- "Sampling," and "Survey Research (*Social Science Research: Principles, Methods, and Practice*, Bhattacherjee, Chapters 8 and 9)
- "Survey Sampling Methods" (Statpac)
- "Complete Guide to Acceptable Survey Response Rates" and "Writing Survey Questions for Local Program Evaluations" (Ramshaw)
- "Diversity in Medical Research is a Long Way Off, Study Finds"(University of CA, San Francisco)

Students appraise a peer-reviewed article for the Article Critique Paper. They learn how to develop surveys to assess the needs of a client group for the Needs Assessment Assignment. An online activity, "What's Wrong with this Survey Question?," provides a chance to analyze the problems and implications inherent in a series of survey questions.

HMSV 2500 (Interviewing Techniques):

This is the main focus on the course; students are continuously conducting, observing, and critiquing interviews; practicing active listening skills; offering feedback; and researching more about the settings in which human services are provided.

HMSV 3410 (Building Community Supports):

The Person-Centered Planning Lecture provides the basis for students to design interventions that uphold client self-determination. Students read "Person-Centered Planning: Maps and Paths to the Future" (Garner & Dietz) and practice mapping as described.

HMSV 3600 (Assessment and Intervention):

The class focuses on the skills that practitioners use to help clients achieve their goals. Students practice the skills described in *Interviewing for Solutions* (DeJong & Berg) that will help in soliciting information from clients on their needs and hopes. To help students experience a helping relationship beyond an intake session, they each role play a client with a problem with enough depth to span four 20-minute sessions. Since they are working with the same client, they are responsible for tracking progress and documenting it, much like they would in an agency progress note. In the final Self-Reflective Paper, students reflect on their overall success in helping the client meet specified goals. They engage in weekly consultation groups to solicit and offer feedback and suggestions to their peers. An additional reading, "Foundational Concepts and Skills" (*Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*, Schumacher & Madson, Chapter 2) provides tips on interviewing clients who may be hesitant to embrace change. They read a chapter on "Challenging Skills" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Ch 8) that provides guidance on how to address non-verbal behavior that might be significant.

	HMSV 3800 (Case Management): Role-played interviews allow students to practice active listening, observe their classmates' interviews, and offer consultation as they define the needs of clients and possible strategies to meet them. Students do an in-depth intake interview with a fellow classmate and complete a Psychosocial History. They report on their observations and interactions with clients from their practicum sites and explore what they are learning about their clients' needs through both class discussions and the Initial and Final Case Presentations. **HMSV 4890 (Internship Seminar):** This is a major focus of most internships; even a student completing a placement in human resources needs to focus on the employees (clients) through active listening and observation. Class discussions help students generate ideas of how to work with clients when a student requests consultation. Site supervisors evaluate how well their interns "established rapport with clients of varying needs and perspectives" on a 5-point scale on the final evaluation.

c.	Knowledge and skill development in:
	    1. Case management
	        a. Intake interviewing
	      Response:
	
	HMSV 1100 (Intro):
	Students read Chapter 4 of Martin's *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* which introduces the basic helping skills necessary for information gathering during an intake process.
	
	HMSV 2005 (Diversity):
	Students read about culturally sensitive interviewing and how to handle differences in worldviews in "Counseling and Cultural Diversity" (*Social and Cultural Foundations of Counseling and Human Services*, Schmidt, Chapter 10). They then apply this through role-played intake sessions in which one student takes the role outlined in one of the case studies in the chapter.
	
	HMSV 2500 (Interviewing Techniques):
	This course emphasizes micro-skill development in intake interviewing. Students practice the hierarchy of interviewing skills; they are videotaped so that they can reflect on their skill development in papers. The professor and peers provide feedback throughout the semester, and students are formally assessed on their skills in the final interview. Students also read "Providing Structure" to develop a theoretical framework of how to do an initial interview.
	
	HMSV 3600 (Assessment and Intervention):

Students read *Interviewing for Solutions* (DeJong & Berg) and practice the skills of conducting an intake from a strength-based perspective. They participate in a number of short intake role-plays throughout the course as they practice new skills, including confrontation, scaling, and the miracle question. They also conduct a longer intake interview as the first of the four strength-based vignettes.

HMSV 3800 (Case Management):
Students complete a full psychosocial assessment of a colleague in class; they also often assist their practicum supervisors with intakes.

HMSV 4890 (Internship Seminar):
Students conduct intake interviews at their field sites.

b. Helping skills
Response:

HMSV 1100 (Intro):
Students are introduced to the basic helping skills in Chapter 4 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.*). They observe their practicum supervisors using such skills at their host agencies.

HMSV 2500 (Interviewing Techniques):
Students practice active listening and the various interviewing skills throughout the semester. They demonstrate their effectiveness in using the helping skills in the midterm and final interviews and assess their skills in the corresponding papers.

HMSV 3600 (Assessment and Intervention):
Students practice strength-based interventions (*Interviewing for Solutions*, DeJong & Berg,) through practice interviews and a series of four more in-depth 20-minute sessions with the same client. After the intake session, they have two working sessions focused on goals before the final "termination" session. Additionally, they engage in practice interviews after reading *Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges* (Schumacher & Madson, Chapter 2) and "Challenging Skills" (*Learning the Art of Helping: Building Blocks and Techniques*, Young Ch 8.)

HMSV 3800 (Case Management):
Students employ various helping skills, including active listening, one-on-one counseling, group facilitation, and family support in their practicum placements. They also role-play difficult situations from the field in order to problem solve ways of managing them. To help students develop skills to handle these situations, they read "Addressing and Disarming Anger" and "Collaborating with People for Change" (*Fundamentals of Case Management Practice*, Summers, Chapters 11 and 12). Site supervisors rate students on how well they "established

rapport with service recipients" and were "able to identify needs of service recipients to develop service plans (ISP, IEP, 504, etc.)" on a 5-point scale on the Practicum Supervisor's Evaluation form.

HMSV 4890 (Internship Seminar):
Students learn and practice an assortment of helping skills at the field placement sites. Internship supervisors evaluate students on how well they "established goals with clients" and "established rapport with clients of varying needs and perspectives" on a 5-point scale on the Site Supervisor's Evaluation.

c. Identification and use of appropriate resources and referrals.
Response:

HMSV 1100 (Intro):
Students are introduced to various referral resources through lectures, readings, and their 30-hour practicum placements. Students discuss their placements in a Roundtable at the end of the semester so that they are exposed to a spectrum of area agencies.

HMSV 2005 (Diversity):
Students learn about and research additional resources for issues that emerge through case studies. Jason Smith, Associate VP of Student Affairs, presents the Safe Zone project that provides support to the LGBTQ+ campus community.

HMSV 2500 (Interviewing Techniques):
For Homework # 4, students research an agency that will serve as the setting for their role-played final interview; the rest of the class benefits as they watch one another's interviews. Students research and present resources and appropriate referrals for a particular population for the Information Sharing Assignment. They are expected to be able to suggest appropriate referrals and resources for their clients during the final interview.

HMSV 3600 (Assessment and Intervention):
During role-played interviews, students problem-solve and suggest appropriate community resources and referrals. Since they work with the same client over four weeks, they have time to investigate appropriate referrals between sessions.

HMSV 3700 (Professional Issues):
In the Real-Life Professional Dilemmas and the Current Events Papers, students identify resources that might be helpful for a particular group of clients.

HMSV 3800 (Case Management):
Students learn about area agencies and resources from their practicum placements. They engage in an in-class Service Plan Exercise in which they find local resources, create a service plan, and

set SMART goals for a number of client scenarios. The Summers text, *Fundamentals of Case Management Practice*, provides practical suggestions for students on steps involved in making referrals, including:

- "Developing a Service Plan at the Case Management Unit" (Chapter 20)
- "Preparing for a Service Planning Conference or Disposition Planning Meeting" (Chapter 21)
- "Making the Referral and Assembling the Record" (Chapter 22)
- "Monitoring the Services or Treatment" (Chapter 24)

Site supervisors score students on how well they are "able to identify appropriate referrals" on a 5-point scale on the Practicum Supervisor's Evaluation.

HMSV 4890 (Internship Seminar):

Students learn of area resources at their internship sites and share these during class discussions and the Agency Professional Development Workshop. Internship Supervisors score students on how well they "focused on client's needs effectively" on a 5-point scale on the final evaluation form.

2. Group facilitation
Response:

HMSV 1100 (Intro):

Students read about the role of group facilitation in Chapter 1 of the Martin text, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.),* and about the skills needed for successful group facilitation in Chapter 4.

HMSV 3600 (Assessment and Intervention):

As part of the month-long interviewing vignettes part of the course, students are assigned to consultation groups to process their interviews and plan for subsequent sessions. The consulting teams engage in the reflecting team process on their own with little faculty intervention, thus necessitating group facilitation skills to organize their time and allow all members to participate equally.

HMSV 3700 (Professional Issues):

In the Group Membership Exercise, students practice facilitation skills in role-played situations. Students are expected to engage their audience by questions or activities in the Final Presentation.

HMSV 3800 (Case Management):

Each student raises questions prompted by their field experience and facilitates a group discussion during each of the Initial and Final Case Presentations.

HMSV 4890 (Internship Seminar):

Some students in direct service internships practice group facilitation skills at their sites; these experiences are discussed in seminar for all students to process. In both the Literature Share and the Agency Professional Development Workshop, students present their findings to the class and facilitate discussion. They are encouraged to have an interactive component in the Workshop.

3. Use of consultation
Response:

HMSV 1100 (Intro):
Students read about the listening skills that underlie an effective consultation in Chapter 4 of the Martin textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)*. At their practicum sites, students observe staff consultations and are expected to consult with agency staff to better understand their observations in the field. Additionally, they consult with one another in class as a means to better understand their experiences.

HMSV 2500 (Interviewing Techniques):
In-class peer feedback exercises allow students to learn how to practice giving and receiving feedback. Students also learn the benefits of consultation through the ongoing feedback from the instructor following each practice interview, the midterm interview, and the final interview.

HMSV 3600 (Assessment and Intervention):
Students act as CBT coaches to their peers and help problem solve when challenges arise executing their plans. The consulting groups, based on a reflecting team model, that follow each of the four interviewing vignettes allow students to practice peer consultation. During this process, students complete a "Consultation Form" that they can refer to in planning subsequent sessions. In the final Self-Reflective Paper, students reflect on their experiences participating in a consultation group.

HMSV 3700 (Professional Issues):
The Ethical Decision-Making Model in Chapter 1 of the Corey, Corey, and Corey text stresses the importance of consultation in resolving professional dilemmas. Students practice this model in class and apply it in three Homework Assignments.

HMSV 3800 (Case Management):
The class often functions as a consulting team; students use the Initial and Final Case Presentations and ongoing discussions to solicit ideas for how to work with their clients or deal with a situation at the hosting agency. Students work as peer reviewers in class by providing feedback on drafts of papers. Site Supervisors evaluate students on how well they "used supervision to further professional growth" on a 5-point scale on the evaluation form.

HMSV 4890 (Internship Seminar):

Students observe their supervisors using consultation and are expected to consult with agency personnel to further their learning. Class discussions are based on a consultation model in which students present their observations or questions and the rest of the class offers ideas. Internship Supervisors score students on how well they "sought supervision/feedback effectively to improve skills" on a 5-point scale on the final evaluation form.

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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]

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.*

a.	Clarifying expectations. **Response:** **HMSV 1100 (Intro):** By reading Chapter 3 of *Introduction to Human Services: Through the Eyes of Practice Settings (Martin, 4th ed.)* students are challenged to clarify their values and how they might impact their expectations of clients. Chapter 4 summarizes the basic interviewing skills for effective communication that are needed in order to clarify expectations with others. In the Strengths and Weaknesses Paper, students clarify professional expectations for themselves based on an analysis of their skills, challenges, and interests. **HMSV 2050 (Research Methods):** Students read about how to clarify expectations when organizing focus groups in two articles by the Center for the Promotion of Health in the New England Workplace: "Tips for Facilitating Focus Groups" and "The Art of Facilitating Focus Groups." Students complete an online activity from the New York Times, "A Quick Puzzle to Test Your Problem Solving" to help them understand the concept of confirmation bias.

HMSV 2500 (Interviewing Techniques):
Skills are modeled through watching live demonstrations and videos, and students practice clarifying their interviewee's thoughts, expectations, and goals during ongoing practice, midterm, and final interviews. The "Providing Structure" reading offers a framework for clarifying the purpose of the interview to the client. In the self-reflective papers after the midterm and final interviews, students comment on their intentions for their interviews and how well they succeeded.

HMSV 3000 (Managing the Non-Profit Agency):
Students learn the management skills of articulating mission and vision statements and how to determine whether the services provided fulfill and match these. They read "The Workforce Whisperer" which highlights Simon Sinek's principles on establishing clear communication and inspiring workers.

HMSV 3600 (Assessment and Intervention):
The consultation groups following the four longer interviews allow students to clarify their intentions and prepare for subsequent sessions. Students read "Challenging Skills" (Young, *Learning the Art of Helping: Building Blocks and Techniques*, Chapter 8) and practice helping clients clarify their thoughts, feelings, or ideas when they are presenting conflicting ones.

HMSV 3700 (Professional Issues):
"Introduction to Professional Ethics" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 1) presents a model for ethical decision-making that encompasses clarifying expectations of all constituents. The three Homework Assignments specifically ask students to clarify both direct and implied expectations for several scenarios. "The Counselor as a Person and a Professional" (Chapter 2) highlights how practitioners can address the influence they potentially have on clients ethically and responsibly.

HMSV 3800 (Case Management):
Students articulate their intentions for their work with clients through class discussions, the two oral presentations, and discussions with site supervisors. For the Service Plan Exercise, they design SMART goals for client scenarios in order to set clear goals and timelines for achievement. Practicum Supervisors evaluate students' ability to clarify their needs by responding to whether they "used supervision to further professional growth" on a 5-point scale on the evaluation form.

HMSV 4890 (Internship Seminar):
Class discussions help students clarify their expectations for the internship experience. They practice framing clarifying questions for their clients and for supervision. Internship Supervisors score students on how well they "engaged in clear and open communication with supervisor,"

	"sought supervision/feedback appropriately to improve skills," and "established rapport with clients of varying needs and perspectives "on a 5-point scale on the evaluation form.
b.	Dealing effectively with conflict. **Response:** **HMSV 1100 (Intro):** Students are introduced to the basic interviewing skills necessary to resolve conflict in Chapter 4 of *Introduction to Human Services: Through the Eyes of Practice Settings* (Martin, 4th ed.). Chapters 10 and 13 offer insight into settings in which conflicts often arise, such as medical, health care and hospice settings; and the courts and legal institutions. Students observe how agency personnel address conflict at their practicums. Should conflict arise between student and site personnel, the professor helps the student develop problem solving strategies. **HMSV 2005 (Diversity):** Class discussions, based on course readings, videos, and experiential exercises frequently address how students can handle conflicts between themselves and clients when they have different worldviews. After reading "Counseling and Cultural Diversity" (*Social and Cultural Foundations of Counseling and Human Services*, Schmidt, Chapter 10), students explore how they would handle the various case studies in which cultural differences may cause conflict. **HMSV 2500 (Interviewing Techniques):** Students discuss how to apply the micro-skills with clients that they find difficult. They read "Managing Clients who Present with Anger" (NASW, Winter 2013) and "Recovering from a Difficult Situation" to gain tips on how to respond appropriately. **HMSV 3600 (Assessment and Intervention):** Students read "Challenging Skills" (Young, *Learning the Art of Helping: Building Blocks and Techniques*, Chapter 8) and practice through role-plays based on situations in their lives. **HMSV 3700 (Professional Issues):** Much of this class focuses on how to resolve conflict that arises in professional situations. Students apply the Ethical Decision-Making Model to scenarios in class and to three Homework Assignments; sometimes the conflict is internal as they see advantages to more than one course of action. **HMSV 3800 (Case Management):** Invariably, at least one student each semester has a conflict pertaining to their field placement, whether it's with a supervisor or other agency personnel, a client, a fellow student, or an internal one. The class functions as a consulting team to help the student identify elements of the conflict and work toward a solution. Students observe their practicum supervisors handling conflict and learn how to resolve differences of views with clients, and possibly agency staff.

	HMSV 4890 (Internship Seminar): The class functions as a team to help students identify elements of any conflicts encountered in the field and to work toward a solution. Additionally, students process difficult scenarios and articulate what they learned in the Reflective Learning Summaries. Two items on the Site Supervisor's Evaluation require that students be able to resolve conflicts effectively: "communicated effectively with agency personnel, including support staff," and "established rapport with clients of varying needs and perspectives."
c.	Establishing rapport with clients. **Response:** **HMSV 1100 (Intro):** Numerous chapters in *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* expand upon how to engage client groups of various ages (Chapters 5, 6, 7, and 11) and with specific problems, such as serious physical or mental health issues (Chapters 8 & 10), who are homeless (Chapter 9), interpersonal violence (Chapter 13), difficulties of living in rural communities (Chapter 14). Chapter 4 introduces the interviewing skills that underlie establishing rapport. Students have the opportunity to practice developing rapport with clients at their practicum sites and observe how agency personnel do so. **HMSV 2005 (Diversity):** The class helps students practice ways of developing rapport with people of different backgrounds and worldviews through discussions, videos, and the following readings: ● "Counseling and Cultural Diversity" (Schmidt, *Social and Cultural Foundations of Counseling and Human Services*, Chapter 10) ● "Multicultural Counseling Competencies" (Choudhuri, Santiago-Rivera, & Garrett, *Counseling and Diversity*, Chapter 12) **HMSV 2500 (Interviewing Techniques):** A significant focus of the course is on developing rapport; students practice throughout the semester in role-play scenarios and the midterm and final interviews. They view videos of "good" and "bad" examples of rapport building. Two readings, "Reflection of Content" and "Attending to Feelings," help them to develop their skill base. **HMSV 3600 (Assessment and Intervention):** This is a significant focus of the course. Students learn to develop rapport through a collaborative process of goal setting with both voluntary and involuntary clients based on the principles of strength-based interviewing in *Interviewing for Solutions* (DeJong & Berg). If a student is having significant difficulty establishing or maintaining rapport, they are allowed to excuse themselves and consult with their observers, and then return to complete the session. This

mirrors the team approach in the *Interviewing for Solutions* text. Students read "Challenging Skills" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 8) and then practice how to build on the client's initial statements to explore meaning.

HMSV 3700 (Professional Issues):
Students read "Values and the Helping Relationship" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 3) and complete self-assessment exercises on how personal values and beliefs may impact developing rapport with various clients.

HMSV 3800 (Case Management):
Students practice developing rapport with clients at their practicum sites. When they encounter difficulties, the class helps generate ideas, including the use of activities and the creative arts. Students must develop rapport and a sense of trust to help their interviewee feel comfortable enough to divulge personal information as part of the Psychosocial History assignment. Practicum Supervisors score students on how well they "communicated respectfully and clearly with service recipients" and "established rapport with service recipients" on a 5-point scale on the evaluation form.

HMSV 4890 (Internship Seminar):
The field placement provides abundant opportunities for students to develop rapport with clients. Internship Supervisors score students on how well they "established rapport with clients of varying needs and perspectives" on a 5-point scale on the evaluation form.

d.	Developing and sustaining behaviors that are congruent with the values and ethics of the profession.
	Response:
	
	HMSV 1100 (Intro):
	Students read Chapter 3 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* which sets expectations for professional behavior and guides them through reflecting on their motivations for entering the field. Chapter 4 introduces skills needed for joining clients in a professional manner, rather than just a friendly one. They are exposed to the NOHS Code of Ethics. All students in practicum are expected to display professional behaviors and are evaluated by their site supervisors on these at the end of the semester.
	
	HMSV 2005 (Diversity):
	While an overall goal of the course is helping students to develop cultural competency, two chapters from *Social and Cultural Foundations of Counseling and Human Services* (Schmidt) are particularly helpful in establishing guidelines for maintaining ethical and professional behavior:
	    ● "Counseling and Cultural Diversity" (Chapter 10)
	    ● "Ethical and Legal Issues" (Chapter 11)

HMSV 2500 (Interviewing Techniques):
Students discuss ethical issues that may arise during in-class interviews; the NOHS Code of Ethics may be consulted for clarification. The "Providing Structure" reading helps distinguish between the roles of professional interviewer and friend or casual conversationalist. This is the first skills-based course that students take, and they are expected to conduct themselves as professionals. If a student does not comport themselves appropriately in class, first the instructor would speak to them, and if positive change does not result, the Human Services Review Committee would meet with them to detail the behaviors in question and establish a corrective action plan.

HMSV 3000 (Managing the Non-Profit Agency):
Through class discussions, students examine how their personal values and "unconscious" biases inform their ideas of human service agencies and compare it to the realities they observe in the field.

HMSV 3600 (Assessment and Intervention):
Students are expected to behave as professionals in this upper-level course. If absent, they are expected to notify the professor and any peers they may be scheduled to work with before the class starts. Readings from *Interviewing for Solutions* help students to learn how to word interventions respectfully and uphold the belief that clients are doing the best that they can at this moment, given their particular situations. It moves away from a judgmental framework to one of curiosity. Students practice these skills in a series of four interviews. Additional readings help students to learn how to build on client strengths, including:
- "The Challenge of the Troubled Family" (Chapter 1 in *How Survivors of Troubled Families Rise above Adversity: The Resilient Self,* Wolin & Wolin, Chapter 1*)*
- "Counseling Modules: Termination of Counseling" (Wilkerson et al.) discusses how to 'terminate' with a client in a professional and informed manner
- "Positive psychology: An introduction (summary)" (Lino) provides a framework for reinforcing client their strengths

HMSV 3700 (Professional Issues):
The entire class, including readings, assignments, and class discussions, focuses on the goal of developing and sustaining behaviors that are congruent with the values and ethics of the field. During the first week, the class writes its own Code of Ethics and compares it to that of NOHS.

HMSV 3800 (Case Management):
The expectation that students should act more as "employees" than as "students" is embedded within both the class and at the practicum site. If a student needs to be absent for any reason, they must contact the instructor or practicum supervisor beforehand, just as they would at a work site. They sign a Confidentiality Agreement that maintains that they will flunk the class if they break client confidentiality, just as they may be terminated from a job for such an offense.

Practicum Supervisors score students on related items on the Practicum Supervisor's Evaluation form using a 5-point scale:

- dressed appropriately for setting
- punctual and reliable
- adhered to ethical standards in the field
- adhered to agency policies and procedures

HMSV 4890 (Internship Seminar):

Students are expected and held accountable for upholding standards of professionalism both in the field and in seminar. By having two site visits per semester with each supervisor and student, faculty are able to monitor their professionalism and address any issues. Students are expected to be familiar with the NOHS Code of Ethics and refer to it if any questions arise. Students are evaluated by their site supervisors on their behavior, using a five-point scale, on the following:

- dressed appropriately
- was punctual and reliable
- worked within the structure and the system of the internship site
- followed through consistently and thoroughly on tasks
- showed initiative (e.g., asked probing questions, volunteered assistance)
- worked as team player, when appropriate
- sought supervision/feedback effectively to improve skills

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 human service delivery system.
Specifications for Standard 18: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]
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.*

a.	Principles of leadership and management. **<u>Response</u>:** **HMSV 2005 (Diversity):** For the Advocacy in Action project, students devise a plan to involve the community, recruit volunteers, and oversee a proposed project to meet the needs of a particular group. **HMSV 3700 (Professional Issues):** "Ethical Issues in Supervision" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 9) explores the qualities that contribute to good clinical supervision and leadership. **HMSV 3000 (Managing the Non-Profit):** Students are exposed to basic strategies for managing organizations within a framework of systems theory. Guest lecturers from area agencies present different leadership and management styles. Students synthesize their knowledge of organizational structure and management in the Agency Analysis Paper. Selections from *The Servant Leader* (Jennings & Stahl-Wert) provide examples for class discussions. Several readings inform students how to manage organizations and provide leadership, including: "On Being Nonprofit: The Bigger Picture" (Harvard Business School) "The Workforce Whisperer" (Sinek) "The Mission Comes First: and Your Role as a Leader" (*Managing the Non-Profit Organization: Principles and Practices,* Drucker, Part 1) "Constituent Relationship Management" (*Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors, Chapter 15) **HMSV 4890 (Internship Seminar):** Students observe organizational structure and leadership at their host agencies. They present an analysis of their placement site to the class, providing an overview of agency structure, an organizational chart, and staffing in the Agency Professional Development Workshop. The reading, "Getting to Know the Placement Site" (*The Successful Internship: Transformation and Empowerment*, King and Sweitzer, Chapter 6), offers a means to analyze agency structure. On the Site Supervisor's Evaluation form, students are evaluated on how well they "showed understanding of the organization's mission and goals" on a five-point scale.
b.	Human resources and volunteer management. **<u>Response</u>:** **HMSV 2005 (Diversity):** In presenting the Advocacy in Action Project, students consider staffing issues and how to recruit community volunteers for their proposed project.

	HMSV 3000 (Managing the Non-Profit Agency):
	Students read articles by the American Association on Intellectual and Developmental Disabilities (AAIDD) related to staff turnover, supervision, and recruitment and retention of staff. They also read:
	    ● "On Being Nonprofit: The Bigger Picture" (Harvard Business School)
	    ● "People and Relationships: Your Staff, Your Board, Your Volunteers, Your Community" (*Managing the Non-Profit Organization: Principles and Practices* Drucker, Part 4)
	    ● "Attracting and Hiring Staff: Acquiring the Best Talent" (Scarano, Chapter 8) and "Volunteer Recruitment) (Baldwin, Chapter 32) in *The Servant Leader* (Jennings & Stahl-Wert)
	Through class discussions and activities, students apply these concepts to policies employed by Massachusetts state agencies, such as the Department of Developmental Disabilities, the Department of Children and Families, and the Department of Mental Health. For the Agency Analysis Paper, students evaluate human resources issues of an area agency.
	
	HMSV 4890 (Internship Seminar):
	In presenting their placement sites during the Agency Professional Development Workshops, students discuss the roles of various personnel and the Board of Directors; and hiring, onboarding, and evaluation practices.

c.	Grant writing, fundraising, and other funding sources. **Response:** **HMSV 2005 (Diversity):** For the Advocacy in Action Project, students investigate funding sources and potential grant opportunities that might contribute to their proposed program for a marginalized group. **HMSV 2050 (Research Methods):** Students learn how data is used in the grant writing process through a three-part video series "Data Driven Decision Making," and from the reading "What is Program Evaluation: A Beginner's Guide." **HMSV 3000 (Managing the Non-Profit Agency):** Students analyze a sample program contract from a residential provider; they are consistently amazed by the complexity. Class discussions focus on systemic factors and external financial contingencies (economic slowdowns, Covid-19 crisis, government shortfalls, etc.) that impact the availability of external dollars, such as grants, donations, and fees. They integrate their knowledge in the Agency Analysis Paper. Course readings include "Systems Thinking, Systems Tools and Chaos Theory" (Free Management Library) along with several chapters from *Nonprofit Management 101,* (Rodrigues Heyman & Brenner, editors), including:

- "Fundraising: Knowing When to Do What" (McManus, Chapter 17)
- "How to Seek a Grant" (O'Neal-McElrath, Chapter 19)
- "Online Fundraising" (Andresen, Chapter 20)
- "Getting Your Board to Fundraise" (Zimmerman, Chapter 31)

HMSV 3800 (Case Management):
As part of their initial oral presentation, students detail the funding process and sources and allocation of resources at the hosting agency.

HMSV 4890 (Internship Seminar):
For the Agency Professional Development Workshop, students learn about how their placement sites are funded and what types of grants may be pursued.

d.	Legal, ethical, and regulatory issues, and risk management.

Response:

HMSV 1100 (Intro):
By reading Chapter 3 in *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* and the NOHS Code of Ethics, students become familiar with the practitioner's legal, ethical, and regulatory obligations. Reading *The State Boys Rebellion* (D'Antonio) provides an in-depth analysis of human rights issues caused by a state policy and the ensuing legislation to change it. Another reading, the CDC's "Policy Analytical Framework," provides a guide to working within various legal and regulatory restrictions and how to assess risk. For the Policy to Practice Paper, students explore how area agencies respond to legal, ethical, and regulatory issues.

HMSV 2005 (Diversity):
For the Advocacy in Action Project, students research legal, ethical, and regulatory issues, and identify issues of risk management that might impact the implementation of their proposed program.

HMSV 3000 (Managing the Non-Profit Agency):
Students are appraised of and review local safety codes and ordinances, statewide regulations based on Massachusetts General Laws, and come to understand the issues of liability and risk. Students view "A Vision for Successful Nonprofits" (*Ted Talk*, Proctor). They read "Nonprofit Law" (Hopkins, Chapter 10) and "Risk Management and Insurance" (Davis, Chapter 7) in *Nonprofit Management 101* (Rodrigues Heyman & Brenner, editors). They apply the concepts from the readings to the Agency Analysis Paper.

HMSV 3700 (Professional Issues):

"Introduction to Professional Ethics" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 1) presents an ethical decision-making model that encompasses legal, regulatory, and risk management assessment issues. "Client Rights and Counselor Responsibilities" (Chapter 5) elaborates on legal issues, such as informed consent, record keeping, and working with minors. Students read "Adolescent Patients and their Confidentiality: Staying within Legal Bounds" (Anderson, Schaechter, & Brosco) to learn the distinction between confidentiality and legal privilege. Students address these areas in three Homework Assignments in which they apply the decision-making model to various scenarios.

HMSV 3800 (Case Management):
Students discuss the impact of legal, regulatory, and risk management issues during the initial and final case presentations. Discussions on intervention decisions often highlight the difficult line of assessing risk while maintaining client self-determination.

HMSV 4890 (Internship Seminar):
In presenting their placement sites during the Agency Professional Development Workshop, students outline various regulatory issues and laws that impact their clients (i.e.: children, elders, those with substance abuse issues) and type of placement. Through class discussions, students assess the risk of various interventions for their clients and the possible impact in terms of benefits and drawbacks.

e.	Budget and financial management. **Response:** **HMSV 1100 (Intro):** Through the Policy to Practice Paper, students investigate the fiscal management of an area agency. **HMSV 2005 (Diversity):** For the Advocacy in Action Project, students create a rough budget and identify funding sources that may support their proposed program. **HMSV 3000 (Managing the Non-Profit Agency):** Students learn the fundamentals of organizational budgets, fixed costs, and contract expenses. Emphasis is placed upon facility, personnel, and benefit costs as well as the differences between a unionized and a non-unionized workforce. In small groups, students build a budget to a not-for-profit agency. Students learn how to use Goldstar and other online sites to retrieve agency financials and information on executive compensation. To help students understand how the fiscal process fits in with the organizational goals and structure, they read: • "On Being Nonprofit: The Bigger Picture" (Harvard Business School) • *The Servant Leader* (Jennings & Stahl-Wert)

	- *Managing the Non-Profit Organization: Principles and Practices* (Drucker) - *Risk Management and Insurance"(Davis) "Nonprofit Financial Management" (Chapter 12) in Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors) Students investigate the financial health of an area agency for the Agency Analysis Paper. **HMSV 3410 (Building Community Supports):** Students review the policies of Massachusetts state agencies regarding fiscal management of programs. **HMSV 3800 (Case Management):** A common theme in the two oral presentations and class discussions is the lack of resources that result from compromised budgets that impact agency solvency and client services. **HMSV 4890 (Internship Seminar):** Students include budgetary information, including fiscal challenges, in the Agency Professional Development Workshop.

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 service values and attitudes and promote understanding of human service ethics and their application in practice.
Specifications for Standard 19: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]
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.*

a.	The least intrusive intervention in the least restrictive environment. **Response:** **HMSV 1100 (Intro):**

Since this is the first course in the major, this concept is reinforced through lecture, readings, and class discussions. Chapter 3 in their textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.),* introduces the value of serving clients in the least restrictive environment. Subsequent chapters (5-11) apply this concept to intervention strategies for children, adolescents, elders, and mental health clients. The basic helping skills presented in Chapter 4 provide guidance for the student on how to engage clients and discuss options in order to determine the least restrictive environment. Students also read *The State Boys Rebellion* (D'Antonio)*,* a glaring example of the negative consequences of restrictive and involuntary services, and "Americans with Disabilities: Advocacy, Law and Human Services" (Shane).

HMSV 2005 (Diversity):
This issue is integrated throughout the class; the concept of "least intrusive environment" is thought of as essential to respecting the cultural background of the client. To reduce redundancy, the reader is referred to the readings and assignments in Standards 12c, 12e, 12f, 17c, and 17d.

HMSV 3000 (Managing the Non-Profit Agency):
The focus on providing the least restrictive interventions for individuals in need of services is integrated throughout the course. A guest speaker from Mass Advocates Standing Strong discusses current issues and programs.

HMSV 3410 (Building Community Supports):
The Person-Centered Planning Lecture introduces the concept of the least restrictive environment. Students apply the concepts described in "Person-Centered Planning: Maps and Paths to the Future" (Garner & Dietz) to design interventions that meet the criteria of "least restrictive environment." Other readings include:
- "An Overview of Social Role Valorization Theory" (Osburn)
- "Tools for Tomorrow," a planning tool Dr. Shane developed for families making decisions about adult children with disabilities that emphasizes the least restrictive environment

HMSV 3600 (Assessment and Intervention):
Students learn how to employ a strength-based model that focuses on the client's past and current successes. Consequently, problems are viewed as solvable and therefore minimizing the need for extensive interventions. Readings from Interviewing for Solutions (DeJong & Berg) reinforce this idea. Students read "Stages of Change" (Prochaska & Norcross) that helps them to view the client's hesitancy to engage as an attempt to balance change and continuity rather than as resistance.

HMSV 3700 (Professional Issues):
Students read "Client Rights and Counselor Responsibilities" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 5) which provides historical background on the concept of the client's right to the least restrictive environment; they apply the concept to case

studies in class. Students analyze whether clients' rights, and the least restrictive environment, were violated in the Real-Life Professional Dilemmas paper and in the three Homework Assignments.

HMSV 3800 (Case Management):
Multiple chapters in their textbook, *Fundamentals of Case Management Practice* (Summers) inform the student of how to implement and monitor the least restrictive interventions, including:
- "Case Management: Definition and Responsibilities" (Chapter 1)
- "Ethics and other Responsibilities for Human Service Workers" (Chapter 2)
- "Developing a Service Plan at the Case Management Unit" (Chapter 20)
- "Preparing for a Service Planning Conference or Disposition Planning Meeting" (Chapter 21)
- "Making the Referral and Assembling the Record" (Chapter 22)
- "Monitoring the Services or Treatment" (Chapter 24)
- "Developing Goals and Objectives at the Provider Agency" (Chapter 25)
- "Terminating the Case" (Chapter 26)

For the Service Plan Exercise, students prioritize treatment interventions from least restrictive to most, and note the situations that would merit more intensive intervention. Site supervisors evaluate students on two related competencies: "able to identify needs of service recipients to develop service plans (ISP, EEP, 504, etc.) and "able to identify appropriate referrals" on a five-point scale.

HMSV 4890 (Internship Seminar):
Students observe the criteria for defining "the least restrictive environment" in their internship sites and how agency staff and consumers come to define the criteria.

b.	Client self-determination. **Response:** **HMSV 1100 (Intro):** This concept is stressed throughout lecture, class discussions, and Chapter 3 in *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed).* Chapter 4 introduces interviewing skills that aid in helping a client identify goals. Students engage in small-group discussions and exercises about making choices and integrating self-determination into case studies. They read *The State Boys Rebellion* (D'Antonio), which chronicles a group of young men who chose to assert themselves in a state institution and the remarkable changes that unfolded. **HMSV 2005 (Diversity):** This concept is integrated throughout the semester through readings, assignments, and discussions that stress the need to align interventions with a client's cultural identity and goals.

To reduce redundancy, the reader is referred to readings and assignments in Standards 11b, 11c, 12c, 17d, and 19e.

HMSV 2500 (Interviewing Techniques):
Students are expected to uphold the client's right to self-determination through all interviews; this entails the student learning to refrain from giving advice. Two readings, "Mutual Goal Setting" and "Providing Structure," provide guidance in creating an environment in which the client's autonomy is respected.

HMSV 3410 (Building Community Supports):
The client's right to self-determination is reinforced through class discussions, activities, and readings. Several readings, in particular, help the student consider how they will apply this construct while working with clients, including:
- "An Overview of Social Role Valorization Theory" (Osburn)
- "Tools for Tomorrow" (Shane) for families making decisions about adult children with disabilities.
- "Person Centered Planning" (Connecticut Department of Mental Health and Addiction Services)
- "Person-Centered Planning: Maps and Paths to the Future" (Garner & Dietz)

HMSV 3600 (Assessment and Intervention):
Using the tenets of strength-based interviewing, students learn to help clients identify strengths that they will build upon in finding solutions to their problems rather than imposing ideas or interventions upon them. Their consultation groups help them explore interviewing strategies to maintain the strengths-based perspective. Several readings reinforce the importance of upholding client self-determination and autonomy, including:
- Interviewing for Solutions (DeJong & Berg)
- "Stages of Change" (Prochaska & Norcross) provides a framework for adjusting interventions to the client's readiness for change.
- "Challenging Skills" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 8) presents skills to help the client make meaning of their own experience rather than offering interpretations.
- "Positive Psychology: An Introduction (Summary)" (Lino) allows the helper to engage from a position of respect and acknowledgement of strength rather than one of mandating changes.

HMSV 3700 (Professional Issues):
Students read "Client Rights and Counselor Responsibilities" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 5) on legal issues such as informed consent, assent, record keeping, and working with minors; they then apply these concepts to case studies. Students address client rights in three Homework Assignments in which they apply the decision-

	making model to various scenarios. Students analyze whether clients' rights, and the least restrictive environment were violated in the Real-Life Professional Dilemmas Paper.
	HMSV 3800 (Case Management): The concept of client self-determination is embedded within class during discussions and consultations. Students read "Collaborating with People for Change" (*Fundamentals of Case Management Practice*, Summers, Chapter 12) to learn how to do case management from a collaborative perspective rather than a hierarchical one.
	HMSV 4890 (Internship Seminar): Students practice developing interventions that embrace client autonomy and self-determination at their internship sites. Class discussions reinforce the imperative of upholding client self-determination. This often raises uncomfortable feelings when students find that a client does not want to accept their help; the class then offers support and helps the student reflect on their role and the limits of their influence. Site supervisors rate students on how well they "focused on client's needs effectively" on a 5-point scale on the Site Supervisor's Evaluation form.
c.	Confidentiality of information. **Response:** **HMSV 1100 (Intro):** The textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.),* introduces the parameters of confidentiality in Chapters 1, 3, and 4. At their practicum sites, students learn agency standards for confidentiality and practice maintaining confidentiality during the Roundtable. **HMSV 2050 (Research Methods):** Students review statements on confidentiality in the Codes of Ethics of NOHS, ACA, and NASW. They receive sample copies of informed consent, parent consent, and child assent forms. As part of developing a needs assessment, students develop a plan to ensure the confidentiality of participants. **HMSV 2500 (Interviewing Techniques):** Students review confidentiality in lecture and class discussions, and they practice how to introduce it in role-play scenarios. The reading "Providing Structure" helps them learn how to introduce the concept to their clients. **HMSV 3410 (Building Community Supports):** Students discuss how to maintain confidentiality when working with multiple members of a family.

	HMSV 3600 (Assessment and Intervention): Students practice clarifying the parameters of confidentiality as interviewers in the four vignettes; they discuss how to handle issues of confidentiality with their consultation groups if a scenario arises that may require mandated reporting of potential abuse or neglect. Lectures help clarify how confidentiality is maintained in individual, group, and family interventions. **HMVS 3700 (Professional Issues):** The NOHS and ACA Codes of Ethics are referenced for applicable sections. Students complete three written homework responses to ethical dilemmas, which often include confidentiality issues. They read "Confidentiality: Ethical and Legal Issues" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 6) and discuss case studies illustrating various elements of confidentiality, privilege, privacy, duty to warm, and mandated reporting. **HMSV 3800 (Case Management):** Confidentiality is one of the tenants of the class; students are accountable for protecting client confidentiality in all verbal and written communication. The Confidentiality Agreement that they sign the first day of class allows us to hold them accountable and fail them for a violation. Site Supervisors evaluate students on two related items on the Practicum Supervisor's Evaluation Form: "adhered to ethical standards in the field," and "adhered to agency policies and procedures." **HMSV 4890 (Internship Seminar):** Confidentiality of information is reinforced from the beginning to the end of seminar and the placement process; students are expected to disguise any identifying details when discussing clients. Students are aware that breaking confidentiality at the host agency or in seminar may lead to failing this 12-credit course. Site Supervisors score students on three related criteria on a 5-point scale on the evaluation form: • worked within the structure of the system of the internship site • practiced agency standards of client confidentiality • maintained appropriate boundaries in interpersonal relationships
d.	The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity. **Response:** **HMSV 1100 (Intro):** The chapters on various populations and presenting issues (Chapter 5-11, and 13-14), in the textbook, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.),* underscores the uniqueness and importance of cultural identifications. Chapter 3 guides the student to reflect on how their values or beliefs may impact their ability to affirm the rights and dignity of a particular client. Chapter 4 summarizes interviewing skills that the practitioner will

use to develop rapport in a respectful manner. By reading *The State Boys Rebellion* (D'Antonio)*,* students meet a group of young men who asserted themselves against societal expectations in order to achieve personal dignity. Students also read "Americans with Disabilities: Advocacy, Law and Human Services" (Shane) which emphasizes the value and uniqueness of each person.

HMSV 2005 (Diversity):
This concept is highlighted throughout the semester through lectures, discussions, reading, and videos. To reduce redundancy, the reader is referred to readings and assignments in Standards 11d, 12e, 12f, 13b, 13c, 17c, 17d, and 19e.

HMSV 2050 (Research Methods):
Students read two articles that affirm the need for researchers to honor the unique backgrounds of their participants: "Diversity in Medical Research is a Long Way Off, Study Finds" (University of CA, San Francisco) and "APA Style: Bias-free Language." Students consider the role of participants' cultural factors in designing a survey for a needs assessment.

HMSV 2500 (Interviewing Techniques):
Students learn about differences in communication styles based on culture, gender, ethnicity, and a variety of other expressions of diversity through lecture material and by reading "Nonverbal Communication and Diversity." While the basic skills are the focus of this course, students are introduced to ways to adapt interviewing skills to accommodate individual differences and experiences. This is modeled through demonstrations and practiced in role-play scenarios.

HMSV 3000 (Managing the Non-Profit Agency):
In small groups, students create an agency that they envision would meet the needs of a particular population, recognizing the unique characteristics of the group that need to be incorporated into planning. Class discussions reinforce the importance of upholding the dignity of consumers when designing programs. This is emphasized through the reading "An Overview of Social Role Valorization Theory" (Osburn).

HMSV 3600 (Assessment and Intervention):
Students read "Incorporating Multicultural, Racial, and Socioeconomic Diversity" (*Therapy in the Real World: Effective Treatment for Challenging Problems*, Mundy, Wofsy, Cleek, & Boyd-Franklin, Chapter 3) to help them understand how people's identities are bound within many cultural variables. They also read "Positive Psychology: An Introduction (Summary)" (Lino) which upholds the worth of the individual by focusing on their strengths and the positives in their lives. They practice affirming the uniqueness of each client during role-played interviews. Students write a personal expression of gratitude to someone in their life and read it to them. This provides an opportunity for students to recognize the many attributes, including cultural, of an individual who has significantly impacted them. In the self-reflective part of the assignment, they must also comment on how they handled overt expressions of emotion and how this may impact their work with various clients.

HMSV 3700 (Professional Issues):
In examining professional issues through class discussions and/or assignments, students are expected to uphold the dignity of all. Several reading inform their thinking, including:
- "Multicultural Perspectives and Diversity Issues (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 4)
- "My Turn: I'm not Who You Think I am" (*Newsweek,* February 9, 2008)
- "Class Differences" (APA Monitor on Psychology, February 2015)
- "Cultural Empathy" (Ridley & Udipi)

HMSV 3800 (Case Management):
Through their practicums, students are exposed to a diverse range of populations; class discussions help them examine the unique characteristics and needs of each client. Students read "Cultural Competence" (*Fundamentals of Case Management Practice*, Summers, Chapter 4). Practicum Supervisors evaluate students on how well they "respected others' points of view" on a 5-point scale.

HMSV 4890 (Internship Seminar):
Validating the worth of all individuals, despite how their presentations may challenge the student, is a fundamental tenet of the seminar; it is founded on the belief that each person is doing the best they can at this time given their situation. Site Supervisors evaluate students on how well they "exhibit cultural competency" on a 5-point scale.

PSY 1200 (Lifespan Development):
This class analyzes how cultural and other variables result in individual characteristics among the larger group through readings in *Exploring Lifespan Development* (Berk) and lectures. Each of the 13 discussion board forums, Across the Lifespan Essay # 2, and the Final Project asks students to identify underlying factors that impact development.

PSY 2350 (Abnormal Psychology):
The text, *Essentials of Understanding Abnormal Behavior* (3rd ed.), was chosen for its emphasis on diversity and how societal position may foster the development of nonadaptive behaviors. The Case Study asks students to reflect on how external influences, including culture, impact the development of symptomatology.

e.	Belief that individuals, services systems, and society can change. **Response:** **HMSV 1100 (Intro):** The belief that people and institutions can change is emphasized in this foundational course. Students read *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* to

gain an understanding of the role of human services practitioners in facilitating change in individual clients and in larger systems in Chapter 1. Chapters 5-11 and 13-15 present interventions that can help facilitate change in particular populations or for presenting problems. Another reading, "Americans with Disabilities: Advocacy, Law and Human Services" (Shane) chronicles how systems focused on the care of people with disabilities have evolved. Students also read *The State Boys Rebellion* (D'Antonio), a testament to how a group of people who believed in themselves created change in the larger system. The Policy to Practice Paper helps students explore ideas related to how larger systems can foster change in people.

HMSV 2005 (Diversity):
The course examines how various marginalized groups have been denied their worth and ways in which they have asserted themselves into the American public. Students watch a video, "Cultural Humility," and discuss the concept of identity and ways of improving cross-cultural communication. They read "Culture" (*Counseling and Diversity*, Choudhuri, Santiago-Rivera, & Garrett, Chapter 2) and examine systemic influences on individual change. For the Advocacy in Action Project, students design programs to provide additional resources to improve the quality of life of a marginalized group.

HMSV 2500 (Interviewing Techniques):
Students discuss how skilled interviewing can facilitate client change. The lecture on SMART goals and following practice provides a behavioral tool for students to track progress of their clients. By reading "Mutual Goal Setting," students learn techniques to engage in goal setting as a collaborative process between practitioner and client, rather than as a hierarchical one. They role-play change agents working with others trying to address presenting problems in the final interview.

HMSV 3000 (Managing the Non-Profit Agency):
Students read "Systems Thinking, Systems Tools and Chaos Theory" (Free Management Library) on strategies for working with uncertainty, capitalizing on change, and inspiring others to create change.

HMSV 3410 (Building Community Supports):
The reading "An Overview of Social Role Valorization Theory" (Osburn) emphasizes the role of self-efficacy and how individuals are capable of change.

HMSV 3600 (Assessment and Intervention):
The foundation of the class is set the first week when students read "Helping as a Personal Journey" (Young and Granello, *Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 1) and articulate their theories on how and why people change, and their potential roles in this process. After reading and practicing individual skills from *Interviewing for Solutions* (DeJong & Berg), such as the miracle question, scaling, and amplifying change,

students engage in a series of interviews from the perspective that change is possible. In their follow-up case note, the student highlights any progress, no matter how small, that the client has made. Consultation groups allow the student to identify ways of helping the client obtain desired change. In the final Self-Reflective Paper, students ponder what they have learned about how change occurs through their roles as interviewer, client, and observer. Several readings elaborate on theories of change, including:

- "The Challenge of the Troubled Family" (*How Survivors of Troubled Families Rise above Adversity: The Resilient Self,* Wolin & Wolin, Chapter 1): resiliency
- "Reinforcement: Better than Rewards," in *Don't Shoot the Dog* (Pryor): behavioral interventions
- "Evaluating Automatic Thoughts" (*Cognitive Behavioral Therapy: Basics and Beyond*, Beck, Chapter 11): cognitive restructuring
- "Stages of Change" (Prochaska & Norcross): assessing readiness for change
- "Positive psychology: An introduction (summary)". (Lino): strengths-based
- "Foundational Concepts and Skills" (*Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*, Schumacher & Madson, Chapter 2): motivational interviewing
- "Challenging Skills" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 8): addressing incongruities to facilitate change
- "Basic Techniques in Family Therapy" (*Family Therapy: Concepts and Methods*, Nichols & Davis, Chapter 2): systems theory

HMSV 3700 (Professional Issues):
Students read "The Counselor as a Person and a Professional" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 2). They complete a self-assessment on their needs as a helper, including how they may negatively impact the client's desire for change, such as by delaying termination due to their own needs. The three Homework Assignments require students to generate solutions for individuals and systems dealing with professional dilemmas.

HMSV 3800 (Case Management):
Through class discussions, students identify the strengths of clients at their practicums and how they can build on them in treatment planning. Students read "Addressing and Disarming Anger" which helps them to view anger as transient, and "Collaborating with People for Change" (*Fundamentals of Case Management Practice*, Summers, Chapter 11 and 12); they then apply these skills in role-plays.

HMSV 4890 (Internship Seminar):
Students are motivated to do their placements because of their beliefs that people and institutions can change. The seminar provides a means to look systemically at agency issues and help students expand their thinking on ways to create change in the larger system in which human services takes place.

f.	Interdisciplinary team approaches to problem solving. **Response:** **HMSV 1100 (Intro):** Students observe teams composed of different professional disciplines at their practicum sites; they also learn about them from their peers' discussions of their placements during the final Roundtable. Chapters 10 and 11 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* depicts the use of interdisciplinary teams in medical settings and schools, respectively. **HMSV 2500 (Interviewing Techniques):** Since a number of Criminal Justice students take this class, the complementary relationship between human services professionals and police is discussed. The roles of other professions (psychiatry, psychology, social work, addictions counselors, etc.) are explored in terms of how they can aid a client. Students explore the roles of various professionals and how they meet different client needs in two assignments: Homework # 4 and the Information Sharing Assignment. **HMSV 3000 (Managing the Non-Profit Agency)** Students read: "Nonprofit Partnerships: Collaborations, and Alliances, and Strategic Restructuring" (LaPiana & Harrington) in *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors) to better understand the various players behind making an agency work. **HMSV 3410 (Building Community Supports):** Students become well acquainted with the development of individual service plans and IEPs as person-centered plans that help integrate the input of several different professional disciplines. "Tools for Tomorrow," a planning tool Dr. Shane developed for families making decisions about adult children with disabilities, incorporates the role of various professionals and agencies in devising a plan to meet client needs. **HMSV 3600 (Assessment and Intervention):** As part of the four role-played vignettes, students develop treatment plans that include referrals to other helping professionals, including medical, educational services, advocacy groups, legal, self-help groups, and other social service agencies. Their consultation groups help identify additional professionals who may have been helpful. Students are prompted to identify referrals and resources in their weekly progress notes on role-played clients. In creating their CBT Plans, students learn to access helping strategies from various fields, such as counseling, health care, wellness, and exercise science.

HMSV 3700 (Professional Issues):
Students read the Codes of Ethics of other helping professional organizations (NASW, APA, ACA) in order to identify common goals to those of NOHS. They discuss the roles of various professionals in case studies. The three Homework Assignments, based on the Ethical Decision-Making Model, encourage students to consider how other professionals can be helpful in problem-solving.

HMSV 3800 (Case Management):
Students are exposed to interdisciplinary teams through their practicum placements. They discuss how professionals of different disciplines work together to help clients achieve goals in the Initial and Final Case Presentations and in class discussions. Practicum Supervisors evaluate students on how well they are "able to identify appropriate referrals" on a 5-point scale.

HMSV 4890 (Internship Seminar):
At their placement sites, students learn how professionals of various disciplines work together to service a client; they also experience working with collateral sources that fulfill additional elements of a treatment plan. Site Supervisors evaluate students on how well they "worked as a team player, when appropriate" and " communicated effectively with collaterals (those outside of the agency who support clients) on a 5-point scale.

g.	Appropriate professional boundaries.

Response:

HMSV 1100 (Intro):
Students learn to distinguish professional boundaries from personal interactions throughout the course. They discuss what they have observed about professional boundaries at their practicum sites during the Roundtable at the end of the semester. Several chapters from *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* illustrate the fundamental behaviors that support appropriate boundaries, including Chapter 1 on confidentiality, Chapter 3 on ethics, and Chapter 4 on skill development to maintain appropriate interactions.

HMSV 2500 (Interviewing Techniques):
Students learn the difference between a social conversation and a professional helping relationship; maintaining professional boundaries is modeled, practiced, and assessed throughout the course through informal and formal interview experiences and follow-up reflections. Students explore the limits of self-disclosure in setting professional boundaries, and provide feedback, along with the instructor, if a student crosses a professional line during an interview. They read "Providing Structure" which provides guidelines on how to establish a professional stance.

HMSV 3600 (Assessment and Intervention):

	Through role-played interviews and the consultation groups, students explore the limits of their influence and how their values impact interactions with clients. Students read "Helping as a Personal Journey" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 1) and complete an exercise that helps them distinguish personal from professional boundaries and possible "triggers" for them. Kantor and Neal's article, "Integrative Shifts for the Theory and Practice of Family Systems Theory," and the corresponding Boundary Profile Paper help students understand how their roles as family members impact how they join and intervene with client families. Students read "Challenging Skills" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 8) to learn how by help a client make meaning of their own narratives, rather than impose an interpretation, particularly when contradictions arise. **HMSV 3700 (Professional Issues):** Students read "Managing Boundaries and Multiple Relationships" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 7). They complete an exercise and discuss whether they would accept gifts from clients, such as coffee, a glass of water, a homemade bracelet from a child, flowers, and Red Sox tickets. This brings up lively discussion and the importance of food in some cultural contexts. Students complete three homework responses to ethical dilemmas that typically involve professional boundary issues. **HMSV 3800 (Case Management):** Through class discussions about practicum experiences and the two oral presentations, students explore the limits of the Human Service's practitioner's role with clients. Practicum Supervisors evaluate students on how well they "accurately assessed limits of one's own competence" and "maintained appropriate boundaries" on a 5-point scale. **HMSV 4890 (Internship Seminar):** Students are expected to maintain appropriate professional boundaries in the field. They may use their Reflective Learning Summaries and class discussions to explore boundary issues. Site supervisors evaluate students on how well they "maintained appropriate boundaries in interpersonal relationships" on a 5-point scale.
h.	Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available at https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals). **Response:** **HMSV 1100 (Intro):** Students are first exposed to the NOHS Code of Ethics in Chapter 3 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.).* Several chapters discuss ethical issues related to particular topics or practice settings, such as child welfare (Chapter 5), mental health settings (Chapter 8), medical and health care (Chapter 10), and rural communities (Chapter 14).

Students examine case studies using an ethical decision-making process and observe how ethical issues are handled at their practicum sites. The Policy to Practice Paper requires students to evaluate a policy proposal for ethical considerations.

HMSV 2005 (Diversity):
Relevant sections of the NOHS Code of Ethics reinforce the mandate for practitioners to develop cultural competency.

HMSV 2500 (Interviewing Techniques):
Students are introduced to the relevant NOHS ethics, and the professor models ethical behavior when demonstrating interviewing skills. The reading "Providing Structure" introduces ethical and legal issues related to interviewing, such as confidentiality.

HMSV 2050 (Research Methods):
Students use the NOHS Code of Ethics as a reference guide in evaluating issues in research. They read "History of Research Ethics" (University of Nevada, Las Vegas) that introduces the Nuremberg Code and the Declaration of Helsinki and questionable research studies and practices such as the use of Thalidomide and the Tuskegee Syphilis Study. They watch a video of the Stanford Prison Experiment. For the Article Critique Paper, students identify whether ethical concerns arose in a research study.

HMSV 3000 & HMSV 3410 (Managing the Non-Profit & Building Community Supports):
The NOHS Code of Ethics serves as a reference point when ethical issues regarding agency behavior emerge.

HMSV 3600 (Assessment and Intervention):
With their consultation teams, students reflect on whether their intentions with role-played clients uphold ethical principles regarding professional boundaries, client self-determination, and autonomy. They read "Helping as a Personal Journey" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 1) and do an in-class exercise in which they respond to how they would maintain professional behavior in difficult situations.

HMSV 3700 (Professional Issues):
The NOHS Code of Ethics is integrated into discussions through the semester. Students cite particular statements from the NOHS Code as they analyze scenarios for the three Homework Assignments.

HMSV 3800 (Case Management):
Class discussions, using the NOHS Code of Ethics as a reference, provide a forum for students to discuss observations from the field; these may include questions of ethical behavior of others or implications of clinical practice. Students formally address whether they witnessed any ethical issues at their sites in their Final Case Presentation. They sign a contract acknowledging that

breaking confidentiality around client or agency issues will result in a failure in the course. Practicum Supervisors evaluate students on how well they "adhered to ethical standards in the field" on a 5-point scale.

HMSV 4890 (Internship Seminar):
The NOHS Code of Ethics is used as a reference throughout class when ethical dilemmas arise during discussion. Site Supervisors evaluate students on how well they "worked within the bounds of their current professional competence" on a 5-point scale.

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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]
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.*

a.	Conscious use of self. **Response:** **HMSV 1100 (Intro):** Chapter 4 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* guides students through a self-exploration of values and attitudes that might impact their work. Class discussions frequently explore how a particular situation might impact the student and how to handle it in a professional manner. In the final Strengths and Weaknesses Paper, students reflect on how their skills, challenges, and interest might indicate a career path. **HMSV 2005 (Diversity):**

This course constantly directs students to reflect on how past experiences of diversity and current beliefs and attitudes may impact their work with people of vastly different backgrounds. Dr. Laura Bayliss, VP of Student Affairs, guest lectures on microaggressions after students read "Racial Microaggressions in Everyday Life" (Sue, et al.). Students view video clips of various microaggressions and engage in exercises in which they explore how they may have made microaggressions themselves or witnessed some. Additional readings that help students delve into their identity and understand how they might be perceived by clients include "Worldview and Identity" (*Counseling and Diversity*, Choudhuri, Santiago-Rivera, & Garrett, Chapter 3) and the first three chapters of *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy,* (Hays):

- "The New Reality: Diversity and Complexity"
- "Essential Therapist Knowledge and Qualities
- "Doing Your own Cultural Self-Assessment"

For the ADDRESSING Paper, students reflect on their identity using Hays' framework: Age, Developmental and acquired Disabilities, Religion, Ethnicity, Socioeconomic status, Sexual orientation, Indigenous heritage, National origin, and Gender.

HMSV 2500 (Interviewing Techniques):
The "use of self "is an interwoven theme through the course. Students utilize video recordings, as well as reflective assignments, to examine how they approach the helping relationship. Students reflect on their intentions for asking particular questions, both in class and in the midterm and final reflective papers. They read "Non-verbal Communication and Diversity" and view samples of cross-cultural communication patterns in an effort to raise awareness of how misunderstandings can emerge.

HMSV 3600 (Assessment and Intervention):
In the Boundary Profile Paper, students reflect on their comfort levels with the thematic domains of feelings, meaning and power; bystander stances (mover, follower, bystander, opposer); and preferred family/systems paradigm (open, closed, random, synchronous), and how they may impact their interactions with clients. After studying positive psychology, students write a personal expression of gratitude to someone in their life and read it to them; this provides an opportunity for them to experience the sense of vulnerability that many clients face. Several readings offer theory and exercises that aid in self-reflection, including:

- "Helping as a Personal Journey" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 1): values clarification
- "Challenging Skills" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 8): provides a framework for confrontation, including between client and practitioner
- "Incorporating Multicultural, Racial, and Socioeconomic Diversity" (*Therapy in the Real World: Effective Treatment for Challenging Problems*, Mundy, Wofsy, Cleek, & Boyd-Franklin, Chapter 3): values clarification around diversity issues

- "Counseling Modules: Termination of Counseling" (Wilkerson, Ray, Gilbride, Harris, Clingerman, & Scarborough): suggests ways for helper to handle own feelings during client termination

HMSV 3700 (Professional Issues):
Students read "The Counselor as a Person and a Professional" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 2). A self-assessment questionnaire on their motivations for entering the field helps to identify implicit values or beliefs that may negatively impact interactions with clients. Through the three Homework Assignments, students reflect on their reactions, and possible values conflicts, to various ethical dilemmas.

HMSV 3800 (Case Management):
Through class discussion and the two oral presentations, students reflect on their preferences for working in the field, including most and least preferred populations, most challenging issues, and areas for growth. Practicum Supervisors evaluate students on whether they "showed appropriate level of engagement" and "maintained appropriate boundaries" on a 5-point scale.

HMSV 4890 (Internship Seminar):
The Seminar provides an opportunity for students to collectively reflect on their professional selves. Students describe their strengths and weaknesses as human services professionals and potential next steps in their development in the Final Reflective Paper. Students write four (4) Reflective Learning Summaries on incidents experienced at their internship sites. Site Supervisors evaluate students on how well they "maintained appropriate boundaries in interpersonal relationships" and "worked within the bounds of their current professional competence" on a 5-point scale.

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b. Clarification of personal and professional values.
Response:

HMSV 1100 (Intro):
Students read Chapter 3 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* on values clarification and guides them through a reflective exercise. Students discuss controversial or "hot" topics (such as the war on drugs, criminal justice, welfare, etc.) presented in video clips and case studies in class. They share how their practicums have impacted them both personally and professionally during the Roundtable. Finally, students complete a Strengths and Weaknesses Paper addressing their personal and professional values.

HMSV 2005 (Diversity):
There is a significant self-reflective component in this course; students respond to journal prompts articulating how their identities, values, and beliefs might factor into their relationships with clients. Assigned readings provide the context for this personal exploration, including

"Worldview and Identity" (*Counseling and Diversity*, Choudhuri, Santiago-Rivera, & Garrett, Chapter 3) and the first three chapters of *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy,* (Hays):
- "The New Reality: Diversity and Complexity"
- "Essential Therapist Knowledge and Qualities
- "Doing Your own Cultural Self-Assessment"

For the ADDRESSING Paper, students self-reflect on their identity impacts their views of themselves both personally and professionally.

HMSV 2500 (Interviewing Techniques):
Feedback from the instructor and peers helps students to shift from advice giving to information gathering and explore how to separate personal and professional values. They practice how to handle an interview in which the topic makes them uncomfortable. They read "Providing Structure" to learn to distinguish between a professional interview and a friendly or casual conversation.

HMSV 3000 (Managing the Non-Profit Agency):
Through readings, the use of film, media, and small group discussions, students are supported in exploring their personal and family values, and societal values regarding various service recipients.

HMSV 3410 (Building Community Supports):
Students write a Final Reflection Paper in which they discuss what they have learned and how their thinking has changed, including their personal reactions, to three or four of the major topics covered in the course.

HMSV 3600 (Assessment and Intervention):
Through readings in deJong and Berg's *Interviewing for Solutions* and role-plays, students examine how implicit values are communicated through how questions are formulated. In the Boundary Profile Paper, students explore how family background informs their comfort levels with various clients and clinical situations. After reading Young and Granello's "Helping as a Personal Journey," class discussion prompts students to articulate how their values impact their professional roles. The challenging skills that students learn from practicing those outlined in "Challenging Skills" (*Learning the Art of Helping: Building Blocks and Techniques*, Young, Chapter 8) provide students with the skills to approach a conflict with a client nonjudgmentally.

HMSV 3700 (Professional Issues):
"The Counselor as a Person and a Professional" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 2) and "Values and the Helping Relationship" (Chapter 3) provide several self-assessment tools and case studies that encourage students to distinguish between personal and professional stances. Through the three Homework Assignments, students

reflect on their reactions to various ethical dilemmas and how their values might impact their decisions.

HMSV 3800 (Case Management):
Students share their practicum experiences during class discussions and their two oral presentations; often these bring up issues that are uncomfortable or ambiguous. For example, one common theme is struggling with determining when an unkempt home is a danger to a child or elder. Practicum Supervisors evaluate students on how well they "showed appropriate level of engagement" and "maintained appropriate boundaries" on a 5-point scale.

HMSV 4890 (Internship Seminar):
Class discussions continuously return to clarifying one's role as a professional from that of a private citizen. In the four Reflective Learning Summaries, students present a situation from their host agency, noting any underlying beliefs and values influencing their reactions. For the Final Reflection Paper, students clarify their values and beliefs as helpers. Site Supervisors evaluate students on how well they "maintained appropriate boundaries in interpersonal relationships" using a 5-point scale.

c.	Awareness of diversity. **Response:** **HMSV 1100 (Intro):** The text, *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* was chosen because of its inclusion of diversity. From the first chapter, it emphasizes the role of cultural competence. Chapters 2, 5, and 14 discuss the relationship between socioeconomic status and problems of living. Several chapters elaborate on how discrimination impacts the functioning of particular groups and assumptions underlying service delivery, including Chapter 5 (children and families), Chapters 6 and 7 (people with disabilities and various challenges), Chapter 8 (serious mental illness), Chapter 9 (current issues), Chapter 10 (HIV+ individuals), Chapter 13 (victims of interpersonal violence), Chapter 14 (minority members of rural communities), and Chapter 15 (Indigenous and LGBT people). Chapters 4 and 11 present skills that human service professionals that form the foundation for talking respectfully to diverse clients, and Chapter 3 explores values clarification. Students read *The State Boys Rebellion* (D'Antonio) about the lives of a number of men who were ostracized by society due to their differences or lack of social capital. The article "Americans with Disabilities: Advocacy, Law and Human Services" (Shane) helps students to understand a broad array of disabilities. For the Strengths and Weaknesses Paper, students reflect on their cultural competency skills and how they might improve them. **HMSV 2005 (Diversity):**

This is the focus on the entire course; to avoid duplication for the reader, please see Standards 11d, 12c, 12f, 13b, 13d, 17c, and 19d.

HMSV 2050 (Research Methods):
Two readings inform students how diversity issues may impact research: *"Social Science Research: Principles, Methods, and Practice"* (Bhattacherjee: Chapter 6) and "Diversity in Medical Research is a Long Way Off, Study Finds" (University of CA, San Francisco). Students determine culturally relevant factors in designing a needs assessment and survey questions.

HMSV 2500 (Interviewing Techniques):
Diversity is constantly discussed in terms of personal experience and worldview and how to allow a client to build their own narrative. Through the practice, midterm, and final interviews, students interview clients of diverse cultural groups and identifications. In-class exercises, videos, photos, and class discussions provide a forum for students to analyze the cultural context of such behaviors as handshaking, eye contact, silence, etc. and examine their comfort levels with various expressions. Students read: "Non-verbal Communication and Diversity."

HMSV 3000 (Managing the Non-Profit Agency):
The issues of diversity are discussed in terms of workforce diversity, client diversity, and community demographics. Students read "How to Promote Diversity and Inclusion" (Watson, *Nonprofit Management 101,* Rodrigues Heyman & Brenner, editors, Chapter 9).

HMSV3410 (Building Community Supports):
Students learn to incorporate the tenets of person-centered planning and issues of cultural diversity through case studies. Community demographics are examined when developing or implementing services. Students comment on how their thinking may have evolved regarding those with disabilities in the final Reflective Paper.

HMSV 3600 (Assessment & Intervention):
Kantor and Neal's article "Integrative Shifts for the Theory and Practice of Family Systems Theory" presents four family paradigms; students explore the role of ethnicity, immigration, socioeconomic status, and other factors on family function. They read "Incorporating Multicultural, Racial, and Socioeconomic Diversity" (*Therapy in the Real World: Effective Treatment for Challenging Problems*, Mundy, Wofsy, Cleek, & Boyd-Franklin, Chapter 3) which accentuates how culture influences values, beliefs, and family structure and ways to avoid stereotyping.

HMSV 3700 (Professional Issues):
Students read "Multicultural Perspectives and Diversity Issues" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 4) and discuss training issues essential for developing cultural competency Through the three Homework Assignments, students consider

how issues of diversity may contribute to ethical dilemmas. Several readings provide food for thought for class discussions:

- "My Turn: I'm not Who You Think I am" (*Newsweek,* February 9, 2008)
- "Class Differences" (APA Monitor on Psychology, February 2015)
- "Cultural Empathy" (Ridley & Udipi, 2011)

HMSV 3800 (Case Management):
Students are prompted to include their clients' cultural identifications in their two oral presentations. They also identify their own cultural identifications as part of an exercise on ecosystemic theory and how these inform their work in the field. They read "The Social-Ecological Model: A Framework for Prevention" (CDC) and Chapter 4 in the Summers text, "Cultural Competence." Practicum Supervisors evaluate students on how well they "respected others' points of view" on a 5-point scale.

HMSV 4890 (Internship Seminar):
Students discuss case studies and devise culturally aligned interventions. Often the Reflective Learning Summaries bring up differences in cultural expectations between students and clients, or between them and other service providers; they may also reflect on these in the final paper. Site Supervisors evaluate students on how well they "maintained appropriate boundaries in interpersonal relationships" and "exhibited cultural competency" on a 5-point scale.

PSY 1200 (**Lifespan Development):**
This class analyzes how cultural variables impact human development through the textbook, *Exploring Lifespan Development* (Berk), and through lectures. Each of the 13 discussion board forums, the Across the Lifespan Essay #2, and the final project prompts students to integrate a number of factors that impact development, including culture.

PSY 2350 (Abnormal Psychology):
The text, *Essentials of Understanding Abnormal Behavior* (3rd ed.) (Sue, Sue, Sue, & Sue), was chosen for its inclusion of diversity. The Case Study reminds students to reflect on the impact of cultural influences in their assessment.

d.	Strategies for self-care. **Response:** Note: The need for self-care is a constant thread throughout the program; it is discussed in varying amounts in different classes, with increasing emphasis as students engage in more demanding field placements. **HMSV 1100 (Intro):** Chapter 4 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed.)* (Martin) suggests self-care strategies while working in the field. For the Strengths and

Weaknesses Paper, students reflect on their future careers and how those interests may sustain them as professionals in challenging fields.

HMSV 2005 (Diversity):
At the beginning of the semester, the lecture "Worldview and Intro to the Class" establishes guidelines for the class to follow when discussing sensitive material or managing uncomfortable feelings. These are reinforced throughout the semester.

HMSV 2500 (Interviewing Techniques):
Lectures and class discussions weave in the concept of self-care and ask students to commit to a simple action as part of a self-care plan. Two readings help students to develop strategies for handling uncomfortable situations: "Recovering from Difficult Situations" and "Managing Clients who Present with Anger" (NASW), thus lessening their stress.

HMSV 3600 (Assessment and Intervention):
Many students choose to use the Cognitive-Behavioral Assignment to develop behaviors that foster self-care and reduce stress in their lives, such as adopting better time management skills, sleep patterns, eating routines, etc.

HMSV 3700 (Professional Issues):
After reading "The Counselor as a Person and a Professional" (*Issues and Ethics in the Helping Professions*, Corey, Corey, & Corey, Chapter 2), students complete compassion fatigue self-assessment tools and view a list of strategies for self-care. They identify at least one strategy to incorporate throughout the semester. "Ethical Issues in Supervision" (Chapter 9) helps explain how supervision can be a key element in one's self-care and prevention of burnout.

HMSV 3800 (Case Management):
Students are provided a detailed list of self-care smartphone apps. Through an interactive workshop, students practice using these apps and develop a personalized self-care strategy.

HMSV 4890 (Internship Seminar):
Class discussions weave in strategies for self-care as the placements continue and new stressors emerge, from initial worries about completing hours, balancing internship with other responsibilities, missing out on "fun" other students have who do not need to rise early in the morning to go to placement sites, to anxiety over what comes after graduation. The four Reflective Learning Summaries allow students to make sense of confusing or troublesome incidents in the field and "move on." In the Final Reflection Paper, students describe their growth over the course of the semester and what they have learned both professionally and personally. Site Supervisors evaluate students on how well they "maintained appropriate boundaries in interpersonal relationships," a key ingredient to preventing burnout, on a 5-point scale.

e.	Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).
	Response:
	HMSV 1100 (Intro):
	Students read Chapter 4 of *Introduction to Human Services: Through the Eyes of Practice Settings (4th ed)* which guides them in a process of values clarification. They write weekly logs on their practicum experiences and present their observations in a Roundtable at the end of the semester. The main purpose of the Strengths and Weaknesses Paper is for students to reflect on their skills, challenges, and professional interests.
	HMSV 2050 (Diversity):
	After exposing themselves to a culture they are unfamiliar with for the Diversity Immersion Experience, students reflect on what surprised them and how they will use this information in working with clients. They respond to a number of prompts designed to help them explore their personal and professional identities. In writing "Postcards to the Class," students apply course readings to their personal and professional lives. Experiential exercises help students explore parts of their personal and professional identities, such as "White Privilege: The Invisible Knapsack."
	HMSV 2500 (Interviewing Techniques):
	Students reflect on their skills throughout the course, starting with critiquing a baseline interview at the beginning of the semester. The most intensive and structured reflections occur in the papers following the midterm and final interviews.
	HMSV 3600 (Assessment & Intervention):
	By applying the concepts in Kantor and Neal's article "Integrative Shifts for the Theory and Practice of Family Systems Theory" in the Boundary Profile paper, students explore how their family and cultural background impacts their work as human services practitioners. Over the six weeks of implementing CBT Plans, students track their illogical thoughts and attempts at replacing them with more adaptive ones. After doing so, they reflect on what they have learned and how they may use such techniques with clients. Students write a final Self-Reflective Paper and rate their interviewing skills after completing four sessions with a role-played client.
	HMSV 3700 (Professional Issues):
	Students write a Real-Life Professional Dilemma Paper in which they analyze a professional situation that has caused them some concern. For the three Homework Assignments, students consider how to respond to a number of ethical and professional dilemmas.
	HMSV 3800 (Case Management):
	Much of this class is process oriented, and discussions frequently bring up issues of professional identity. Students respond to four discussion board prompts focusing on their experiences at the

host agency. During the Final Case Presentation, students discuss how their practicum experiences are impacting their professional identities. For the Final Case and Agency Paper, students reflect on whether they would like a job as a case manager and how their interests, skill set, and personality fit with the position.

HMSV 4890 (Internship Seminar):
Through the four Reflective Learning Summaries and during class discussions, students reflect on their experiences, career choices, graduate school options, and any difficult problems at the placement site. In the Final Reflective Paper, students consider their growth over the course of the semester, what they have learned, how they have integrated "book learning" with practice, and their future plans.

B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human service 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: [For each Specification: provide clear, detailed, concise and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.]
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:** **HMSV 1100 (Intro):** This core course serves as an introduction to the breadth and nature of human services work. Students become acquainted with a variety of human service agencies at local, state, and federal levels (i.e., their organization and administration, potential as hiring placements, and scope of services). The course facilitates students' awareness of theoretical perspectives and issues and ideological dilemmas in the field of human services. The required supervised practicum (30 hours within a ten-week time span) allows students to "shadow" human service workers in local agencies as they go about their daily activities. This course is a prerequisite for all other Human Services courses.

HMSV 3800 (Case Management):

This core course focuses on the process of case management in a variety of human service settings. It is designed to provide the knowledge and practical skills necessary to collect, organize, interpret, and report information related to clients' needs, functioning, and progress; to establish and monitor service plans; to broker services; and to evaluate service provision. A supervised practicum (90 hours) in an approved setting is required, such as schools, courts, hospitals, clinics, state agencies, residential programs, etc. This course meets the LA&S junior/senior level writing requirement for the Human Services major.

HMSV 4800 (Internship Seminar):

Internship is the structured academic experience, consisting of a minimum of 450 hours in the field and 10 two-hour seminars that allows seniors to integrate skills and theory. Although the vast majority of students complete the internship in one semester, one or two each year may choose to span it over two consecutive ones. They are supervised by qualified professionals in such human service organizations as mental health agencies, probation departments, residential programs, nursing homes, prisons, community advocacy organizations, school guidance departments, social service programs, elder services, and crisis intervention centers. Some students choose placements in corporate settings and focus on such diverse areas as community relations, employee assistance programs, human resources, and program development. Site supervisors are expected to provide structured supervision as well as "on the job" training and technical/motivational support (see Internship Manual, Appendix K).

b.	Provide evidence that one academic credit is awarded for no less than three hours of field experience per week. **Response:** **HMSV 1100 (Intro):** The 30-hour practicum attached to this class is only one requirement of the 3-credit class; students also attend a full class schedule in addition to the practicum. **HMSV 3800 (Case Management):** Students typically spend one full day in the field (7-8 hours) per week for a minimum of 90 hours over the semester. The Case Management class is 4-credits; three credits of classroom instruction/assignments, and one credit of practicum experience. **HMSV 4800 (Internship Seminar):** Students receive 12 credits for a minimum of 450 hours at the field sites; usually they are on site for a minimum of 30 hours a week and attend a two-hour seminar ten times over the semester. The 12-credits is broken down into 9-credits graded on the field experience with the input of the field supervisor, and 3 credits graded on classroom attendance and participation; and assignments, including the weekly logs, Reflective Learning Summaries, Agency Professional

	Development Workshop, and Final Reflective Paper. The academic component of the course meets Carnegie requirements for a three-credit course.
c.	Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program. **Response:** Students complete a 30-hour practicum as part of the Introductory class. They also have assignments that necessitate that they contact area agencies to obtain information for assignments, such as in Professional Issues and Managing the Non-Profit Agency. They complete a 90-hour practicum along with the Case Management class. They may also complete practicums along with other classes, such as Crisis Intervention and Group Work. Both professionals and service recipients are invited to classes as guests to help expand students' exposure to the field.
d.	Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies. **Response:** For the practicums attached to the Intro class and Case Management, guidelines are included in the syllabi. Please see Appendix K, pages for the Internship Manual with all policies for field placements.

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.
	Response:
	
	HMSV 1100 (Intro) and HMSV 3800 (Case Management):
	Students provide a letter of introduction from the Professor for the course; for an example of the letter for Case Management, please see letter to case supervisors.pdf The Site Supervisor fills out an Acceptance Agreement at the beginning of the placement: . At the end, they complete the appropriate evaluation form: practicum eval .pdf for HMSV 1100 and all other classes besides Case Management, which has its own evaluation form, case practicum eval.pdf.
	
	HMSV 4800 (Internship Seminar):
	Please see Appendix K for the Internship Manual given to Site Supervisors. Relevant documents include:
	  Contractual Agreement (pp. 14-17)
	  Field Work/Internship Learning Agreement (pp. 18-19)

	Site Supervisor's Evaluation of Student (pp. 22-25) Seminar Class Syllabus (pp. 29-38) Interview Guide for Site Visits (pp. 39-41)
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. **<u>Response:</u>** Seminar meets ten times throughout the semester. Students and their supervisors also attend the Internship Reception. See Appendix K, pages 29-38 for the seminar syllabus.
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. **<u>Response:</u>** The internship consists of a minimum of 450 hours in the field; it can only be completed after students have successfully completed all other HMSV courses, thus necessitating senior status (see Appendix I, pages 9-14.)

h.	Demonstrate how the field experience provides the student an opportunity to progress from:
	   1. Observation to
	   2. Directly supervised client contact to
	   3. Indirectly supervised client contact to
	   4. An independent caseload OR assignment of administrative responsibility.
	<u>Response:</u>
	
	Please see the Learning Contract, Appendix K, Internship Manual, pages 18-19.

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. **<u>Response:</u>** The vast majority of our Internship Supervisors hold at least a Master's degree. In very rare circumstances, we have allowed a supervisor with a Bachelor's degree with substantial experience in the field the student is interested in, such as a nurse, to be a supervisor with another staff member with a Master's degree also having supervisory responsibilities. When Dr. Kell, our Internship Coordinator, makes the initial contact with the agency about the possibility of placing an intern, she clarifies the educational requirements for the supervisor. The Contractual Agreement (see Appendix I, pages 14-17) requires that supervisors record their educational background. This allows us to verify that they have the necessary degree before a student begins a field placement.

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. 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. **Response:** Students meet in seminars 10 times during the semester. They have several assignments and weekly logs that allow faculty to monitor the appropriateness of activities and to assure that they are being progressively challenged. Faculty typically perform a site visit early enough in the semester that they can discuss learning goals and problem solve if the supervisor has concerns or the placement is not up to our standards. Faculty often have a chance to meet informally with site supervisors at the Internship Reception for interns and their supervisors. A more formal evaluative interview is conducted at the end of the semester; this can be in person or via an online platform or telephone. During Spring 2020, any site visits that had not been completed before the university shut down due to Covid-19 were conducted via Zoom or Google Hangouts. If any problems or questions about a student's performance arise, the faculty member may schedule an additional visit to the agency to meet face-to-face with the student and supervisor. Please see Appendix I (Internship Manual) for a full description of expectations for Internship and the forms used to document student progress.