



Council for Standards in  
Human Service Education

# Bulletin

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

## A MESSAGE FROM THE PRESIDENT

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

There are several changes to the CSHSE Board. Earlier this year, a request for regional director nominees was sent to the New England, North Central and Midwest member programs. Lynne Kellner, Ph.D., Professor of Behavioral Sciences, Fitchburg State University, agreed to complete the term of Jean Kennedy, who is now serving as the CSHSE Secretary. In addition, Harold Gates, MSSW, CISW, HS-BCP, Instructor, Madison College (formerly Madison Area Technical College), was recruited to serve as the Regional Director for the North Central and Midwest regions. In the Mid-Atlantic, Far West and Northwest regions, Adrienne M. Bey, Ph.D., LCSW, HS-BCP, Program Chair, M.S. Program in the Administration of Human Services at Wilmington University, and Laura W. Kelley, Ph.D., LPC, HS-BCP, Professor and Chair, Human Services Department, University of Alaska, ran unopposed, and each one will serve another four year term. In the South, Stephany Hewitt, M.S., HS-BCP, Dean, Community, Family and Child Studies, Trident Technical College, successfully won her bid for another term as Regional Director. In the spring, we also said farewell to Robert Carty, LCSW, CADC, CCJP, Public Member. Bob resigned from the CSHSE Board to accept a full-time director

position at an in-patient treatment center in the Chicago area. I want to personally thank all current and past CSHSE Board members for their service to the organization!

CSHSE continues to work on attaining CHEA Recognition. One of the requirements for CHEA Recognition is that CSHSE provide evidence that accredited programs are providing reliable information to the public on their performance, including student achievement. Since this information is addressed in Standard 4, most CSHSE accredited programs have already included a website link to this information or are currently working on this Standard 4 specification. Board members are working closely with accredited programs in meeting this requirement.

By now, you have probably had a chance to review the CSHSE e-newsletter. This newsletter features highlights from the most recent CSHSE Board meeting and is the work of Jean Kennedy, CSHSE Secretary. This is just one of several CSHSE initiatives to improve internal and external communications as part of our ongoing strategic plan. Also, we are continuously updating CSHSE information on the

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CSHSE website. Your help with this endeavor would be greatly appreciated. If your college/university makes changes to the institution's website or if you revise your program information, chances are the current links will no longer function. Please send us these changes as well as any updates to your contact information. Remember, the CSHSE website, a membership benefit, is an excellent marketing tool. Potential students can access your program information through the CSHSE website.

And, CSHSE is now in the second year of our management agreement with ASCENT Management, LLC. Kara LaMay is our Account Manager. Please note our contact information at the bottom of this page.

<p><b>Council for Standards in Human Service Education (CSHSE)</b> 3337 Duke Street, Alexandria, VA 22314-5219 571-257-3959; <a href="mailto:info@cshse.org">info@cshse.org</a>; <a href="http://www.cshse.org">www.cshse.org</a></p>
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## **Servant Leadership through Service Learning: The MLK Challenge**

Kiera DesChamps, MA, HS-BCP  
Central Piedmont Community College  
Health and Human Services Division

Robert K. Greenleaf introduced the concept "servant leader" in his essay, "The Servant as Leader." According to Greenleaf

The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first; perhaps because of the need to assuage an unusual power drive or to acquire material possessions... The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. (2008, p. 15)

Once the servant leader becomes the servant, the service learning process is initiated. Service learning combines com-

munity service with classroom instruction, while focusing on critical reflective thinking, as well as personal and civic responsibility. It has a positive impact on student learning outcomes, civic engagement, and retention.

As an educator, my passion and goals are to develop servant leaders who are not just in the field of study, but servant leaders who are living it. I believe that leadership is about empowering and expanding our influence into the community at large. It is important that the student not only "talk the talk," but "walk the walk." What better way than through service learning?

Each year, Americans across the country come together on the Martin Luther King Holiday to serve their neighbors and communities. The MLK Day of Service is a part of United We Serve, the President's national call to service initiative. It calls for Americans from all walks of life to work

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together to provide solutions to our most pressing national problems. The MLK Day is a chance to start the year off right by making an impact in your community. For more information, go to: [www.mlkday.gov](http://www.mlkday.gov)

“Life's most persistent and urgent question: What are you doing for others?” is the pressing question raised by Dr. Martin Luther King, Jr. I want to share with you how I grow servant leaders through service learning. I have just completed the third year of organizing the MLK Challenge. The MLK Challenge is a “day on” instead of a “day off”. It challenges volunteers to give up their day off while providing service projects to the community. The first year, we had 60 volunteers. The second year, we had 75 volunteers. This year, wait for it.....we had over 120 volunteers participating in the MLK Challenge! This is a 50% increase from the first year. I would call this a success!

The big day begins at 8:00, when volunteers register and have breakfast. During this breakfast time, there is a slideshow collage of famous quotes, Dr. King pictures, and pictures of prior MLK Challenge projects. The Dream Speech is also played in the background. Each table has clips of quotes, pictures, and other information to highlight the day.

Opening ceremonies begin at 8:30 with a speaker to commemorate the day stating purpose, motivation, and education about Dr. King. After the speaker is finished, the MLK Challenge organizer speaks to everyone about project safety and provides information about the work sites and teams. The organizer excites the volunteers and sends them out with their team leaders. Arranged transportation and destination sites have been initiated.

Volunteers and teams spend rest of the day at their designated work sites. Work sites can include nursing homes, schools, community centers, parks and trails, soup kitchens, homeless shelters and more. The MLK Challenge organizer and team, remain at the meeting site to coordinate lunch deliveries, creation of certificates, organizing t-shirts, and clean up from breakfast. Lunch is delivered to each work site between 12:00 and 12:30.

Around 2:00, the projects begin to wrap up. Some MLK Challenges last until the evening. Team leaders begin to orchestrate work site clean-up and closure. The teams return to the meeting site. Once the teams arrive, the team leaders present each of their members with a certificate of completion and an event t-shirt. The photographer takes a team picture of each team with their certificates in hand, and t-shirts on.

As the Stevie Wonder's, “Happy Birthday” song is played in the background, the closing ceremony consists of each team speaking about their experiences of the day. Some teams create posters, signs, and other craft items to commemorate the day. The event organizer thanks everyone for coming, and birthday cake is served.

This service learning activity involves the students in activities that address local needs while developing students' academic skills and commitment to their community. The students “walk the walk,” becoming servant leaders through service learning!

*Please contact the author for more information about preparation and implementation of this event.*

# Integrating Professional Development into a Curriculum

Maureen B. Rose, MSW, HS-BCP, MCCC  
Montgomery County Community College  
Human Services Program

Jennifer L. Ellis, MS, HS-BCP, MCCC  
Montgomery County Community College  
Human Services Program

The Human Services Program of Montgomery County Community College (MCCC), located in the Philadelphia suburbs, has a rich history. It is not only an academic program; it also serves as a resource for community agencies and associations in all areas of human service delivery systems. It emerged as a Mental Health Technology Program in the early 1970's, and has transformed into a comprehensive Associates of Applied Science Program in Human Services. The MCCC A.A.S. degree in Human Services has been recently modified to include concentrations in Addictions, Gerontology, and Child, Youth and Family Services. The Program was recently accredited by the Council for Standards in Human Service Education, a designation of which the Program is quite proud.

In writing the accreditation self-study, the program determined a need to streamline the evaluation process for students' mastery of course content. As specified in the Standards and Specifications set forth by the Council, accredited programs must demonstrate students' curricular learning objectives and how students satisfy them. The program built upon the student portfolio concept as a way to validate students' comprehension of theoretical and skill-based knowledge and application.

Components of the portfolio are accumulated as the student progresses throughout the program. The portfolio begins to take shape in the Professional Development course, a preparation course required for practicum. These components are typically in the form of assignments, with corresponding rubrics, that have standard guidelines for faculty. The portfolio also demonstrates students' skills developed through field experience. Examples of assignments used

in the portfolio include the following:

## - **Community Agency Research**

**PowerPoint:** The PowerPoint is required in the introductory human services course. Students spend time in the field interviewing an agency, learning about its services, funding, and use of paid and volunteer staff. Students begin to network with agencies for potential field placement and employment opportunities early on in the program.

## - **Group Theory Paper or Power Point:**

The purpose of this assignment is for students to carefully analyze theories and to develop a basis for understanding effective group work with various populations. Each student selects a current group (whether voluntary or court-mandated) in which to observe. Students research and find available groups from local human service agencies. Students are required to observe their selected group, and provide a history of the organization and the group's implementation.

- **Policy Analysis Power Point:** Students must research a legislative bill specific to their area of interest in the program's social policy and ethics course. The students analyze the legislative bill, what it consists of, and what ethical issue/issues the bill is addressing. Students practice their critical thinking skills as they relate to policy, ethics, and their application in the human service field.

## - **Professional Philosophy Statement:**

Students lay the groundwork for examining their own values and conscious use of self. They begin the process of develop-

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ing a professional sense of self, and understanding their own cultural differences and biases. Students evaluate the impact of their life experiences and how they will influence their decisions on helping others. Students examine the importance of self-care in the human services profession, and develop their own professional philosophy statement throughout the program.

**- Needs Assessment in Volunteer**

**Administrant Project:** The project requires students to conduct a volunteer program needs assessment at a community human service agency. Students provide an overview of the agency and then conduct a SWOT analysis of the volunteer program (strengths/weaknesses/opportunities/threats).

**- Self-change Project:** The self-change project is completed in the program's individual counseling course. The project is a specific example of how students process their own interpersonal development and strengths, while learning to identify and

focus on client work. Throughout this course, and others in the curriculum, students explore and learn about intervention strategies with a focus on helping clients to set goals. Skill development includes: integrating assessment and appropriate plan of care, and utilizing the empowerment model to help clients address problems in living. Specific to rehabilitation and healthy functioning, students learn and demonstrate knowledge of the recovery model and how it applies within a human service agency. Students address individual, societal, and systems change based on the "Stages of Change" by Prochaska, Norcross, and DeClemente.

The portfolio demonstrates proficiency of skills and theories needed for practicing in the human service profession. Students are required to complete the portfolio by the end of the Human Services Practicum. Graduates of the program use the portfolio for employment purposes and transfer course evaluations to higher academic institutions.

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## Department Enrichment through CSHSE Accreditation: The Faculty Development You Have Been Looking For

Joe Albert Garcia, Ph.D.  
California State University Fullerton  
Human Services Department

Mikel Hogan, Ph.D.  
California State University Fullerton  
Human Services Department

As noted in last year's CSHSE Bulletin, the Human Services Department at California State University, Fullerton (CSUF) has been re-accredited. Indeed, the department at CSUF has been submitting to the accreditation process every 5 years since 1982. Having successfully navigated the process over the past 30 years, it was requested that we share some of our findings and feelings about this task that on balance is quite a positive experience. Our assessment of the effects of going through accreditation proved that we

should welcome its periodic arrival.

The process of accreditation can be a daunting task, although a manageable one assuming a department has the resources and support to devote often overloaded faculty time to the endeavor. In fact, in last year's survey of attendees of the NOHS Conference, many noted that among their most important needs was assistance and support for completing the self-study. To its credit, the board responded to that feedback by providing templates

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for the self-study to ease the process.

The accreditation process can also be a positive experience and can enhance your department in several ways. Another major need identified by the previously mentioned survey was for professional development, and it was our experience that the accreditation process addressed a portion of that need. It also provided some happy side effects which should be acknowledged.

The CSUF Human Services Department contains over 750 students and nearly three dozen tenure-track, teaching, and adjunct faculty. As such, it can be easy to see the program from one's own narrow silo of the several classes you might teach, without being able to see the program as a whole. Those faculty focusing on substance abuse issues might not be attending to the work of the faculty teaching our research and evaluation series, who in turn, might not be aware of the work that our faculty are doing in the clinical skills series. One of the critical positive outcomes of the accreditation process was it helped faculty to see the totality of the program. In this way, we could all step back and observe the strengths and weaknesses of the department. This recognition helped foster the kind of engagement and commitment necessary from the faculty to work hard at addressing our weaknesses and allowed us to examine the critical factors that led to our strengths, ensuring their continuance. In essence, this process fostered professional development by getting faculty to learn more about related topics in Human Services that may have been out of one's specific specialty; now each of our knowledge bases has been broadened to create more well-rounded faculty.

An additional benefit to the process was found in the enhancement of our

department atmosphere. It increased the collegiality among our faculty as we not only worked together on the process, but could explicitly see how varying aspects of our program fit together to create the whole. Each class taught by different professors is actually supporting the educational foundation of our students so that they can be successful with the next professor as you pass them on to their next classes. On occasion, one can inflate the importance of the class you always teach without acknowledging the foundation given to students by other professors. This process really helped re-center and refocus our faculty on the interdependent nature of our whole program and helped us to acknowledge the good work of our colleagues.

Finally, the explicit outlining of our objective measures of learning outcomes helped tremendously with the unnoticeable drift that happens to various classes over time. It gave us a view of our goals that allowed us to sharpen the material given to students in the various tracks of our classes. This had the benefit of *reducing* material given in some classes as we realized it was being covered more efficiently elsewhere in the program. What can make faculty more happy than being given an objective reason for cutting that pesky material you have been squeezing into your class for several semesters?

In short, although the process can be a taxing endeavor, we have found that the accreditation process has improved professional development by increasing the knowledge of other parts of our program, it has focused the delivery of material in the various classes, and perhaps most importantly, it has increased the collegiality and cohesiveness of our faculty. We got to know each other a little better, and it made the department a nicer place to work!

## Readers/Site Visitors Wanted

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

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

To qualify as a reader, you must be faculty from a CSHSE-member program and have five years experience teaching in higher education. If you are interested in becoming a reader, please submit the following:

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

Please send application material to:

Jacquelyn Kaufmann, M.S., HS-BCP  
Vice President of Accreditation  
N 3804 Bowers Road  
Lake Geneva, WI 53147  
kaufmannjackie@gmail.com

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### Accredited/ Re-Accredited Programs

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

Delaware Technical Community College, Wilmington	(DE)
Harrisburg Area Community College	(PA)
Hillsborough Community College	(FL)
Montgomery Community College	(CA)
Northern Essex Community College	(MA)
Pitt Community College	(NC)
University of North Georgia	(GA)
University of Wisconsin - Oshkosh	(WI)
Wharton County Junior College	(TX)

#### CSHSE welcomes the following new members:

Asnuntuck Community College	(CT)
St. Petersburg College	(FL)
Walden University	(MN)

## 2013-2014 CSHSE Board Members

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

### President

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

### Vice-President Program Accreditation

Jacquelyn Kaufmann, MS, HS-BCP  
Elgin Community College (ret.)  
P.O. Box 6  
Springfield, WI 53176  
E-mail: kaufmannjackie@gmail.com

### Vice-President Publications

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

### Secretary

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

### Treasurer

Don Unger, PhD  
Dept. of Human Development and Family Studies  
College of Education and Human Devel.  
University of Delaware  
Newark, DE 19716  
E-mail: unger@udel.edu

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

Laura W. Kelley, PhD, LPC, HS-BCP  
Human Services Department  
University of Alaska  
3211 Providence Drive  
Anchorage, Alaska 99508  
E-mail: aflwk@uaa.alaska.edu

### Mid Atlantic (New York, Pennsylvania, Delaware, District of Columbia, New Jersey, Maryland)

Adrienne Bey, PhD, LCSW, HS-BCP  
MS, Administration of Human Services  
Wilmington University  
31 Reads Way  
New Castle, DE 19720  
E-mail: adrienne.m.bey@wilmu.edu

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

Lynne Kellner, PhD  
Behavioral Sciences Department  
Fitchburg State University  
160 Pearl Street  
Fitchburg, MA 01420  
E-mail: lkellner@fitchburgstate.edu

### North Central (North Dakota, South Dakota, Iowa, Nebraska, Kansas, Missouri, Minnesota) Midwest (Ohio, Indiana, Illinois, Michigan, Wisconsin)

Harold Gates, MSSW, CISW, HS-BCP  
Human Services Associate Program  
Madison College  
1701 Wright Street  
Madison, WI 53704  
E-mail: HGates@matcmadison.edu

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

Stephany Hewitt, MS, HS-BCP  
Community, Family and Child Studies  
Trident Technical College  
PO Box 118067  
Charleston, SC 29423  
E-mail: Stephany.hewitt@tridenttech.edu

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

Shawn Worthy, PhD, HS-BCP  
Metropolitan State University of Denver  
Auraria Campus  
Speer Blvd. and Colfax Ave.  
Denver, CO 80217  
E-mail: worthys@msudenver.edu

### Public Member

Lori Connors-Tadros, PhD  
National Institute for Early Education Research  
Rutgers University  
6385 Hawk View Lane  
Alexandria, VA 22312  
Email: ltadros@nieer.org