College of Social Sciences

Bachelor of Science in Human Services
Version 5 Handbook
# Table of Contents

Section I ......................................................................................................................... 4  
Introduction ................................................................................................................ 4  
General Information ..................................................................................................... 4  
  Overview of the BSHS Program .................................................................................. 4  
  Online Resources ..................................................................................................... 7  
  Learning Team Philosophy ......................................................................................... 7  
  Bachelor of Science in Human Services Degree ...................................................... 9  
    Program Mission ...................................................................................................... 9  
    Program Philosophy .............................................................................................. 9  
    Program Outcomes ............................................................................................... 10  
    Community Support Skills ................................................................................... 11  
    Program Orientation ............................................................................................ 12  
    Field Experience .................................................................................................. 12  
    Student Responsibilities ....................................................................................... 14  
  University of Phoenix Supplemental Standards .................................................... 15  
    Procedure for Processing Supplemental Standards ............................................ 17  
    Professional Dispositions Rubric .......................................................................... 20  
  Academic Requirements ............................................................................................ 23  
    Grade Requirements ............................................................................................ 23  
    Academic Appeals and Grievances ....................................................................... 24  
    Class Participation Guidelines ............................................................................. 25  
    University of Phoenix Approved Writing Style Guide .......................................... 26
Standards for Writing Work..................................................27
Standards for Oral Presentations...........................................29
Standards for Learning Team Work......................................30
Faculty Overview..............................................................30
Relationships between Students and Faculty.........................31
Program Resources...........................................................31
Procedures for Disseminating Information.............................31

Section II.............................................................................32

Program Information..............................................................32
Program Description..........................................................32
Core Curriculum and Course Sequence................................33
Management Concentration...............................................34
Addictions Concentration....................................................35
Gerontology Concentration................................................35
Family and Child Services Concentration............................35
Course Descriptions...........................................................36

Section III...........................................................................49

Program Specific Policy........................................................49
Accruing Field Experience Hours Prior to Week 1..................49
Completing Field Experience Hours Prior to Week 15............49
Mental Health Facilitator.....................................................49
Human Services-Board Certified Practitioner.........................51

References............................................................................53
Introduction

This handbook outlines the areas that are critical to effective student learning in the Bachelor of Science in Human Service (BSHS) program. Students should use this handbook as a resource guide as they progress through their respective program along with other UOPX student resources and materials. There are three sections in this manual. The first section, entitled “General Information,” includes information that is consistent across the University’s campuses and BSHS programs. The second section, entitled “Program Information” provides detailed information on the courses of the program. The third section, entitled “Program Specific Policy” identifies program-specific policy, as per UOPX Policy and Procedures Manual.

Section I

General Information

This information is standard across all University of Phoenix (UOPX) campus BSHS programs.

Overview of the BSHS Program

The College of Social Sciences offers an undergraduate, on-ground and on-line human service program designed to meet the educational standards in the field. The Council for Standards in Human Services Education (CSHSE) provides the following perspective as a foundation: "The primary goal of the human service provider is to advocate and empower the consumer to realize his or her potential in a democratic participatory rather than a draconian helper-helped relationship" (2011).

Bachelor of Science in Human Services Handbook Rev 02/2012
Curriculum in the Bachelor of Science in Human Services (BS/HS) program prepares students to register as a Mental Health Facilitator with the National Board of Certified Counselors International, a division of the National Board for Certified Counselors, and obtain the Human Services Board Certified Practitioner (HS-BSP) credential. The University of Phoenix is regionally accredited by the Higher Learning Commission.

The BSHS program at University of Phoenix meets the needs of the working adult professional who will benefit from an undergraduate education in human services. Because human services providers and jobs requiring related skills has an above average expected growth in both the public and private sectors throughout the first quarter of the 21st Century, students from a variety of settings and backgrounds should find the interpersonal, communication, and advocacy skills offered in this program useful in advancing their careers.

Curriculum, course work, and field experience courses produce outcomes related to knowledge, critical thinking, affective development, and human services skills. These outcomes are based on accepted human service education standards emphasizing the knowledge, theory, skills, and attitude/values of bachelor’s level human services providers. Outcome-based assessments of core human services competencies are an ongoing component of the program structure and course sequencing. Average program length is 2-3 years following completion of general education prerequisite course, and includes two field experience courses. The Field Experience courses fall in the normal course sequence and do not extend the program length.
The program involves a variety of delivery formats depending upon the subject matter and the competencies to be developed. These formats include multimodal delivery methods that may involve, but are not limited to the following:

- class lecture
- assigned readings
- role-plays
- in-class small group work
- discussion
- small group (Learning Team) presentations
- small group and independent research
- participation in a weekly learning team
- access to an electronic “chat room” to discuss materials with other learning team members and faculty
- written assignments
- quizzes and in-class examinations
- critical thinking activities
- take-home exams and exercises

Because of the compressed and intensive nature of undergraduate courses at University of Phoenix (UOPX), we encourage students to consult with their Academic Counselor when considering taking more than one course at a time (doubling up). It is important to note that in addition to classroom time, out-of-class time is required for homework, learning team meetings, project activities, and comprehensive applied coursework. Doubling up (taking 2 or more courses concurrently) while in a Field Experience course is not allowed.
Online Resources

The BSHS, version 5 program at UOPX is offered both at campuses and in an online format. In addition, several online resources facilitate learning and development of core competencies. The UOPX Online Learning System (OLS) includes student textbooks in electronic format, an extensive Online Library with multiple databases, information about a student’s local campus, a venue within OLS in which students can communicate with faculty and peers, access online support, and link to assistance with educational tasks (such as writing, researching, and subject tutoring). The UOPX OLS is always evolving to meet student needs. Students will access the OLS throughout their involvement with the University.

Learning Team Philosophy

The foundation of the University of Phoenix educational philosophy and practice is the recognition of a distinction between the traditional college student and the student who has assumed the adult responsibilities of self-determination, a level of independence, and has experienced professional development. The University of Phoenix focuses attention on shared participant responsibility for self-directed learning. Throughout the University programs, student expectations include seeking answers to questions, identifying and developing resources for validating information, and taking charge of their own learning process. The programs therefore provide the structure and support necessary to encourage independence and self-direction.

Traditionally, the role of the student has been relatively passive. The educational model advocated by the University of Phoenix, based on the principles of John Knowles, demands active participation by students in their educational process, which places substantial responsibility on the learner. The dynamic process
employed with learning teams maximizes each student’s understanding and involvement in his or her degree program. Learning team activities and time commitments are not optional. They require an average of 4 hours per week in addition to classroom time. The University’s students and alumni enthusiastically support the use of Learning Teams as an effective educational strategy. By sharing learning responsibilities, dissemination of more information among group members occurs in a limited amount of time.
Bachelor of Science in Human Services -- BSHS Degree

Program Mission Statement

The University of Phoenix Bachelor of Science in Human Services program is committed to educating human service professionals to prepare them for providing direct and indirect services related to the care and treatment of families, groups, individuals and communities in a range of roles and variety of human service settings.

Program Philosophy

Commitment to standards of excellence and quality curriculum are the core beliefs of the faculty and administration of the Bachelor of Science in Human Services (BSHS) Program. The program, faculty, and staff respond to community needs by providing a practical course of study and field experiences that prepare students to be competent and ethical human service practitioners. The BSHS program provides needed services to the community through collaboration with helping agencies, schools, and a range of community institutions.

Students are prepared to become competent practitioners, committed to the ideals of working with people in relationships. Students find themselves immersed in educational and field experience training that provides opportunities to practice a broad range of skills and prepares them to advocate for and help people. Exposure to human developmental models, theory and practice of delivery of human service work, client assessment, and application to two field experiences is at the core of the human service student experience. Additionally, introduction to a core set of values is a poignant component in a field dedicated to helping others. A description of this ideology is found in several human services standards. Examples of
professional organizations related to human services include the Council for Standards in Human Services Education (CSHSE), The National Organization for Human Services (NOHS), and American Public Human Service Association (APSHA).

Students will also gain understanding and experience in providing services within diverse populations inclusive of the dimensions of socio-economic status, race, gender, sexual orientation, race, age, culture, differently abled, religious beliefs, political beliefs, and other ideologies. BSHS faculty provide a collaborative learning environment. They are diverse practitioners themselves who model the behaviors and attitudes fostered by the program and facilitate exploration of differences in safe, empathic and understanding environment. With vast fieldwork backgrounds, our faculty members represent a wealth of information, skill, and practical experience.

**Program Outcomes**

Graduates will demonstrate an understanding of the following:

1. Students will demonstrate knowledge of the historical development of human services.

2. Students will demonstrate knowledge of theory of the interaction of human systems, including individual, interpersonal, group, family, organizational, community, global, and societal.

3. Students will demonstrate knowledge of the scope of conditions that provide the focus for the human services profession.

4. Students will apply knowledge and skills in information management, including use of technology, in human services.
5. Students will apply knowledge and skills in analyzing, planning, implementing, and evaluating of client service needs.

6. Students will apply knowledge and skills in direct service delivery and use of appropriate interventions with clients and client groups.

7. Students will demonstrate the ability to communicate with clients effectively.

8. Students will demonstrate knowledge of theory and skills in the organizational and administrative aspects of the human services delivery system.

9. Students will demonstrate knowledge of human services values, attitudes, and ethics in human service practice.

10. Students will demonstrate knowledge of the value of self-development and self-awareness as a human services’ professional.

**Community Support Skills**

Graduates of the BSHS program exemplify leadership and excellence in practice and are prepared to meet the 12 Community Support Skills Standard core competencies:

1. Participant Empowerment

2. Communication

3. Assessment

4. Community and Service Networking
5. Facilitation of Services

6. Community Living Skills and Supports

7. Education, Training and Self-Development

8. Advocacy

9. Vocational, Educational and Career Support

10. Crisis Intervention

11. Organization Participation

12. Documentation

**Program Orientation**

Students and potential students receive multiple levels of orientation. All potential students initially meet with a UOPX Enrollment Advisor, who is responsible for informing the candidate about UOPX program policies and processes. During the BSHS/305 course, Historical Development of Human Services: An Introduction, BSHS faculty members orient students to both the BSHS program and the basic tenets and standards of the human services profession. Program Orientation provides specifics of program policies and requirements, human services identity is discussed, information about the future field experience courses is provided, and your questions are addressed.

**Field Experience**

- Students must attend an Orientation to Field Experience course (BSHS/415-O) approximately 15 weeks prior to the beginning of the Field Experience I (BSHS/415) and will receive a student field experience handbook at that
time. Information in the handbook pertains to the field experience training, requirements, forms, and processes for acquiring a field experience site.

- Field Experiences are supervised experiences that provide opportunities for students to serve clients in community settings. Field Experience is a highly supervised tutorial opportunity for students to begin working in an environment providing services to clients. Students do not begin Field Experience until the appropriate prerequisites have been met.

- Field Experiences include opportunities for students to work with diverse populations in multiple modalities. The courses represent continued experiential training and require 350 hours between the two courses. Site Supervisor evaluations of student performance assist in determining areas of focused training during the field experience courses. Students also have an opportunity to evaluate both their site and site supervisor.

- The University enters into contractual agreements with field experience sites. These agreements clarify expectations and seek to ensure students have a rich training and supervision experience. Students must select a field experience with one of the approved, contracted sites on record. The list of approved sites is made available to students early in the program. Students are encouraged to make careful decisions regarding the selection of field experience sites. Students often receive employment opportunities in the settings where they have completed their courses.
Students are required to secure their own field experience site selected from the list of approved sites. Work and home schedules may require adjustment in order to work effectively with the site requirements and meet the required hours.

**Student Responsibilities**

Each student will maintain behavior in accordance with the highest ethical and professional standards expected of human services providers, as outlined by applicable Codes of Ethic and UOPX Supplemental Standards. Students are expected to keep all information about clients confidential. Logs, case notes, and other direct service assignments should contain no identifying information; names used should be fictitious. Students violating client confidentiality, other ethical standards, and behavioral standards per the Student Code of Conduct and the Supplemental Standards (that follow), may be expelled from the program. The Student Code of Conduct and retention (disciplinary) process is in the University of Phoenix Catalog with additional procedures in the Supplemental Standards. Additionally, students who are Apollo employees are expected to model positive student behaviors and set the standard for others to follow. Failure to do so may result in disciplinary action as detailed in the company’s Policies and Procedures.
University of Phoenix Supplemental Standards

For Candidates in the College of Social Sciences Programs-
Human Services

Candidates in the College of Social Sciences program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field experiences, practica, and/or internships as part of their academic program. As prospective counselors, College of Social Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Social Sciences Programs (“Supplemental Standards”) apply to these degree candidates before, during, and after their field experiences, practica, and internships. The Supplemental Standards address a candidate’s affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate’s ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practica, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements, practica, and internships.

7. The candidate appreciates and values human diversity and shows respect for others’ varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem-solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.

10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field experiences, practica, and internships.

When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Supplemental Standards, they may file a “Referral” with the Campus College Chair, Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.

Candidates who are separately charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for processing such charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under these Supplemental Standards. Similarly, an observation under the Referral Process may be the basis for a Student Code of Conduct charge.

**Procedure for Processing Supplemental Standards Referrals**

The College of Social Sciences has instituted processes to ensure that candidates are regularly evaluated by the faculty and have access to counseling and advisement on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the professions and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate’s deficiencies and promote dialogue on how the candidate can improve and move forward in their program.

During the course of their program, faculty members, through a review of grades and dispositions, will monitor a candidate’s academic progress. The Campus College Chair (CCC), or designee, will serve as the primary point of contact in

*Bachelor of Science in Human Services Handbook Rev 02/2012*
instances where a remediation plan and/or Candidate Retention Committee are deemed necessary.

A. One Referral

1. Notification of a Referral Form is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate’s deficiencies in meeting the above Supplemental Standards.

2. The candidate must meet with the Campus College Chair or designee to discuss why the referral occurred and whether or not a formal remediation plan or other corrective action is needed.

3. The Campus College Chair or designee may convene a meeting of the Candidate Retention Committee (“CRC”) if deemed necessary. If the CRC will be convened, the notification to the candidate shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.

4. If the CRC will be convened, the candidate shall be provided with ten (10) days to respond to the notification.

5. If the CRC meeting is held, the Committee members shall discuss with the candidate the issues or problems that appear to be hindering his/her academic progress and make one of the following recommendations:

   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

6. The CRC shall issue a report explaining the basis for its recommendation.
B. Two or More Referrals

1. Notification of a Referral Form(s) is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate’s deficiencies in meeting the above Supplemental Standards.

2. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.

3. The candidate shall be provided with ten (10) days to respond to the notification.

4. After the candidate has the opportunity to respond, the Campus College Chair or designee shall convene a meeting of the Candidate Retention Committee.

5. The CRC members shall discuss with the candidate the issues or problems that appear to be hindering their academic progress and make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

6. The CRC shall issue a report explaining the basis for its recommendation.

C. Candidate Retention Committee

1. The CRC is comprised of the Campus College Chair or designee and at least two faculty members.

2. The candidate will be expected to participate in a dialogue with the Committee to exchange ideas on remediation or withdrawal from the program.
3. The candidate will not be permitted to have representation by an attorney or any other third party in this academic meeting.

4. If the CRC recommends that the candidate be withdrawn from the program, and this recommendation is endorsed by the Campus Director of Academic Affairs, the candidate has the right to appeal this decision to the Central Administration Appeals Committee (CAAC) within 10 days of receipt of the decision.

5. The CAAC is generally comprised of at least the Dean and an Associate Dean from the College of Social Sciences or designee(s), and a Regional Director of Academic Affairs (RDAA).

6. The decision of the CAAC is final.

**Professional Dispositions Rubric**

**Note: This document complements the Supplemental Standards for Candidates in College of Social Sciences – Human Services.**

<table>
<thead>
<tr>
<th>Disposition*</th>
<th>Description of “At Standard” Indicators</th>
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<tbody>
<tr>
<td>1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships.</td>
<td>Participates actively in class discussion and assignments; works effectively with others; shows respect of and consideration for the thoughts and feelings of others.</td>
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<tr>
<td>2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.</td>
<td>Communicates effectively verbally; demonstrates an ability to write in a clear, organized, fluent manner; adheres to the conventions of the language when appropriate; recognizes distinctions between formal and informal communication.</td>
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<tr>
<td>3. The candidate is a Solicits feedback that demonstrates an</td>
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<p>| <strong>thoughtful and responsive listener.</strong> | <strong>understanding of program and professional goals and objectives; receives feedback in a positive manner and makes necessary adjustments; listens and responds to others.</strong> |
| 4. The candidate is committed to reflection, assessment, and learning as an ongoing process. | <strong>Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice or life; able to modify behavior and/or understanding when provided with new information or experience; demonstrates an interest in and commitment to lifelong learning.</strong> |
| 5. The candidate is willing to give and receive help. | <strong>Volunteers to assist others in the University classroom and/or practicum settings; demonstrates openness to assistance from others. Accepts direction from others and respects authority.</strong> |
| 6. The candidate is sensitive to community and cultural norms of the counseling and/or human services program, the University classroom, and all field placements, practicums, and/or internships. | <strong>Uses language that demonstrates sensitivity to others; communicates effectively with peers, instructors, students, and clients; shows an awareness of the context in which s/he is interacting.</strong> |
| 7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives. | <strong>Listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and privilege in American society.</strong> |
| 8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself or herself and those with whom he/she interacts. | <strong>Demonstrates an ability to identify, analyze, and evaluate complex issues; exhibits the ability to solve problems both independently and in cooperation with others; sets and achieves high standards.</strong> |
| 9. The candidate demonstrates | <strong>Identifies and analyzes important trends in</strong> |</p>
<table>
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<tr>
<th>Requirement</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the counseling and/or human services field.</td>
<td>Counseling and/or human services; looks for opportunities to integrate theory and practice; demonstrates enthusiasm for learning new ideas and strategies; relates class discussions and issues to current events in counseling and/or human services.</td>
</tr>
<tr>
<td>10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor and/or human services worker.</td>
<td>Attends all classes, practicum experiences, and required activities and arrives on time; dresses for practicum experiences in an appropriate manner; communicates in a professional manner regarding extenuating circumstances that may prevent attendance; comes to class prepared.</td>
</tr>
<tr>
<td>11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of assignments.</td>
<td>Does not represent the work of others as his/her own; is truthful when making statements about qualifications and competencies; observes contractual commitments and timelines; protects students’ and clients’ rights to privacy and confidentiality; establishes relationships with co-workers and clients based on courtesy, mutual trust and open communication; respects the uniqueness and characteristics of varying backgrounds; acts within the community in a way which enhances the status of the profession; promotes the improvement of organizational policies; develops an understanding and respect for laws and policies that protect organizations, staff, clients, and communities.</td>
</tr>
<tr>
<td>12. The candidate maintains a pattern of exceeding minimal requirements in course, field placements, practicum, and/or internships.</td>
<td>Attends all required activities and arrives on time; dresses for field placements, practicums, and/or internships in a professional manner; communicates professionally to organizations, staff, and clients; comes to class prepared; respects diversity; volunteers to take on additional responsibilities, as appropriate; participates in professional development opportunities offered in counseling/human services setting; maintains...</td>
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privacy and confidentiality.

*Note: The first nine dispositions were adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), formerly available at the Council of Chief State School Officers (CCSSO) website, http://www.ccsso.org.

Academic Requirements

Grade Requirements

A failing grade (“F”), and In Progress (IP), or an Incomplete grade (“I”) is not acceptable. Students who receive an “F”, "IP", or an “I” grade may not enroll in any other coursework until a passing grade is awarded. Students in the BSHS programs may not attend any further courses after being assigned a grade of Incomplete in a course. BSHS students will be placed on Scholastic Disqualification if a minimum grade established in the program Policy and Procedures are not earned. Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry if allowed by Policy and Procedures.

As gatekeepers for the profession, faculty may share information in accordance with FERPA guidelines about student progress throughout the program as a strategy for enhancing student success and ensuring compliance with professional ethical responsibilities.
Academic Appeals and Grievances

The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing an appeal process for those who desire to file a grievance against the University, including any claim of discrimination.

1. Academic Student Grievances (Grade Related) - Students disputing a grade received may contact the DAA who will assist them in contacting the faculty member to discuss the grade dispute. The faculty member’s decision is final. Grade disputes that are based on alleged discrimination are reviewed as non-grade related grievances.

All grade disputes must be initiated within six (6) weeks of the course end date.

2. Administrative or Non-Academic Student Grievances - Students who are alleging discrimination or a violation of University policy must present their grievance in writing. Such grievances will be heard by a campus committee comprised of the following: DAA (or other appropriate campus administrator), who will serve as Committee Chair; Department Chair; and one member appointed by the Committee Chair. Appeals to a decision of the Campus Committee may be submitted to the Student Appeals Committee.

3. Other grievances or requests for policy exceptions must be submitted in writing to either the DAA or to the Department Chair. Either the DAA or the Department Chair will determine whether the request or grievance is referred to a Campus Committee. If no committee review is required, the DAA or Department Chair will provide a written decision within 10 working days from the receipt of the letter.
4. **Student Appeals Committee** - Students may submit a written appeal of the decision of a Campus Committee or Department Chair or an admissions decision to the Student Appeals Committee. It is incumbent upon the student to submit to the Student Appeals Committee all relevant documents or statements of support with the appeal letter.

5. The University recognizes and accepts its obligations under The Americans with Disabilities Act of 1990 and The Rehabilitation Act of 1974, prohibiting discrimination on the basis of a disability. Any grievances concerning University compliance with the mandates of these acts will be handled through the Student Appeals Committee. In accordance with regulations, there shall be no retaliation against those who bring complaints against the University.

**Class Participation Guidelines**

Grading the student both individually and as a group member is a complex task for the faculty member. The philosophy of the University of Phoenix is to encourage active student participation in each workshop to augment the learning; thus, the faculty member must be able to objectively and subjectively grade participation.

In most courses, part of the student’s grade is derived from class participation or is a factor in learning team assignments.

Outlined below is a suggested class participation guide:

1. With regard to Group Involvement, the student
   a. contributes to group discussion frequently;
   b. chooses topics that are relevant to the topic being presented in class at that time;
   c. is interested in class and faculty discussion;
d. actively listens to others;
e. leads group discussion;
f. serves as group spokesperson;
g. relates theory to practice in group discussion;
h. asks questions;
i. is prepared for group discussion; and
j. enhances the group presentation.

2. With regard to Class Involvement, the student
a. comes prepared to each class;
b. shows interest in faculty and class discussion;
c. asks pertinent questions in class;
d. relates theory to practice;
e. contributes to class discussion frequently;
f. brings materials to share with the class (at least once);
g. does not dominate or monopolize group discussions; and
h. makes an effort to involve classmates in the discussions.

University of Phoenix Approved Writing Style Guide

The University of Phoenix approved writing style guide is the Publication Manual of the American Psychological Association, Sixth Edition. As a suggestion, purchase the manual before the first course of the program and as it will be useful throughout your program. In the University of Phoenix Course Materials, this book is referred to as both the “APA Manual” and the “UOPX-Approved Style Guide.” Students are expected to have well-developed writing skills appropriate for undergraduate-level work, and to understand APA writing style format.
The APA manual contains specifications for researching, writing, documenting, and formatting typewritten work. The nature of each assignment will dictate which section(s) of the manual is/are useful. For example, students might consult the manual in order to determine how to outline a five page paper, do citations and format the paper (including title page and reference page). The Center for Writing Excellence houses a tutorial on APA style for students and faculty.

**Standards for Written Work**

1. Content/Development
   a. All key elements of the assignment are covered in a substantive way.
   b. Content is comprehensive, accurate, and persuasive (if applicable).
   c. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.
   d. Where appropriate, the paper supports major points with theory relevant to development of the ideas, and uses the vocabulary of the theory correctly.
   e. There is integration of theory and practice whereby the writer is able to link theories to practical experience (i.e., application to the “real world” work setting).
   f. Research is adequate and timely for the topic.
   g. The context and purpose of the writing is clear (e.g., critique, research, sample memo, business plan, etc.).

2. Organization
   a. The structure of the paper is clear and easy to follow.
   b. The paper’s organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
   c. Ideas flow in a logical sequence.
d. The introduction provides sufficient background on the topic and previews major points.

e. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper.

f. The conclusion is logical and flows from the body of the paper.

g. The conclusion reviews the major points and does not introduce new material.

3. Format

a. The paper, including citations and the reference page, follows APA guidelines for format.

b. The paper is laid out effectively and uses reader-friendly aids (e.g., sections, summaries, tables of contents, indices, appendices, etc.) when appropriate.

c. The paper makes appropriate use of references. Three are considered minimum at this level.

d. Headings, the use of italics, etc., aid in the readability of the paper and are not “overdone.”

e. The paper is neat, with attention given to format requirements.

4. Grammar/Punctuation/Spelling

a. Rules of grammar, usage, and punctuation are followed.

b. Spelling is correct.

5. Readability/Style

a. Sentences are complete, clear, and concise.

b. Sentences are well-constructed, with consistently strong, varied structure.

c. Sentence transitions are present and maintain the flow of thought.
d. Words used are precise and unambiguous.
e. The tone is appropriate to the content and assignment.

Standards for Oral Presentations

1. Organization and structure
   a. Presentation is well-organized, clear, and effectively structured.
   b. The introduction tells the reader what to expect (i.e., act as a “sign post”).
   c. The conclusion summarizes the main points.
   d. Group presentations are integrated rather than a disjointed series of individual presentations.
   e. Topic is researched adequately.

2. Effective use of visual aids
   a. Visual aids are clear and effective.
   b. Visual aids contribute to a focused and integrated presentation.

3. Content of presentation
   a. Content of presentation clearly follows the written paper on which it is based (if applicable).
   b. The topic is relevant and addresses the specifications of the assignment.
   c. The content presented is comprehensive, accurate, and believable.
   d. Key points are noted and presented logically.

4. Style and presentation
   a. Non-verbal gestures are appropriate to the purpose of the presentation and flow of ideas.
   b. Confidence and knowledge of content are evident.
   c. Audience is engaged, when appropriate, in a professional manner.
d. Delivery time is used well. Presentation is not rushed.
e. Speaker adheres to the specified time limit.

5. Questions and comments
   a. Audience feedback is solicited.
   b. Audience questions are effectively addressed and correctly answered.

**Standards for Learning Team Work**

1. Members develop perspective and goals for the group as a whole.
2. Members develop effective work plans, meeting schedules, and assignments.
3. Members are clear about goals for work products.
4. Members develop and agree upon standards of performance for group members.
5. Members effectively manage conflict within the group and resolve problems.
6. Members share workload equally.
7. Members build consensus and effectively share in decision making.
8. Products of the group process (oral presentations, papers) are cohesive and present the image of a single product rather than a collection of individual products.
9. Tasks are completed on time and meet established requirements.

**Faculty Overview**

Faculty members for the BSHS program are leaders in the local community. Selected faculty have distinguished themselves through effective practice, professional service, and demonstrated knowledge. All faculty members in the BSHS program are active in the human services community, providing direct services, supervising counselors, volunteering for professional organizations, and serving as administrators of agencies. Faculty members in the BSHS program
demonstrate continued learning and professional service throughout their employment at UOPX.

**Relationships between Students and Faculty**

Because faculty members are active within the local community, there is an increased possibility that students will have contact with faculty members outside of the educational setting. For example, students may work at the same agency as a faculty member.

There are potentially beneficial aspects to this relationship. For example, faculty members with whom students are familiar or comfortable can function as mentors for the student. Faculty members can mentor students through such activities as writing manuscripts, presenting at conferences, attending meetings of professional organizations, and discussing theoretical perspectives or career options. However, the possibility of interactions outside the educational setting requires vigilant attention to ethical boundaries. Students are expected to become familiar with and abide by the *Ethical Standards for Human Service Professionals* (2009) established by the National Organization for Human Services (NOHS).

**Procedures for Disseminating Information**

It is important that students are aware of programmatic changes, current professional and academic events, and learning opportunities. Students receive information through mass e-mails, faculty announcements in class, and in the electronic forums/OLS, and the program message board located in the Campus Learning Centers. In addition, Academic Counselors may conduct class visits at specific times throughout the program. During the class visits, they may review progression and degree completion requirements.
Section II

Program Information

This information is standard across all University of Phoenix (UOPX) campus BSHS programs.

*Program Description*

The BSHS program curriculum at University of Phoenix employs an interdisciplinary approach for assimilating theory, knowledge, skills and core competencies of today’s human service professional. The conceptual framework of the program draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, social work, psychology, and management theories. The program is designed with experiential components, integrated within the academic foundation, to provide students with experience as service providers in a range of human service settings in both private and public sectors. The Human Services program’s interdisciplinary design builds core skills and competencies based on established methods for delivering a variety of direct service roles in the wide-ranging field of human services. In addition to completing core curriculum courses, students must declare and complete courses in an area of concentration selected from the following: 1) Management, 2) Addictions, 3) Family and Child Services, 4) Gerontology. Upon graduation from the program students will be qualified for Registry as Mental Health Facilitators with the National Board for Certified Counselors International, a division of the National Board for Certified Counselors, and prepared academically to sit for the Human Services-Board Certified Practitioner examination administered by the Center for Credentialing and Education.
### Core Curriculum and Preferred Course Sequence

**Bachelor of Science in Human Services, Version 5**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/305</td>
<td>Historical Development of Human Services: An Introduction*</td>
<td>3</td>
<td>5</td>
<td>24 Credits</td>
</tr>
<tr>
<td>BSHS/325</td>
<td>Human Systems and Development</td>
<td>3</td>
<td>5</td>
<td>---</td>
</tr>
<tr>
<td>BSHS/335</td>
<td>Ethics and Values for Human Service Professionals</td>
<td>3</td>
<td>5</td>
<td>BSHS/305, 325; COMM/215; MTH/209</td>
</tr>
<tr>
<td>BSHS/345</td>
<td>Diversity and Special Populations</td>
<td>3</td>
<td>5</td>
<td>BSHS/335</td>
</tr>
<tr>
<td>BSHS/355</td>
<td>Delivery of Human Services: Theory and Practice</td>
<td>3</td>
<td>5</td>
<td>BSHS/335</td>
</tr>
<tr>
<td>BSHS/375</td>
<td>Information Systems and Technology in Human Services</td>
<td>3</td>
<td>5</td>
<td>BSHS/335</td>
</tr>
<tr>
<td>BSHS/415-O</td>
<td>Orientation to Field Experience*</td>
<td>0</td>
<td>1</td>
<td>BSHS/345, 355, 375</td>
</tr>
<tr>
<td>BSHS/385</td>
<td>Interpersonal Communication and Interviewing Skills</td>
<td>3</td>
<td>5</td>
<td>BSHS/415-O</td>
</tr>
<tr>
<td>BSHS/395</td>
<td>Client Assessment and Planning</td>
<td>3</td>
<td>5</td>
<td>BSHS/385</td>
</tr>
<tr>
<td>BSHS/405</td>
<td>Intervention, Direct Service Delivery &amp; Case Management</td>
<td>3</td>
<td>5</td>
<td>BSHS/395</td>
</tr>
<tr>
<td>BSHS/415</td>
<td>Field Experience I*</td>
<td>3</td>
<td>15</td>
<td>BSHS/405</td>
</tr>
<tr>
<td>BSHS/425</td>
<td>Administration &amp; Management of Human Service Programs</td>
<td>3</td>
<td>5</td>
<td>BSHS/405</td>
</tr>
<tr>
<td>BSHS/435</td>
<td>Research &amp; Statistics in Human Services</td>
<td>3</td>
<td>5</td>
<td>MTH/220</td>
</tr>
<tr>
<td>BSHS/445</td>
<td>A Survey of Crisis and Mental Health Issues and Interventions</td>
<td>3</td>
<td>5</td>
<td>BSHS/405</td>
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</tbody>
</table>
### Concentrations

#### Management Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Weeks</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/426</td>
<td>Human Services Management: Theory and Practice</td>
<td>3</td>
<td>5</td>
<td>BSHS/425</td>
</tr>
<tr>
<td>BSHS/427</td>
<td>Critical Thinking Skills in Management Decision Making</td>
<td>3</td>
<td>5</td>
<td>BSHS/426, 435</td>
</tr>
<tr>
<td>BSHS/428</td>
<td>Human Services Program Design and Proposal Writing</td>
<td>3</td>
<td>5</td>
<td>BSHS/427</td>
</tr>
</tbody>
</table>

| Program Total | 60 | 121 weeks | Core Courses, and Concentration |

*Courses may not be waived or taken Directed Study.*

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Bachelor of Science in Human Services Handbook Rev 02/2012
### Addictions Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
<th>Core Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/456</td>
<td>Addiction Interventions for Human Service Workers</td>
<td>3</td>
<td>5</td>
<td>BSHS/455</td>
</tr>
<tr>
<td>BSHS/457</td>
<td>Codependence &amp; Working with Families</td>
<td>3</td>
<td>5</td>
<td>BSHS/456</td>
</tr>
<tr>
<td>BSHS/458</td>
<td>Action Planning, Relapse Prevention &amp; Aftercare</td>
<td>3</td>
<td>5</td>
<td>BSHS/457</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>121 weeks</strong></td>
<td><strong>Core Courses, and Concentration</strong></td>
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### Gerontology Concentration

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
<th>Core Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/437</td>
<td>Aging and Social Systems</td>
<td>3</td>
<td>5</td>
<td>BSHS/345, 355; MTH/220</td>
</tr>
<tr>
<td>BSHS/438</td>
<td>Care of Ill and Aging Populations</td>
<td>3</td>
<td>5</td>
<td>BSHS/437</td>
</tr>
<tr>
<td>BSHS/439</td>
<td>Grief, Loss and End of Life Issues</td>
<td>3</td>
<td>5</td>
<td>BSHS/438</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>121 weeks</strong></td>
<td><strong>Core Courses, and Concentration</strong></td>
</tr>
</tbody>
</table>

### Family and Child Services Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
<th>Core Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/406</td>
<td>Family Systems and Social Systems</td>
<td>3</td>
<td>5</td>
<td>BSHS/405</td>
</tr>
<tr>
<td>BSHS/407</td>
<td>Family Violence Across the Lifespan</td>
<td>3</td>
<td>5</td>
<td>BSHS/406</td>
</tr>
<tr>
<td>BSHS/408</td>
<td>Childhood Abuse and Neglect</td>
<td>3</td>
<td>5</td>
<td>BSHS/407</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>121 weeks</strong></td>
<td><strong>Core Courses and Concentration</strong></td>
</tr>
</tbody>
</table>
Course Descriptions

BSHS/305
Historical Development of Human Services: An Introduction
In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training. (3 credits).

BSHS/325
Human Systems and Development
Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training. (3 credits).

BSHS/335
Ethics and Values for Human Service Professionals
In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination,
appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information. (3 credits). Prerequisites: BSHS 305, 325; COMM/215 or equivalent; MTH/209 or equivalent.

**BSHS/345**

**Diversity and Special Populations**
The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training. (3 credits). Prerequisite: BSHS 335.

**BSHS/355**

**Delivery of Human Services: Theory and Practice**
This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological
perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training. (3 credits) Prerequisite: BSHS 335.

**BSHS/375**  
**Information Systems and Technology in Human Services**  
This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations. (3 credits) Prerequisites: BSHS 345, 355, 375.

**BSHS/415-O**  
**Orientation to Field Experience**  
This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

**BSHS/385**  
**Interpersonal Communication & Interviewing Skills**  
Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in
interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training. (3 credits) Prerequisite: BSHS 415-O.

BSHS/395

Client Assessment and Plan Development
This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training. (3 credits) Prerequisite: BSHS 385.

BSHS/405

Intervention, Direct Service Delivery and Case Management
This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training. (3 credits) Prerequisite: BSHS 395.

BSHS/415

Field Experience I
This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will
work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training. (3 credits) Prerequisite: BSHS 405 may not be taken as Directed Study.

**BSHS/425**  
**Administration and Management of Human Service Programs**  
Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building. (3 credits) Prerequisite: BSHS 405.

**BSHS/435**  
**Research and Statistics in Human Services**  
This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and
conducting statistical analyses. (3 credits) Prerequisite: MTH/220 College Algebra or equivalent; MTH/209 Statistics or equivalent.

**BSHS/445**

**A Survey of Crisis and Mental Health Issues and Interventions**
In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training. (3 credits) Prerequisite: BSHS 405.

**BSHS/455**

**Working With Addictions**
This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues. (3 credits) Prerequisite: BSHS 445.
BSHS/465
Professional Development and Identity
In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training. (3 credits) Prerequisite: BSHS 425, 455.

BSHS/475
Field Experience II
This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training. (3 credits) Prerequisite: BSHS 465. May not be taken as Directed Study.
BSHS/485
Capstone: Advocacy and Creating Social Change
This course is the culmination of the BSHS program with a focus on the basic
tenets of client advocacy efforts and the processes of creating social change. As
human services professionals, students will demonstrate strategies for using their
knowledge and skills for understanding and helping clients. The Capstone Project
asks students to develop an advocacy action plan that addresses a local need they
have determined utilizing a community needs assessment. Students will complete
Module 19 of the MHF training. (3 credits) Prerequisite: BSHS 465.

Addictions Concentration Course Descriptions

BSHS/456
Addiction Interventions for Human Service Workers
This course has a focus on familiarizing students with fundamental interventions
used in drug and alcohol treatment settings. Students will conduct an investigation
of 12-step, alternative support group, secular organization, therapeutic community,
and structured in-patient/outpatient approaches to intervention and treatment.
Students will be prepared to apply basic skills for assessing and evaluating client
needs, making referrals, and working as a colleague in groups of professional
service providers. An exploration of commonly used evaluation instruments for
assessing level of care is underscored along with tenets of co-facilitation of
treatment groups and assessing special population needs. Students will demonstrate
foundational knowledge and understanding of guidelines for treatment as outlined
by the Substance Abuse and Mental Health Services Administration and the
American Society of Addiction Medicine’s Patient Placement Criteria. (3 credits).
Prerequisite: BSHS/455.

BSHS/457
Codependence and Working with Families
In this course students will demonstrate an understanding of the impact of
controlling behaviors and supporting dysfunction in relation to addictions and
families. Theories of codependency are explored as a disease of loss of selfhood
and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families. (3 credits). Prerequisite: BSHS/456

**BSHS/458**  
*Action Planning, Relapse Prevention and Aftercare*  
This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues. (3 credits). Prerequisite: BSHS/457.

**Management Concentration Course Descriptions**

**BSHS/426**  
*Human Services Management: Theory and Practice*  
This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change,
performance evaluation and effective communication with a range of para-professional and professionals, students will explore their roles as managers in the growing human services field. (3 credits). Prerequisite: BSHS/425

BSHS/427
**Critical Thinking Skills in Management Decision Making**
This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement. (3 credits). Prerequisite: BSHS/426

BSHS/428
**Human Services Program Design and Proposal Writing**
This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design. (3 credits) Prerequisite: BSHS/427.
Gerontology Concentration Course Descriptions

BSHS/437  
Social Systems and Aging  
This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects of on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology. (3 credits) Prerequisite: BSHS/435; MTH/220

BSHS/438  
Care for Aging Populations  
The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation. (3 credits) Prerequisite: BSHS/437.
BSHS/439
Grief, Loss and End of Life Issues
In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict. (3 credits) Prerequisite: BSHS/438.

Family and Social Systems: Contemporary Trends and Issues Concentration

BSHS/406
Family and Social Systems: Contemporary Trends and Issues
Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed. (3 credits) Prerequisite: BSHS/405.

BSHS/407
Family Violence Across the Lifespan: A Multi-Strata Problem
This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review.

Bachelor of Science in Human Services Handbook Rev 02/2012
Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence. (3 credits). Prerequisite: BSHS/406

BSHS/408
Childhood Abuse and Neglect
This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues. (3 credits). Prerequisite: BSHS/407
Section III

Program Specific Policies

Accruing Field Experience Hours Prior to Week 1

Students enrolled in BSHS/415 and/or BSHS/475 are allowed to accumulate up to 15 hours that count toward the required 175 hours (required for each FE course) prior to course start. These hours must be accrued under a qualified supervisor and documented on the appropriate FE logs.

Completing Field Experience Hours Prior to Week 15

The possibility exists that a student may complete the required 175 hours prior to the Week 15 of the FE course. If a student completes the required hours and obtains a letter from the supervisor allowing the student to end the Field Experience Agreement, the student is required to attend the remaining UOPX workshops, without returning to the FE agency.

Mental Health Facilitator

After graduation, you may be registered (not licensed or certified) as a Mental Health Facilitator through NBCC International, a division of the National Board for Certified Counselors. MHF Training curriculum is incorporated into the course structure.

- Mental Health Facilitators are First Responders:
  - Community Resources and Outreach
  - Natural Disasters
  - Trauma and Crisis Work
- Mental Stress, Distress and Disorders
- Referral to other providers

- “The Mental Health Facilitator (MHF) program is designed to improve access to mental health care within a given community by educating and training professionals, paraprofessionals and lay people in the basics of mental health” (NBCC International, 2012, ¶ 1.).

- The MHF Registry is maintained by the NBCC International (NBCC-I).
- Being listed on the International Registry documents your completion of specialized training in the recognition of mental health issues and appropriate actions for first responders.

- Listing on the International Registry can be included on your résumé or CV.
- The MHF International Registry provides the foundation for additional training as an MHF trainer in your community.

- After program completion interested graduates will be provided an application form for you to send to NBCC-I.

- There is an application fee of $20.00 to be included with your application.
- There is a yearly maintenance fee of $20.00.
- NBCC-I will mail you a certificate of registration.
- You must renew your registration every 5 years.
“Employers are looking for top candidates to fill human services positions. The Human Services-Board Certified Practitioner (HS-BCP) credential can help [you] get noticed in today’s competitive job market. It shows employers that [you] have met professional credentialing standards in education, practical knowledge and experience in human services, as defined by human services practitioners. With the number of human services jobs expected to climb rapidly, credentials such as the Human Services-Board Certified Practitioner (HS-BCP) can help you launch your career” (Center for Credentialing & Education, 2012, ¶ 1).

**Overview of the HS-BCP Exam**

- The HS-BCP exam will be computer administered during BSHS/475, Field Experience II.

- The proctored exam will be administered at the local campus or at designated test sites.

- The exam consists of 10 case studies for you analysis with 10 questions per case. Nine of the case studies are used to determine the pass/fail decision.

- The cases and questions will include knowledge relating to adults, children, and families.

- The populations served will include gender-specific, and family configurations from diverse backgrounds.

- The cases and questions will cover a variety of ethnic and racial affiliations.

- The exam will cover a variety of presenting issues such as:
  - Educational issues
  - Economic/Financial (including poverty)
  - Stress related issues
  - Housing issues

*Bachelor of Science in Human Services Handbook Rev 02/2012*
• Parenting
• Domestic Violence
• Grief and Loss
• Posttraumatic Stress
• Emotional, physical, sexual abuse/neglect

The examination will cover a variety of tasks required to provide safe and effective service, such as (examples only; not the complete list):

• Prioritize forms of service to meet client needs.
• Identify presenting issues
• Determine eligibility for human services
• Select intervention activities related to service goals
• Develop client safety plans
• Adhere to established, relevant code of ethics
• Establish appropriate boundaries with clients
• Evaluate service effectiveness

*University of Phoenix students may apply for credentialing and test at a special rate established by the Center for Credentialing and Education (CCE). Upon passing the exam CCE will mail your credential, suitable for framing, to the address provided on your application.

Bachelor of Science in Human Services Handbook Rev 02/2012
References

