The College of Social Sciences

“Igniting Students’ Passion for the Helping Professions”

Bachelor of Science in Human Services Handbook
Versions 5 & 6
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Section I

General Information

This handbook outlines the areas that are critical to effective student learning in the Bachelor of Science in Human Services (BSHS) program. Students should use this handbook as a resource guide as they progress through their respective programs, along with other University of Phoenix student resources and materials. This information is standard across all University of Phoenix (UOPX)-BSHS versions 5 and 6 programs.

Overview of BSHS Program

The College of Social Sciences offers an undergraduate, local, and online human service program designed to meet the educational standards in the field. The Council for Standards in Human Services Education (The Council) 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). Curriculum in the Bachelor of Science in Human Services (BSHS) version 6 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 to sit for the Human Services Board Certified Practitioner (HS-BSP) exam. 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. According to the U.S. Bureau of Labor and Statistics, the human services profession has 20–28% expected job growth rate 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, coursework, and field experience courses produce outcomes related to knowledge, critical thinking, affective development, and human services skills. These outcomes are based on accepted human services education standards, emphasizing the knowledge, theory, skills, and attitude or 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 courses 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 on 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 lectures, assigned readings, role-plays, in-class small group work, discussion, small group 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, 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.
Non-Licensed Helping Professions Degree

The BSHS program is an educational degree program that provides a foundation of knowledge in the field of human services. The program does not prepare a graduate for any type of professional certification or licensure as a professional counselor, social worker, or human services worker. Consider using the Phoenix Careers site, as well as local career agencies and government sites to find career options upon graduation.

Online Resources

The BSHS version 5 and 6 programs at University of Phoenix is offered at selected local campuses and online. In addition, several online resources facilitate learning and development of core competencies. The University of Phoenix learning platform includes student textbooks in electronic format, an extensive online library with multiple databases, information about a student’s local campus, a venue in which students can communicate with faculty and peers, access to online support, and links to assistance with educational tasks (such as writing, researching, and subject tutoring). The University of Phoenix learning platform is always evolving to meet student needs. Students will access the learning platform 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, achieved a level of independence, and experienced professional development. University of Phoenix focuses attention on shared participant responsibility for self-directed learning. Throughout the university programs, student expectations include seeking answers to critical questions, identifying and developing resources for validating information, and taking charge of their own learning process. The programs 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 from 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)

The University of Phoenix Bachelor of Science in Human Services (BSHS) 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

- A commitment to standards of excellence and quality curriculum are the core beliefs of the faculty and administration of the 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 that prepares them to advocate for and help people. Exposure to human developmental models, theory and practice of delivery of human services work, client assessment, and application to two field experiences is at the core of the human services 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 the American Public Human Service Association (APSHA).

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

**Program Outcomes**

Graduates will demonstrate an understanding of the following:

1. Students will be able to apply key aspects of the historical development of human services when analyzing theories of the interaction of human systems.
2. Students will be able to interpret and judge the scope of human conditions that provide the focus for the human services profession.
3. Students will be able to analyze client needs when formulating a plan for human service strategies and services.
4. Students will be able to apply knowledge, skills, and theory for structuring and administering direct service delivery and the use of appropriate interventions and skills.
5. Students will be able to develop and integrate self-assessment skills and human services values and attitudes for providing ethical human service practices.

**Program Orientation**

All potential students initially visit with a University of Phoenix Enrollment Advisor, who will inform a candidate about the university’s program policies and processes. During the first course in the core program sequence (BSHS/305 course, Historical Development of Human Services: An Introduction), BSHS faculty members orient students to the BSHS program and the basic tenets and standards of the human services profession. Program orientation provides key elements such as specifics of program policies and requirements, discussion of human services professional identity, information about the field experience requirements, and answers to general questions.
Field Experience

Field Experience I and Field Experience II are an essential component of completing the program. Students must complete the required number of hours for each FE course. The FE courses represent continued experiential training and require 175 total hours, for a total of 350 hours between the two courses. The agencies provide rich and diverse opportunities, which the University believes teach hands-on tenets of human services. Exposure to the many aspects of Field Experience can give a “real life experience in the field of human services”.

- Students must attend an Orientation to Field Experience course (BSHS/415-O). This course is early in the program and serves to acclimate students to the rigor and processes associated with the Field Experience courses (BSHS/415 and BSHS/475). During the Orientation, students will receive the Field Experience Handbook, containing information pertaining to the field experience training, requirements, forms, and processes for acquiring a field experience site.

- Field experiences courses provide opportunities for students to serve clients in community settings under supervision by both faculty and supervisors at the sites. Field experience is an opportunity for students to work in an environment providing supervised services to clients. Students do not begin field experience until the appropriate prerequisites have been met.

- Field experiences generally include opportunities for students to work with diverse populations in multiple modalities. The courses represent continued experiential training and require a total of 350 volunteer or service hours between the two courses (175 hours for each course). Site supervisor evaluations of student performance assist in determining basic helping skill competencies during the field experience courses. Students also have an opportunity to evaluate faculty, the field experience site, and their site supervisors.

- The university enters into contractual agreements with field experience sites. These agreements clarify expectations and seek to ensure that students have a rich training and supervision experience. A list of sites at which students have previously served is made available to students early in the program, and students are encouraged to make careful decisions regarding the selection of field experience sites. Students sometimes receive employment opportunities in the settings where they have completed their field experience sessions.

- Students are required to secure their own field experience sites. Choosing from the list of suggested human services agencies may help accelerate the process of gaining agency approval. A student’s work/home schedule may require adjustments in order to effectively meet site requirements and attain the 350 field experience service hours.

- In most cases, field experience hours will be volunteer hours. However, if a field experience agency offers a student payment for hours worked, field experience policies do not prohibit the student from accepting the offer. In such instances, if the student is already a current employee of the agency, the student must perform new duties under a separate field experience supervisor in order to gain new professional experience and prevent a professional conflict of interest.

NOTE: The BSHS program field experiences are subject to state regulation. Field experiences are not permitted in all states. If you move from the state of residence where you enrolled in the program, you may not be able to complete your program in your new state of residence. If you are planning to move during your program, it is imperative that you contact your Academic Advisor to determine if you will be able to complete the program.
Field Experience Placement Process

Students work with a dedicated Field Placement Coordinator (FPC) to prepare for field placement courses. The FPC’s purpose is to provide students with support and resources to ensure a positive field experience. The FPC can help students locate and select an agency and can guide the student to a list of suggested agencies with which previous University of Phoenix students have worked. A list titled Possible Human Services Agencies is available in the BSHS Field Experience Student Lounge on PhoenixConnect®. These agencies have been approved to work with University of Phoenix students in the past; however, students still need individual approval. The FPC can assist the student with joining the BSHS Field Experience Student Lounge in PhoenixConnect to access this list and other services.

After the student reviews the agencies, the FPC will guide the student through the paperwork necessary for agency and field placement approval. Average processing time for final agency approval is four months; however, choosing agencies listed on the Possible Human Service Agencies list in the BSHS Field Experience Student Lounge may allow for shorter processing times.

Students are responsible for contacting the agency at which they wish to serve. Here are some tips for students to use in contacting the agency:

- Ask if the agency is currently accepting students.
- Inquire if duties are available that align with student learning objectives.
- Ask if a supervisor with a bachelor’s degree or higher available is available to oversee the field experience.

Students must complete the Agency Profile (AP) form and submit it to their FPCs. Here are some helpful guidelines for submitting the Agency Profile (AP):

- Be sure the form is typed in Word format. (Note: PDF or handwritten forms will not be accepted.)
- Be sure to include the agency supervisor’s name, contact information, and highest degree level (bachelors, masters, doctoral).
- In section G of the AP form, students should include detailed information about the agency and the activities in which he or she is expected to participate. This section is intended to provide the university with a clear picture of what the experience at this agency will look like.
- Please note that if a student is employed at the agency, he or she will be asked to confirm that the duties, hours, and supervisor for the field experience session are different than for regular employment. This information can be noted on the form.
- Reminder: An Agency Profile Form is required for both BSHS/415 and BSHS/475, even if the same agency will be utilized for both field experiences.

After the student submits the Agency Profile Form to the FPC, the FPC will process the form and notify the student when the chosen agency is preliminarily accepted.

Final Approval

Our Field Placement Administrators will work with the campus and agency to ensure the agency meets all requirements for final approval. Students will be notified by their respective FPCs once full approval has been received. After this approval is received, students may begin the field experience course.
Field Experience Carry Over Hours

If a student exceeds 175 hours in BSHS/415 Field Experience I (FE I), no more than 15 of the extra hours may be carried over to BSHS/475 Field Experience II (FE II). There are no exceptions to this rule. This policy allows each agency to have students for a sufficient amount of time to justify the investment of training required. Also, it is important for students to fulfill the hours required in FE II after completing the coursework that occurs between the two field experience courses. This sequence creates a developmental progression of academic proficiency and professional competency.

University Of Phoenix Supplemental Standards for Human Services

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 ethics and University of Phoenix Supplemental Standards. The Supplemental Standards are an additional layer of professional expectations holding students to a distinct level of interpersonal interaction and behavior both inside and outside of the classroom.

Candidates in the University of Phoenix College of Social Sciences program involving public-facing interactions or interpersonal relationships within the community are subject to greater scrutiny because of those anticipated interactions with clients and others in the community. These degree candidates participate in one or more field experiences as part of their academic program. As prospective human service workers, College of Social Sciences BSHS 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.

Supplemental Standards

When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the 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 referrals 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 to promote dialogue on how the candidate can improve and move forward in the program.

During the course of their programs, faculty members, through a review of grades and dispositions, will monitor a candidate’s academic progress. The Campus College Chair or designee will serve as the primary point of contact in instances where a remediation plan or Candidate Retention Committee (CRC) are deemed necessary.
One Referral

1. A 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 a formal remediation plan or other corrective action is needed.

3. The Campus College Chair or designee may convene a meeting of the CRC if deemed necessary. If the CRC is convened, the notification to the candidate shall specifically describe the issue or issues to be discussed, as well as the possible recommendation options available to the CRC.

4. If the CRC is convened, the candidate shall be provided with 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 or her academic progress and make one of the following recommendations:
   a. Take no action.
   b. Institute a formal remediation plan.
   c. Withdraw the student from the program.

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

Two or More Referrals

1. A notification of Referral Forms 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. A notification shall specifically describe the issue or issues to be discussed, as well as the possible recommendation options available to the CRC.

3. The candidate shall be provided with 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 CRC.

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.
   c. Withdraw the student from the program.

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

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 if 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 their designees, as well as 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>
</tr>
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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 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>
</tr>
<tr>
<td>2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interactions in all settings.</td>
<td>Solicits feedback that demonstrates an understanding of program and professional goals and objectives; receives feedback in a positive manner and makes necessary adjustments; listens and responds to others</td>
</tr>
<tr>
<td>3. The candidate is a thoughtful and responsive listener.</td>
<td>Solicits feedback that demonstrates an understanding of program and professional goals and objectives; receives feedback in a positive manner and makes necessary adjustments; listens and responds to others</td>
</tr>
<tr>
<td>4. The candidate is committed to reflection, assessment, and learning as an ongoing process.</td>
<td>Reflects on information provided and demonstrates an ability to apply ideas to his or her own practice or life; able to modify behavior and understanding when provided with new information or experiences; demonstrates an interest in and commitment to lifelong learning</td>
</tr>
<tr>
<td>5. The candidate is willing to give and receive help.</td>
<td>Volunteers to assist others in the university classroom and practicum settings; demonstrates openness to assistance from others; accepts direction from others and respects authority</td>
</tr>
<tr>
<td>6. The candidate is sensitive to community and</td>
<td>Uses language that demonstrates sensitivity to</td>
</tr>
<tr>
<td>Disposition</td>
<td>Description of “At Standard” Indicators</td>
</tr>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>cultural norms of the counseling or human services program, the university classroom, and all field placements, practicums, and internships.</td>
<td>others; communicates effectively with peers, instructors, students, and clients; shows an awareness of the context in which he or she is interacting</td>
</tr>
<tr>
<td>7. The candidate appreciates and values human diversity and shows respect for others’ varied talents and perspectives.</td>
<td>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</td>
</tr>
<tr>
<td>8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in him or herself and those with whom he or she interacts.</td>
<td>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</td>
</tr>
<tr>
<td>9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the counseling or human services field.</td>
<td>Identifies and analyzes important trends in counseling 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 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 coursework and the completion of assignments.</td>
<td>Does not represent the work of others as his or her own work; 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 coworkers 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 that enhances the status of the profession; promotes the improvement of organizational policies; develops an understanding of and respect for laws and policies that protect organizations, staff, clients, and communities</td>
</tr>
</tbody>
</table>

*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 at [http://www.ccsso.org](http://www.ccsso.org)*
Academic Requirements

*Grade Requirements*

A failing grade (F), an 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 to 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 Director of Academic Affairs, who will assist them in contacting the faculty member to discuss the grade dispute. The faculty member’s decision is final. Grade disputes based on alleged discrimination are reviewed as non-grade related grievances.

   *All grade disputes must be initiated within 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 the Department Chair. Either the DAA or the Department Chair will determine whether the request or grievance should be 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.

6. The Student Code of Conduct of University of Phoenix supports the university’s mission to
provide access to higher-education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the university's academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse. There are 16 enumerated potential violation charges. The Student Code of Conduct can be found on the student website under Resources > University Catalog.

Class Participation Guidelines

Grading the student both individually and as a group member is a complex task for the faculty member. The philosophy of 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.

Use the following outline as 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 a group spokesperson
   g. relates theory to practice in group discussion
   h. asks questions
   i. is prepared for group discussion
   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
   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 (6th ed.). In the University of Phoenix Course Materials, this book is referred to as both the APA manual and the UOPX-Approved Style Guide.

Note. 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 sections of the manual are useful. For example, students might consult the manual to determine how to outline a 5-page paper, write 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 and 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 (that is, 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 (for example, critique, research, sample memo, and business plan).

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, is consistent with APA guidelines for format.
   b. The paper is laid out effectively and uses reader-friendly aids (for example, sections, summaries, tables of contents, indices, and appendices) when appropriate.
   c. The paper makes appropriate use of references. Three are considered minimum at this level.
   d. Headings, the use of italics, and so forth 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, and Spelling**
   a. Rules of grammar, usage, and punctuation are followed.
   b. Spelling is correct.

5. **Readability and Style**
a. Sentences are complete, clear, and concise.
b. Sentences are well constructed, with a 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 (that is, acting 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. The 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. The content of the 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. Nonverbal gestures are appropriate to the purpose of the presentation and the flow of ideas.
   b. Confidence and knowledge of content are evident.
   c. The audience is engaged, when appropriate, in a professional manner.
   d. Delivery time is used well. The presentation is not rushed.
   e. The 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 on standards of performance for group members.
5. Members effectively manage conflict within the group and resolve problems.
6. Members share the workload equally.
7. Members build consensus and effectively share in decision making.
8. Products of the group process (oral presentations, papers, and so on) 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 the 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, or serving as administrators of agencies. Faculty members in the BSHS program demonstrate continued learning and professional service throughout their employment at University of Phoenix.

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, in the electronic forums, 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

The BSHS program curriculum at University of Phoenix employs an interdisciplinary approach for assimilating the 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 the 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 complete courses in an area of concentration selected from the following: Management, Addictions, Family and Child Services, and 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 – Version 5

Bachelor of Science in Human Services, Version 5

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credits, Weeks, Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/305 Historical Development of Human Services: An Introduction</td>
<td>3 credits, 5 weeks, 24 credits</td>
</tr>
<tr>
<td>BSHS/325 Human Systems and Development</td>
<td>3 credits, 5 weeks</td>
</tr>
<tr>
<td>BSHS/335 Ethics and Values for Human Service Professionals</td>
<td>3 credits, 5 weeks, BSHS/305,325; COMM/215; MTH/209</td>
</tr>
<tr>
<td>BSHS/345 Diversity and Special Populations</td>
<td>3 credits, 5 weeks, BSHS/335</td>
</tr>
<tr>
<td>BSHS/355 Delivery of Human Services: Theory and Practice</td>
<td>3 credits, 5 weeks, BSHS/335</td>
</tr>
<tr>
<td>BSHS/375 Information Systems and Technology in Human Services</td>
<td>3 credits, 5 weeks, BSHS/335</td>
</tr>
<tr>
<td>BSHS/415-O Orientation to Field Experience*</td>
<td>0 credits, 1 week BSHS/305</td>
</tr>
<tr>
<td>BSHS/385 Interpersonal Communication and Interviewing Skills</td>
<td>3 credits, 5 weeks, BSHS/415-O</td>
</tr>
<tr>
<td>BSHS/395 Client Assessment and Planning</td>
<td>3 credits, 5 weeks, BSHS/385</td>
</tr>
</tbody>
</table>

1 Program curriculum and required courses for this program are also contained in the Academic Catalog. In the event there are any inconsistencies in program information between the catalog and this Handbook, the catalog controls.
<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credits, Weeks, Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/405 Intervention, Direct Service Delivery, &amp; Case Management</td>
<td>3 credits, 5 weeks, BSHS/395</td>
</tr>
<tr>
<td>BSHS/415 Field Experience*</td>
<td>3 credits, 15 weeks, BSHS/405</td>
</tr>
<tr>
<td>BSHS/425 Administration &amp; Management of Human Service Program</td>
<td>3 credits, 5 weeks, BSHS/405</td>
</tr>
<tr>
<td>BSHS/435 Research &amp; Statistics in Human Services</td>
<td>3 credits, 5 weeks, MTH/220</td>
</tr>
<tr>
<td>BSHS/445 A Survey of Crisis and Mental Health Issues and Interventions</td>
<td>3 credits, 5 weeks, BSHS/405</td>
</tr>
<tr>
<td>BSHS/455 Working Addictions</td>
<td>3 credits, 5 weeks, BSHS/445</td>
</tr>
<tr>
<td>BSHS/465 Professional Development and Identity</td>
<td>3 credits, 5 weeks, BSHS/425,455</td>
</tr>
<tr>
<td>BSHS/475 Field Experience II*</td>
<td>3 credits, 15 weeks, BSHS/465 and All Concentration Courses</td>
</tr>
<tr>
<td>BSHS/485 Capstone: Advocacy and Creating Social Change*</td>
<td>3 credits, 5 weeks, BSHS/465 and All Concentration Courses</td>
</tr>
<tr>
<td>Core Total</td>
<td>51 credits, 106 weeks</td>
</tr>
</tbody>
</table>

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

**Core Curriculum and Preferred Course Sequence – Version 6**

Bachelor of Science in Human Services, Version 6

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credits, Weeks, Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>BSHS/305 Historical Development of Human Services: An Introduction</td>
<td>3 credits, 5 weeks, 24 credits</td>
</tr>
<tr>
<td>BSHS/415-O Orientation to Field Experience*</td>
<td>0 credits, 1 week BSHS/305</td>
</tr>
<tr>
<td>BSHS/325 Human Systems and Development</td>
<td>3 credits, 5 weeks</td>
</tr>
<tr>
<td>BSHS/335 Diversity and Special Populations</td>
<td>3 credits, 5 weeks, BSHS/335, HUM/115</td>
</tr>
<tr>
<td>BSHS/345 Delivery of Human Services: Theory and Practice</td>
<td>3 credits, 5 weeks, BSHS/345</td>
</tr>
<tr>
<td>BSHS/355 Information Systems and Technology in Human Services</td>
<td>3 credits, 5 weeks, BSHS/325</td>
</tr>
<tr>
<td>BSHS/375 Information Systems and Technology in Human Services</td>
<td>3 credits, 5 weeks, BSHS/325</td>
</tr>
<tr>
<td>BSHS/385 Interpersonal Communication and Interviewing Skills</td>
<td>3 credits, 5 weeks, HUM/115 , BSHS/345</td>
</tr>
<tr>
<td>BSHS/395 Client Assessment and Planning</td>
<td>3 credits, 5 weeks, BSHS/385</td>
</tr>
<tr>
<td>BSHS/335 Ethics and Values for Human Service</td>
<td>3 credits, 5 weeks, BSHS/305</td>
</tr>
<tr>
<td>Course Number and Course Title</td>
<td>Credits, Weeks, Prerequisites</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Professionals</td>
<td></td>
</tr>
<tr>
<td>BSHS/405 Intervention, Direct Service Delivery, &amp; Case Management</td>
<td>3 credits, 5 weeks, BSHS/395 , BSHS/305 , BSHS/355</td>
</tr>
<tr>
<td>BSHS/415 Field Experience*</td>
<td>3 credits, 15 weeks, BSHS/405, BSHS/415O</td>
</tr>
<tr>
<td>BSHS/425 Administration &amp; Management of Human Service Program</td>
<td>3 credits, 5 weeks, BSHS/405</td>
</tr>
<tr>
<td>BSHS/435 Research &amp; Statistics in Human Services</td>
<td>3 credits, 5 weeks, BSHS/335 , Math Proficiency</td>
</tr>
<tr>
<td>BSHS/445 A Survey of Crisis and Mental Health Issues and Interventions</td>
<td>3 credits, 5 weeks, BSHS/405</td>
</tr>
<tr>
<td>BSHS/455 Working Addictions</td>
<td>3 credits, 5 weeks, BSHS/445</td>
</tr>
<tr>
<td>BSHS/465 Professional Development and Identity</td>
<td>3 credits, 5 weeks, BSHS/425,455</td>
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<td>Core Total</td>
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</tbody>
</table>

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

**Program Requirements:**

<table>
<thead>
<tr>
<th>Required Course of Study</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

**Elective (version 5)/Concentration (version 6) Choices**

The BSHS program provides an opportunity for students to be immersed in different areas of interest in Human Services. These areas include Management, Addictions, Gerontology and Family and Child Services. The University of Phoenix deploys a methodology to assimilate our students into some of the current and core competencies for today’s human service professionals and provide students with exposure to areas of critical need within the field of human services. The elective choices further diversify the student’s pool of knowledge.

**Management**

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credits, Weeks, Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/426 Human Services Management: Theory and Practice</td>
<td>3 credits, 5 weeks, BSHS/425</td>
</tr>
<tr>
<td>BSHS/427 Critical-Thinking Skills in Management Decision Making</td>
<td>3 credits, 5 weeks, BSHS/426, 435</td>
</tr>
<tr>
<td>Course Number and Course Title</td>
<td>Credits, Weeks, Prerequisites</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>BSHS/428 Human Services Program Design and Proposal Writing</td>
<td>3 credits, 5 weeks, BSHS/427</td>
</tr>
<tr>
<td>Program Total</td>
<td>60 credits, 121 weeks, Core and Concentration Courses</td>
</tr>
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</table>

**Addictions**

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

**Gerontology**

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

**Family and Child Services**

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credits, Weeks, Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS/406 Family Systems and Social Systems</td>
<td>3 credits, 5 weeks, BSHS/405</td>
</tr>
<tr>
<td>BSHS/407 Family Violence Across the Lifespan</td>
<td>3 credits, 5 weeks, BSHS/406</td>
</tr>
<tr>
<td>BSHS/408 Childhood Abuse and Neglect</td>
<td>3 credits, 5 weeks, BSHS/407</td>
</tr>
<tr>
<td>Program Total</td>
<td>60 credits, 121 weeks, Core and Concentration Courses</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/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- Required Course) Prerequisite: BSHS/375; may not be taken as Directed Study.

**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/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 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

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) Prerequisites: 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 (version 5)/Elective (version 6) 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 (version 5)/Elective (version 6) 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 (version 5)/Elective (version 6) 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) Prerequisites: 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 Child Services Concentration (version 5)/Elective (version 6) Course Descriptions**

**BSHS/406 Family and Social Systems**

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. 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

*Note.* The BSHS v5 program is also offered online. Online students complete course requirements of the online program and do not attend local workshops.
Section III

Program-Specific Policies

Accruing Field Experience Hours Prior to Week 1

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

Completing Field Experience Hours Prior to Week 15

Students may not complete their 175 hours for credit any sooner than the 13\textsuperscript{th} week of either FE I or FE II.

Field experience agency hours and classroom hours are intended to provide a complementary experience by giving students the opportunity to debrief with peers, review any pain points, discuss commonalities, and have reinforcement from the instructor and peers.

If a student chooses to complete 175 hours before the end of the 15-week session, (but no earlier than Week 13), the student is required to obtain a letter from his or her agency supervisor, expressing acceptance of the student’s request to end the Field Experience early. This letter must be uploaded through the Assignments tab for the week the field experience ends. Students must wait for an acknowledgement from the instructor before officially concluding the relationship with the agency. Students are then required to attend any remaining University of Phoenix workshops.

Mental Health Facilitator

After graduation, students may register (not become licensed or certified) as Mental Health Facilitators 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.

“The Mental Health Facilitator (MHF) program is designed to improve access to mental health care in a given community by educating and training community members from diverse backgrounds,” (NBCC International, 2015, ¶ 1). The MHF Registry is maintained by the NBCC International (NBCC-I). Being listed on the International Registry documents 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 a student’s résumé or CV.

The MHF International Registry provides the foundation for additional training as an MHF trainer in the community. After program completion, interested graduates will be provided an application form to send to NBCC-I. There is an application fee to be included with the application, and there is a yearly maintenance fee. NBCC-I will mail a certificate of registration. Registration must be renewed every 5 years.

Human Services- Board Certified Practitioner (HS-BCP)

“Employers are looking for top candidates to fill human services positions. The Human Services-Board Certified Practitioner (HS-BCP) credential can help [practitioners] get noticed in today’s competitive job market. It shows employers that [practitioners] 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).

The HS-BCP exam is an optional step that students can take if they choose to pursue HS-BCP certification.

**Overview of the HS-BCP Exam**

- Students are given example/sample vignettes as a method to practice the format they will see in the actual exam administered through CCE.
- Students can register for the exam and be provided the location, method, and time to take the exam. The HS-BCP exam will be computer-administered.
- Students must bring the appropriate identification.
- Students will find detailed instructions, and a student fact sheet in BSHS/485 describing the exam and the registration process.
- The proctored exam will be administered at designated test sites.
- The exam consists of 10 case studies to analyze, 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 the following:

- Educational issues
- Economic or financial issues (including poverty)
- Stress-related issues
- Housing issues
- Parenting
- Domestic violence
- Grief and loss
- Posttraumatic stress
- Emotional, physical, and sexual abuse or neglect

The exam will cover a variety of tasks required to provide safe and effective service, such as the following (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 codes of ethics.
- Establish appropriate boundaries with clients.
- Evaluate service effectiveness

Upon passing the exam, CCE will mail the credential, suitable for framing, to the address provided on the application.
References


Statement of Acknowledgement and Understanding

I, __________________________________________ (Print Student Name), hereby state that I have downloaded an electronic copy or received a hard copy, and have read and understand the Bachelor of Science in Human Services Program Handbook for the University of Phoenix BSHS Degree program. I further state that I acknowledge and will adhere to the Supplemental Standards for College of Social Sciences students.

Student Signature: ____________________________ Date: ________________