

**Department of Human Services
Bachelor's Degree Program
College of Health and Human Services**

STUDENT MANUAL

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Student Manual

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I. DEPARTMENTAL INFORMATION

Welcome

The faculty of the Human Services Bachelor Degree Program welcomes you to our department! We hope you will find our program challenging, interesting and valuable. Please take time to read through this student manual to orient you to important information regarding departmental policies and procedures. For additional information on policies and procedures, please consult the *IPFW Student Handbook* and the *Schedule of Classes*.

History of the Human Services Program

The *very first* Human Services Program in the nation was begun at Indiana University-Purdue University in Fort Wayne in 1965. At that time the program was called 'Mental Health Technology'. Dr. Sherwin Keeps and Robert Hawley were two faculty members who were instrumental in sustaining this curriculum in its early years. Numerous programs across the nation patterned their departments after the one here in Fort Wayne. At that time, students took courses titled: Gestalt Therapies, Transactional Analysis, Psychodrama, Activity and Behavioral Therapies and encounter groups. Students were required to attend a three-day workshop at the beginning of the fall semester where they spent hours in t-groups learning about themselves and their fellow classmates. Over the years, the courses have been adjusted to keep pace with the changing face of human services. By 2002 Ivy Tech State College and IPFW agreed to work together to provide a Bachelor's completion degree. As of August, 2007, students may take all four years of the Human Services Degree at IPFW.

Human Services Mission Statement

The mission of the IPFW Department of Human Services is to provide an excellent education that will develop future leaders in their communities and the human services profession. The department promotes diversity, professionalism and service with a commitment to positive change for all individuals.

Program Learning Goals

Students who complete the bachelor's degree curriculum will be able to:

1. apply concepts and principles from human services courses to work settings.
2. implement practice theories and design treatment plans utilizing the appropriate theory.
3. demonstrate competency, by analyzing human services helping skills.
4. understand the structure and function of human services organizations.
5. use a variety of computer programs necessary in human services organizations.
6. demonstrate competency in two concentration areas and a minor related to human services.
7. engage in a service learning project in the community.
8. understand people from a diverse range of backgrounds and varying demographics characteristics.
9. understand methods, analyses, and interpretation for human services' research.
10. think critically using a clinical lens when working with clients.
11. analyze their own values, predicting how these values will affect their academic and professional experiences.
12. apply professional ethics and standards in human service settings.
13. involve themselves in professional organizations and activities and lifelong learning.

Mission Statement of the College of Health and Human Services

The mission of Health and Human Services is to provide the highest quality education to future and current healthcare and hospitality practitioners by providing a learning environment that supports the development of culturally competent caring, compassionate, and accountable professionals. Our undergraduate and graduate programs prepare graduates who are dedicated to the autonomy, dignity, and diversity of the people they serve.

The College is committed to excellence in teaching service and scholarship and to the elimination of health disparities in our community. Our graduates will value life-long learning and have a professional work ethic based on professional standards and the best practices. The College of Health and Human Services specifically identifies and addresses the ever changing health and hospitality needs of the community served by Indiana University-Purdue University Fort Wayne (IPFW) through service, leadership and the development of knowledge.

II. CURRICULUM, FACULTY, ADVISING, & REGISTRATION

Human Services Curriculum and Course Descriptions

HSRV 10000 Introduction to Human Services Cr. 3.

An orientation to human services. History, current concepts, ethics, and roles of the various workers in the field are discussed. This course is open to non-HSRV majors.

HSRV 10300 Helping Relationship Techniques Cr. 3.

This course will provide students with opportunities to increase their effectiveness in helping people. This course will examine the helping process in terms of skills, helping relationship. This course is appropriate for anyone who is entering a career dealing with people. This course is open to non-HSRV majors.

HSRV 10500 Basic Interviewing Skills Cr. 3.

This course is designed to introduce and develop skills associated with interviewing clients. The focus will be on skill-building and competencies in attending behaviors, client observation skills, open and closed questions, encourager skills, paraphrasing and summarizing, and reflection of feelings and meaning. Advanced interviewing skills will include confrontation, probes, focusing, and information giving. This course is open to non-HSRV majors.

HSRV 16900 Wellness and Stress Management Cr. 3.

Introduction to the philosophies and techniques for achieving individual wellness and optimum health. Includes topics in stress management, nutrition awareness, lifestyle planning, nontraditional approaches to building healthy lifestyles, exercise, and psycho-physiological well-being. Class sessions will incorporate experiential and participatory styles of learning, lecture, discussion, and small group interaction.

HSRV 20000 Behavioral Therapies Cr. 3 P: HSRV 10000, HSRV 10300, and HSRV 10500

This course will cover major theories, terms, and techniques of behavioral therapeutic approaches. It will explore a broad range of intervention strategies with application appropriate for diverse problems. The course will critically examine how these techniques can be adapted in different cultures where different interpersonal dynamics and values may exist.

HSRV 20100 Clinical Behavioral Therapy I Cr. 2 (Fall only) P: HSRV 10000, HSRV 10300, and HSRV 10500. **P or C:** HSRV 20000

This course is restricted to Human Services majors and you must have your advisor's permission to assure you have met all prerequisites. Human Services MUST be listed as your PRIMARY major. You must be admitted into the program before you will be allowed to take this course. You are required to complete a background check, have a two-step TB test, AND a 10 panel drug screening prior to being placed at an agency. Students are not automatically accepted at a site. Students must go through an interview process at the agency in which he/she has been placed. If a student is denied at three agencies he/she will be withdrawn from the clinical course.

This is the first of two courses which will provide the student with field opportunities in an approved field instruction site that provides structured learning opportunities for the student to demonstrate human services foundational knowledge, professional standards, and practice competencies required of an entry-level human services worker. An agency supervisor and a faculty member supervise students as they complete the required 90 hours of field work. The classroom component relates theory and principles of practice to agency field-study experience. Through group interaction, discussion, and analysis, students learn to develop supportive relationships with clients and apply the values of confidentiality and client self-determination. They learn how their values and personal experiences affect their work with clients.

HSRV 21100 The Dynamics of Group Behavior Cr. 3. P: HSRV 10000, HSRV 10300 and HSRV 10500.

This course is appropriate for anyone who will be working with groups. Focus is upon the properties of groups, awareness of personal factors in group interaction, dimensions of leadership behavior in achieving group effectiveness, characteristics of larger social systems, and the dynamics of change. Small-group experiences are supplemented by skill practice sessions and theory presentations. This course is open to non-HSRV majors.

HSRV 25100 Clinical Case Study Method II Cr. 2. (Spring Only) P: HSRV 20100

This course is restricted to Human Services majors and you must have your advisor's permission to assure you have met all prerequisites. Human Services MUST be listed as your PRIMARY major.

This is the second of two courses which will provide the student with field opportunities in an approved field instruction site that provides structured learning opportunities for the student to demonstrate human services foundational knowledge, professional standards, and practice competencies required of an entry-level human services worker. An agency supervisor and a faculty member supervise students as they complete the required 90 hours of field work. The classroom component relates theory and principles of practice to agency field-study experience. Through group interaction, discussion, and analysis, students learn to develop supportive relationships with clients and apply the values of confidentiality and client self-determination. They learn how their values and personal experiences affect their work with clients.

HSRV 29900 Human Services Cr. 1–3. (This is an independent study course and must be approved by the department chair.)

Hours and subject matter to be arranged. See department for current course selection.

HSRV 31500 Introduction to Theories and Therapies Cr. 3. **P:** PSY 12000, HSRV 20000, and HSRV 20100.

Discusses specific theories and therapies that are essential for human service professional practice. This course also provides knowledge that is required to pass the Indiana certification examination for addiction counselors.

HSRV 32000 Case Methods Cr. 3. **P:** HSRV 10000, HSRV 10300, HSRV 10500, HSRV 20000, HSRV 20100 and HSRV 21100.

This course will provide theoretical knowledge of techniques in case management related to human service clients and agencies. Case management with a wide range of populations will be discussed.

HSRV 33000 Psychopharmacology for Human Services Cr. 1. **P:** PSY 35000, HSRV 20000, and HSRV 21100.

An overview of the effects and side effects of psychiatric medications. Focus of the course will be knowledge useful in identifying 1) whether or not a client is responding to pharmacological treatment and 2) client behaviors indicating adverse effects of medication that should be reported to the client's healthcare provider. One in-class session is required for this course

HSRV 35000 Drugs and Society Cr. 3.

Emphasizes the social, psychological, biological, and cultural contexts in which addiction develops and occurs. Encourages an understanding of substance use, abuse, and addictive behaviors within a larger pattern. For this reason, the course is applicable to anyone who will be in a position in which they must a) work with people on a daily basis, b) provide supervision or support services within an organization, or c) work in any aspect of the helping professions.

HSRV 37700 Ethics, Policy, Law and Professional Issues in Human Services Cr. 3. **P:** HSRV 10000, HSRV 10300, HSRV 10500, HSRV 20000, and HSRV 21100.

This course will examine ethics, social policy, and laws that arise in the practice of human services. In addition, standards for professional behavior in human services will be addressed.

HSRV 39900 Special Topics Cr. 1–3. (V.T.)

Hours, credits, and subject matter to be arranged by department. See department for current course selection.

MANDATORY MEETING for Students who will be taking Clinicals or Internships

All students are required to attend a call out meeting in February prior to signing up for a sophomore clinical or senior internship the following fall. A list-serve announcement will be sent out several weeks before the meeting times.

HSRV 40000 Internship I Cr. 1–4. **P:** HSRV 31500 and HSRV 32000; **C:** 40100.

Fall only

This course is restricted to Human Services majors and you must have your advisor's permission to assure you have met all prerequisites. Human Services MUST be listed as your PRIMARY major. You are required to complete a background check, have a two-step TB test, AND a 10 panel drug screening prior to being placed at an agency. Students must go through an interview process at the agency in which he/she has been placed. If a student is denied at three agencies, he/she will be withdrawn from the internship course.

This course will provide experiential learning related to human service agencies. Students will be assigned to a human service agency and work with an agency supervisor to apply knowledge of case management skills including intake, client assessment, and development and implementation of intervention plans. Course is limited to students admitted to the B.S. in Human Services program.

It is expected and highly suggested students successfully complete HSRV 31500 and HSRV 32000 prior to taking HSRV 40000. If a student requests admission into HSRV 40000 and they have not completed HSRV 31500 and HSRV 32000 they must submit a letter to their advisor explaining the reason they failed to complete HSRV 31500 and/or HSRV 32000 prior to taking HSRV 40000.

HSRV 40100 Internship Seminar I Cr. 1. **C:** HSRV 40000. *Fall only*

This course is restricted to Human Services majors and you must have your advisor's permission to assure you have met all prerequisites. Human Services MUST be listed as your PRIMARY major.

This course will focus on professionalism, ethical issues, and social welfare policy as applied with human service clients and agencies. Course is limited to students admitted to the B.S. in Human Services program.

HSRV 41700 Research Methods Cr. 3 PreReqs: HSRV 31500, 32000, ENG W233, STAT 125

This course is designed to provide the student with a comprehensive knowledge of quantitative, qualitative, and mixed method research designs. Specific information will be provided on the research problem, the research question, IRB application and the informed consent form, the literature review, instrumentation, methodology, ethics, and the research proposal

HSRV 42000 Substance Abuse Prevention Cr. 3.

Provides an overview of substance abuse theory, practice, and prevention. Includes concepts related to substance abuse prevention in the educational setting.

HSRV 45000 Internship II Cr. 2–4. **P:** HSRV 40000, HSRV 40100; **C:** HSRV 45100. *Spring only*

This course is restricted to Human Services majors and you must have your advisor's permission to assure you have met all prerequisites. Human Services MUST be listed as your PRIMARY major. You are required to complete a background check, have a two-step TB test, and a 10 panel drug screening prior to being placed at an agency. Students must go through an interview process at the agency in which he/she has been placed. If a student is denied at three agencies he/she will be withdrawn from the internship course.

This course will provide advanced experiential learning related to human service agencies. Students will be assigned to a human service agency and work with an agency supervisor to apply knowledge of program evaluation, legal implications related to human service practice, and management issues related to directing human service programs. Course is limited to students admitted to the B.S. in human services program.

HSRV 45100 Internship Seminar II Cr. 1. **P:** HSRV 40000, HSRV 40100; **C:** HSRV45000. *Spring only*

This course will provide a forum for discussion of advanced theories and skills applicable to developing, assessing, and managing human service agencies. Topics will include program evaluation, legal implications related to human service practice, and management issues related to implementing human service programs. Course is limited to students admitted to the B.S. in human services program.

This course is restricted to Human Services majors and you must have your advisor's permission to assure you have met all prerequisites. Human Services MUST be listed as your PRIMARY major.

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Human Service students earning all four years of their degree at IPFW will also earn a minor in Psychology.

**For Human Services students interested in a
MINOR IN PSYCHOLOGY**

A. PSY 12000 Elementary Psychology (3 credits)

B. Two courses, one chosen from two of the three areas below (6 credits)

Area I:

PSY 23500 – Child Psychology (3 credits)

PSY 36900 – Development Across the Lifespan (3 credits)

*Credit not given for both PSY 23500 & PSY 36900

Area II:

PSY 2400 – Introduction to Social Psychology (3 credits)

PSY 335 – Stereotyping and Prejudice (3 credits)

Area III

PSY 35000 – Abnormal Psychology (3 credits)

PSY 42000 – Introduction to Personality Theory (3 credits)

C. One course chosen from the courses below (3 credits)

PSY 31000 – Sensory and Perceptual Processes (3credits)

PSY 31100 – Human Memory (3 credits)

PSY 31400 – Introduction to Learning (3 credits)

PSY 32900 – Psychobiology II: Principals of Psychobiological Psychology (3 credits)

*Prerequisite PSY 20300

PSY 41600 – Cognitive Psychology (3 credits)

* Prerequisite PSY 20300

D. One additional course, numbered 200 level or above (3 credits)



CONCENTRATION AREA A Declaration Form



Name: _____

Focus: _____

Choose Six Courses

Why six courses? You only need four, three-credit courses, but it can be helpful to list two possible back-up courses in case you are unable to enroll in one of your first four choices. List your top four selections first.

Provide a reason why each course fits into your concentration theme (write on the back if you need more room). If your courses are based only on being in one department, a reason is not necessary. Courses may be 100 to 400 level.

Course Number and Title	Rationale

Advisor's approval: _____ Date: _____

CONCENTRATION AREA A

“SUGGESTIONS”

All Concentration Area courses must be approved by the student's advisor *prior* to registration. Human Services Students are allowed to choose four courses in their chosen area of program concentration. Not all courses are taught every semester. Courses are written in one spot on the Bingo Sheet and therefore can't be used to fulfill both a required or general education area course and also a Concentration Area course. **It is the responsibility of the student to check for pre requisites prior to seeing the advisor. Also note that either PSY2350 or PSY36900 may be taken for credit, but not both.**

BUSINESS AND ADMINISTRATION *check requirements for Business Minor

BUS A201 Intro to Financial Accounting	ECON E201 Microeconomics
BUS A202 Intro to Managerial Accounting	ECON E202 Microeconomics
BUS K200 Computer Literacy Concepts in Business	ENG W232 Intro to Business Writing
BUS K211 Spreadsheets for Business	ENG W331 Business and Admin Writing
BUS 212 Intro to Database Management	LSTU00 L210 Workplace Discipline & Fair Employment
BUS K213 Internet Literacy for Business	OLS 25200 Human Relations in Organizations
BUS L200 Elements of Business Law	OLS 262 Practical Applications for Supervisors
BUS W100 Principles of Business Admin.	OLS 268 Elements of Law
BUS W204 Social, Legal, Ethical Implications for Bus.	OLS 274 Applied Leadership
COM 32300 Business Professional Speaking	OLS 375 Training Methods
COM 32400 Intro to Organizational Communication	OLS 376 Human Recourse Issues
ECON E200 Fundamental Economics	OLS 454 Gender and Diversity Management

CASE MANAGEMENT WORKING WITH CHILDREN

EDUC P315 Child Development	POLS Y109 International Relations
HSRV 399 Intro to Grant Writing (1 credit hour)	SOC S300 Race and Ethnic Relations

COMMUNICATION DISORDERS

CSD 18100 American Sign Language 1	CSD 30600 Intro to Phonetics
CSD 18200 American Sign Language 2	CSD 30900 Language Development

COMMUNICATION/PUBLIC RELATIONS *check requirements for Communication Minor

COM 21200 Appreciation and Study of Communication	COM 31800 Principles of Persuasion
COM 25000 Mass Communication and Society	COM 32300 Business and Professional Speaking
COM 30000 Intro to Communication Research Methods	COM 32400 Intro to organizational Communication
COM 30300 Intercultural Communication	COM 32500 Interviewing Principles and Practices
COM 31000 Family Communication	COM 41000 Gender Roles and Communication
COM 31400 Advanced Presentational Speaking	COM 47100 Communicating Peace

DEVELOPMENT ACROSS THE LIFESPAN

COM 31000 Family Communication	PSY 36500 Development of Gender Roles in Children
GERN G23100 Intro to Gerontology	SOC S316 The Family
PSY 23500 Child Psychology	SOC S328 Juvenile Delinquency

COMPUTERS AND TECHNOLOGY

BUS K200 Computer Literacy Concepts for Business (1cr.)	BUS K216 Business Graphics
BUS K211 Spreadsheets for Business (1 cr.)	CS 16000 Intro to Computer Science I
BUS K212 Intro to Database Management (1 cr.)	CS 16100 Intro to Computer Science II
BUS K213 Internet Literacy for Business (1cr.)	CS 30600 Computers in Society

DIVINITY *check requirements for Religious Studies Minor

INTL I200 Intro to International Studies	REL 30100 Islam
PHIL 11200 Religion and Culture	REL 30200 Christianity
PHIL 20600 Philosophy of Religion	REL 31100 African Traditional Philosophy and Religion
PHIL 24500 Philosophy of Judaism	REL 31200 The Black Religious Experiment
PHIL 43100 Contemporary Religious Thought	REL 31400 Religion and Violence
REL 23000 Religions of the East	REL 40100 Studies in Sacred Texts
REL 23100 Religions of the West	SOC S313 Religion and Society

EARLY CHILDHOOD EDUCATION *requires field experience

EDUC E327 Social Studies of the Family	EDUC E352 Teaching and Learning Preschool/Kind.
EDUC K305 Teaching Exceptional Learners	EDUC P315 Child Development
*EDUC E349 Teaching/Learning Birth to age 5	PSY 23500 Child Psychology

ECOLOGY

BIO 11700 Principles of Ecology and Evolution (lab req.)	PHIL 32700 Environmental Ethics
BIO 21700 Intermediate Ecology	SOC S295 Environmental Sociology
BIO 30400 Major Ideas in Biology	SPEA E100 Environmental Topics
BIO 34900 Environmental Science	SPEA E162 Environment and People
INTL I200 Intro to International Studies	SPEA E272 Introduction to Environmental Sciences

ETHICS *check requirements for Ethics Minor

PHIL 11100 Ethics	PHIL 32600 Business Ethics
PHIL 15000 Principles of Logic	PHIL 32800 Ethics and Animals
PHIL 31200 Medical Ethics	PHIL 48000 Practicum in Applied Ethics

ETHNIC AND CULTURAL DIVERSITY STUDIES *check requirements for Minor

ANTH B200 Bioanthropology	HIST A349 Afro American History
ANTH E105 Culture and Society	HIST H232 The World in the 20 th Century
ANTH E301 Plain People of Indiana	PHIL 11200 Religion and Culture
ANTH E310 Intro to African Culture	POLS Y109 Intro to International Relations
ANTH E320 Indians of North America	REL 30100 Intro to Islam
ANTH L200 Language and Culture	SOC S320 Race and Ethnic Relations

FAMILY SERVICES

COM 31000 Family Communication	PSY 34500 Psychology of Women
EDUC P315 Child Development	SOC S316 The Family
PSY 23500 Child Psychology	WOST W21000 Introduction to Women's Studies

HOMELESS AND FOOD & SHELTER ISSUES

FNN 20300 Food Selection and Preparation	HTM 31100 Procurement management in Food Service
FNN 30200 Nutrition Education	HTM 32200 Hospitality and Facilities Management
FNN 30300 Essentials of Nutrition	HTM 34100 Cost Controls in Food Services and Lodging
HTM 19100 Sanitation/Health Issues in Food Service	SOC S163 Social Problems

INTERNATIONAL STUDIES *see requirements for International Studies certificate

ANTH E310 Introduction to Cultures in Africa	POLS Y335 Western European Politics
INTL I200 Introduction to International Studies	POLS Y350 Politics of the European Union
HIST F346 Modern Mexico	POLS Y374 International Organizations
HIST H232 The World in the 20 th Century	REL 30100 Intro to Islam
POLS Y109 Introduction to International Relations	SOC S410 Topics in Social organization
POLS Y200 Intervention/Peace/War	SPAN S411 Spain, the Culture Context
POLS Y401 Contemporary Political Topics	WOST W301 International Perspectives on Women

MARKETING AND FUNDRAISING

BUSW100 Principles of Business Administration	ECON E202 Intro to Macroeconomics
BUS W204 Social, Legal, Ethical implications in Bus.	HSRV 39900 Grant writing for Non Profit Organizations
BUS L200 Elements of Business Law	JOUR J200 Reporting, Writing and Editing I
COM 25300 Intro to Public Relations	JOUR C327 Writing for Publication
COM 31800 Principles of Persuasion	VCD F102 Color Design
COM 32500 Interviewing Principles Practice	VCD P151 Design Fundamentals I
ECON E200 Fundamental Economics: An Overview	VCD P253 Principles of Graphic design
ECON E201 Intro to Microeconomics	VCD P273 Computer Art and Design I

MEDICAL/HEALTHCARE

BIOL 10500 Medical Terminology	PHIL 31200 Medical Ethics
BIOL 20300 Human Anatomy and Physiology I	SPEA H120 Contemporary Health issues
BIOL 20400 Human Anatomy and Physiology II	SPEA H320 Health Systems Administration
NUR 30900 Transcultural Healthcare	SPEA H402 Hospital Administration

MISSIONARY WORK

POLS Y109 International Relations	PSY 33400 Cross Cultural psychology
PSY 33500 Stereotyping and Prejudice	REL 31100 African Traditional Philosophy and Religion

PEACE STUDIES *see requirements for Peace Studies certificate

COM 41700 Communicating Peace	PACS P497 Reading and Research in Peace and Conflict
PACS P20000/20100 Intro to Peace and Conflict *	PSY 33500 Stereotyping and Prejudice
*200 offered in fall 201 offered in spring. Cannot give credit for both courses	SOC S300 Race and Ethnic Relations

POLITICAL SCIENCE *check requirements for Political Science Minor

POLS Y109 International Relations	POLS Y324 Women and Politics
POLS Y200 Political Topics	POLS Y360 US Forge in Policy
POLS Y308 Urban Politics	POLS Y374 International organization

PROFESSIONAL WRITING *check requirements for professional Writing Minor

COM 25000 Intro to Mass Media and Society	ENG W365 Theories and Practices of Editing
COM 32400 Intro to Organizational Communication	ENG W367 Writing for Multiple Media
ENG W232 Intro to Business Writing	ENG W421 Technical Writing Projects
ENG W331 Business and Administrative Writing	JOUR J20000 Foundations of Journalism and Mass Comm.

PSYCHOLOGY OF YOUNG CHILDREN

CSD 11500 Intro to Communication Disorders	EDUC K205 Introduction to Exceptional Children
EDUC P315 Child Development	EDUC P 250 General Education Psychology

PSYCHOLOGY OF THE FAMILY

CDFS 25500 Intro to Couple and Family Relations	PSY 34500 Psychology of Women
EDUC P315 Child Development	PSY 36500 Development of Gender Roles in Children
PSY 23500 Child Psychology	PSY 42000 Introduction to Personality Theory

PUBLIC AFFAIRS * check requirements for Public Affairs Minor

SPEA E162 Environment and People	SPEA V275 Introduction to Emergency Management
SPEA V170 Introduction to Public Affairs	SPEA V366 Managing Behavior in Public Organizations
SPEA V263 Public Management	SPEA V376 Law and Public Policy

SCHOOL GUIDANCE COUNSELOR

COM 31000 Family Communication	EDUC P315 Child Development
COM 32400 Intro to Organizational Communication	OLS 274 Applied leadership
COM 47100 Communicating Peace	PHIL 11100 Ethics

SIGN LANGUAGE

CSD 11500 Introduction to Communication Disorder	CSD 18200 2 nd Course in American Sign Language
CSD 18100 1 st Course in American Sign Language	CSD 30900 Language Development

SOCIOLOGY *check requirements for Sociology Minor

SOC S163 Social Problems	SOC S328 Juvenile Delinquency
SOC S221 Topics in Deviance	SOC S360 Topic in Social Policy
SOC S 320 Deviant behavior and Social Control	SOC S420 Advanced Topics in Deviance
SOC S 325 Criminology	SOC S 425 Violence and Society

TEACHING ENGLISH AS A NEW LANGUAGE *check requirements for certificate

ENG G302 Structure of Modern English	LING L322 Methods and Materials for TESOL II
ENG G432 Second Language Acquisition	LING L360 Language in Society
LING L321 Methods and materials for TESOL I	LING L470 TENL I

WOMEN AT HIGH RISK

CDFS 25500 Intro to Couple/Family relationships	PSY 34500 Psychology of Women
HSRV 35000 Drugs and Society	SOC S316 The Family
PSY 33500 Stereotyping and Prejudice	WOST W21000 Intro to Women's Studies

WOMENS STUDIES *see requirements for Women's Studies Minor and Certificate

COM 41000 Gender Roles and Communication	WOST W24000 Topics in Feminism
HIST H260 History of Women in the United States	WOST W30100 International Perspectives on Women
PSY 34500 Psychology of Women	WOST W30200 Topics in Women's Studies
WOST W21000 Intro to Women's Studies	WOST W3400 Topics in Lesbian/Gay Culture
WOST W 22500 Gender, Sexuality, and Pop Culture	WOST W40000 Diversity of Women

B

CONCENTRATION AREA Declaration Form

B

Name: _____

Focus: _____

Choose Six Courses

Why six courses? You only need four, three-credit courses, but it can be helpful to list two possible back-up courses in case you are unable to enroll in one of your first four choices. List your top four selections first.

Provide a reason why each course fits into your concentration theme (write on the back if you need more room). If your courses are based only on being in one department, a reason is not necessary. Courses **must be** 300 and 400 level, unless specifically listed on the Concentration Area B Suggestions form.

Course Number and Title	Rationale

Advisor's approval: _____ Date: _____

CONCENTRATION AREA B “SUGGESTIONS”

All Con
Service

nan

concentration. Not all courses are offered every semester. There are specific 100 and 200 level courses listed on this suggestion sheet (CSD 11500, PSY 235, and SPAN), however ***no others*** will be considered. Courses are written in one spot on the Bingo Sheet and therefore can't be used to fulfill both a required or general education area course and also a Concentration Area B course. You may use a concentration A selection for your Concentration B if all 12 credits are at 300 or 400 levels. * **Please note that credit will not be given for both PSY 23500 and PSY 36900**

ADOLESCENTS *Credit will not be given for both PSY 235 and PSY 369

PSY 32500 Child Psychology	PSY 36900 Lifespan Development
PSY 36500 Development of Gender Roles in Children	SOC S328 Juvenile Delinquency
PSY 36200 Human Development II Adolescence	PPOL J305 Juvenile Justice

CHILDREN

* Credit will not be given for both PSY 235 and PSY 369

**EDUA F400 will require 2.5 hours of practicum time

CSD 11500 Introduction to Communication Disorders	**EDUA F400 Mental Health in Early Childhood Education
EDUC E 327 Social Studies of the Family	*PSY 23500 Child Psychology
EDUC E330 Infant Learning Environments	PSY 35300 Social and Personality Dev. in Children
EDUC E335 Intro to Early Education	PSY 36500 Development of Gender Roles in Children
EDUC E336 Play as Development	*PSY 36900 Lifespan Development
EDUC E346 Discipline/Parenting for Young Children	SOC S316 The Family

DISABLED AND SPECIAL NEEDS * Credit will not be given for both PSY 235 and PSY 369

CSD 30900 Language Development	*PSY 23500 Child Psychology
EDUC K352 Child learning Disabilities	*PSY 36900 Lifespan Development

DIVERSITY

ANTH E402 Gender in Cross-Cultural Perspective	SOC S300 Race and Ethnic Relations
COM 30300 Intercultural Communication	SOC S309 The Community
COM 31600 Controversy in American Society	SOC S316 The Family
NUR 30900 Transcultural Healthcare	SOC S425 Violence and Society
PSY 33400 Cross-cultural Psychology	

DOMESTIC VIOLENCE AND GENDER ROLES

COM 41000 Gender Roles and Communication	SOC S425 Violence and Society
PSY 34500 Psychology of Women	SOC S42 Law and Society
PPOL H422 The Social Epidemic: AIDS & Violence	

THE FAMILY **EDUA F400 will require 2.5 hours of practicum time

ANTH E402 Gender in Cross-Cultural Perspective	PSY 34500 Psychology of Women
COM 31000 Family Communication	PSY 36900 Lifespan Development
EDUC E346 Discipline/Parenting for Young Children	SOC S 316 The Family
**EDUA F400 Mental Health in Early Childhood Education	

HEALTH AND WELLBEING

FNN 30200 Nutrition Education	PSY 33000 Psychopharmacology for HSRV Majors
MUS L340 Music Therapy in Healthcare Setting	SOC S314 Social Aspects of Health and Medicine
NUR 30900 Transcultural Healthcare	SOC S320 Deviant Behavior and Social Control
NUR 31900 Alternative and Complimentary Therapy	PPOL H422 The Social Epidemics: AIDS and Violence

IMPACT OF SUBSTANCE ABUSE ON CHILDREN **EDUA F400 will require 2.5 hours

**EDUA F400 Mental Health in Early Childhood Education	PSY 36200 Human Development II: Adolescents
HSRV 35000 Drugs and Society	SOC S320 Deviant Behavior and Social Control
HSRV 42000 Substance Abuse Prevention	

JUSTICE SYSTEM

	Behavior and Social Control
PPOL J331 Corrections	SOC S325 Criminology
PPOL J440 Corrections in the Community	SOC S328 Juvenile Delinquency
PPOL J460 Police in the Community	SOC S420 Advanced Topics in Deviance
PPOL H422 The Social Epidemic: AIDS & Violence	SOC 425 Violence and Society

LEADERSHIP AND MANAGEMENT *See requirements for OLS Minor, Bus. A.S, and Business

BUS Z302 Management of Organizations and People	OLS 376 Human Resource Issues
COM 30300 Intercultural Communication	OLS 454 Gender and Diversity in Management
COM 32500 Interviewing: Principles and Practice	OLS 477 Conflict Management
OLS 320 Customer Service and Commitment	PPOL V373 Human Mang. In Public Affairs
OLS 342 Interviewing Strategies in Organizations	PSY 47500 Work Motivation and Job Satisfaction

SENIORS/GERONTOLOGY *Check requirements for Gerontology certificate

	in.
CFS 39900 Special Issues	PSY 36700 Adult Development and Aging
PPOL H411 Long Term Care Administration	PSY 37100 Death and Dying

SPANISH *Check requirements for Spanish Minor

SPAN S112 Elementary Spanish II	SPAN S204 Second Year Spanish
SPAN S113 Accelerated First year Spanish	SPAN S311 Spanish Grammar

SUBSTANCE ABUSE

	SOC S320 Deviant Behavior and Social Control
HSRV 35000 Drugs and Society	SOC S360 War on Drugs
HSRV 42000 Substance Abuse Prevention	SOC S420 Law and Society

Revised 10/2013

Advising

Each student is assigned to an academic advisor in the Department of Human Services. If you are uncertain who your advisor is, please check with the departmental secretary (260) 481-6424. Registration for the summer and fall semesters begin in March and registration for spring semester begins in October. It is important that you communicate with your advisor prior to registration so that you don't make uninformed choices. It may take two-three weeks before your advisor has an opening. Make your appointments early!

Each year, all bachelor degree-seeking students must meet with their advisor prior to registering for fall and spring courses. **Advising holds may be placed on the account of any student who does not meet with their advisor.** Advisors may offer group advising sessions. It is highly advised you register for group advising prior to attending.

The secretary, while knowledgeable about the Human Services bachelor's degree, is not trained to provide advising to students. Please be patient when she tells you that she cannot give you information on what courses you should take. She will refer you to your advisor.

Important Tips When Planning Your Schedule of Classes

Courses MUST be taken in sequence.

All pre-requisites and co-requisites must be followed.

- ◆ Schedule an appointment at least three weeks prior to registration with your advisor to review your upcoming course selections. The best time is in February for summer/fall registration and September for spring registration.
- ◆ For the best selection of courses, register during the early registration period which is in March for the upcoming summer & fall terms and October for the upcoming spring term.
- ◆ Many times, course availability or day/time changes occur between the time the "Schedule of Classes" is submitted to the printer and registration occurs. Therefore, use OASIS to verify that the course information is correct. OASIS contains the most up-to-date information.
- ◆ Should you drop a course, there is a small time frame for receiving reimbursement. Please consult the "Schedule of Classes" for the Refund of Fees schedule. Do not assume that you have one full week to drop a class and receive 100% refund. Shorter terms, such as those during the summer or intersession, can have a 100% refund window as small as one day.
- ◆ Should your GPA fall below the university standards listed in the Bulletin, you will be notified that you are on academic probation. It is vital that you inform your advisor and seek their assistance. If you are on academic probation and do not improve your GPA the following term, you will be academically dismissed. Consult the Bulletin for specific GPA and readmission requirements.
- ◆ The sequencing of some of the courses is very important for your success and retention.
- ◆ English W233 needs to be taken *as early as possible*, because it is a prerequisite for most upper level Sociology and Psychology courses.

Reasons Why to Begin a Co-Curricular Transcript

1. As the percentage of the general population who possess a college education continues to increase, so will the competitiveness for obtaining employment after college.
2. An official copy of your CCT can be used to supplement your resume to prospective employers. As a verifiable college document, your CCT can be used to support your search for summer employment, internships, or a job after you graduate.
3. Through involvement in co-curricular experiences, you gain transferable skills that can be applied to many areas outside of the college setting.
4. Studies have shown that employers are looking for students who have "practical competencies" or the ability to work with others in campus and community organizations and projects in the workplace. Your involvement in campus and community organizations provides examples of these "practical competencies" and also provides a great opportunity to network and enrich your college experience. In today's competitive job market, the CCT provides evidence of your commitment to your development and the community.
5. If you are planning to apply to a graduate or professional school, the Co-Curricular Transcript can be used to enhance your candidacy.
6. Creating your Co-Curricular Transcript should be an on-going process during your years at IPFW. If you begin your Co-Curricular Transcript your first or second semester, it will provide a more complete record of your involvement and development as a college student.

Areas of Involvement:

1. Awards and Scholarships (ex. Dean's/Semester Honors List, Merit Scholarships).
2. Community Service (Not exclusive to IPFW).
3. Educational Workshops and Programs (ex. ASAP, Lunches with Leaders)
4. Leadership Activities (ex. Officers of Student Orgs, OA's etc.)
5. Student Organization & Student Government Membership

Stand Out!

Start a CCT today.

Office of Student Life

Walb Union 210 – 481-6609

www.ipfw.edu/student-life

Student Name _____ Advisor _____

**REQUIRED COURSES PER YEAR FOR HUMAN SERVICES B.S. DEGREE WITH A
PSYCHOLOGY MINOR**

1 st YEAR		
COURSE	CR HRS	
*English 131 Elementary Composition 1 Category A Competency 1	3	
*COM 11400 Fund. of Speech Comm Category A Competency 2	3	
See List on Attachment a Category B Competency 4	3	
*PSY 12000 Elementary Psychology Category B Competency 5	3	
*SOC 161 Principles of Sociology Category B Competency 5 (*check with your advisor on this)	3	
*HSRV 10000 Intro to Human Services	3	
*HSRV 10300 Helping Relationship Tech	3	
*HSRV 10500 Basic Interview Skills	3	
*TWO preapproved courses from concentration A	6	
TOTAL CREDIT HOURS	30	
CONCENTRATION <u>A</u> FOCUS:		
*ETCS 106 not required but strongly recommended		

3 rd YEAR		
COURSE	CR HRS	
*STAT 12500 Communicating with Statistics Category A Competency 3	3	
*HSRV 31500 Intro to Theories & Therapies	3	
*HSRV 32000 Case Methods	3	
*HSRV 33000 Psychopharmacology	1	
*PSY 35000 Abnormal Psychology	3	
*ANY SOC course	3	
One course Category B Competency 6 See List on Attachment a	3	
*HSRV 37700 Ethics, Policy, Law & Prof Issues in Human Services	3	
*One PSY course Category C Competency 8 See list on Attachment b	3	
*TWO preapproved courses from concentration B	6	
TOTAL CREDIT HOURS	31	
CONCENTRATION <u>B</u> FOCUS:		

2 nd YEAR		
COURSE	CR HRS	
One course Category B Competency 4 See List on Attachment a	3	
One PHIL course Category B Competency 6 See List on Attachment a	3	
*HSRV 21100 Dynamics of Group Behavior	3	
*HSRV 20000 Behavioral Therapies	3	
*HSRV 20100 Clinical Behavioral Therapy (Fall only)	2	
*HSRV 25100 Clinical Case Study II (Spring only)	3	
*ENG W233 Intermediate Expository Writing	3	
*HSRV 16900 Intro to Wellness & Stress Mg.	3	
*TWO preapproved courses from concentration A	6	
TOTAL CREDIT HOURS	29	
CONCENTRATION <u>A</u> FOCUS:		

4 th YEAR		
COURSE	CR HRS	
*HSRV 40000 Internship 1 (Fall Only)	2	
*HSRV 40100 Intern Seminar (Fall Only)	1	
*HSRV 45000 Internship II (Spring Only)	2	
*HSRV 45100 Intern Seminar (Spring Only)	1	
*HSRV 41700 Research Methods	3	
*ANY SOC 300/400 level	3	
COM 30300 Intercultural Communication OR NUR 30900 Transcultural Healthcare	3	
One course Category B Competency 7 See List on Attachment b	3	
*PSY 23500 Child Psych or PSY 24000 Intro to Social Psych or PSY 36900 Development Across the Lifespan	3	
*PSY 31400 Intro to Learning OR PSY 41600 Cognitive Psychology	3	
*TWO preapproved courses from concentration B	6	
TOTAL CREDIT HOURS	30	
CONCENTRATION <u>B</u> FOCUS:		

Total Credit Hours: 120

***MUST COMPLETE WITH A GRADE OF C- OR BETTER**
ALL CONCENTRATION COURSES MUST BE PREAPPROVED BY YOUR ADVISOR
EITHER PSY 23500 **OR** PSY 36900 MAY BE TAKEN FOR CREDIT, BUT NOT BOTH
STUDENTS ARE REQUIRED TO BE AWARE OF **ALL** PREREQUISITES

Revised 10/2013

Communication/Listserv

Email is the primary source of communication between the University and students. Therefore **it is vital that you check your IPFW account frequently**. Another major communication tool we use is the Human Services Listserv: HSRVHAPPENINGS@LISTSERV.IPFW.EDU which also relies on email. A Listserv is an electronic mailing list that allows for widespread distribution of information to many Internet users. It is similar to a traditional mailing list — a list of names and addresses — as might be kept by an organization for sending publications to its members or customers. If you reply to the listserv, EVERY person who is a member receives your email.

Class Standing

Your grade level status determines when you can register for classes. The IPFW computer system does not automatically change your grade level status. YOU are responsible for making sure this gets updated by following these steps:

- 1) Check your OASIS transcript to see how many credits you have earned in the past from IPFW and other Universities.
- 2) Add that number to the total credits you are enrolled in this term to obtain your upcoming term registration status (Freshman 0-30 credits, Sophomore 31-60, Junior 61-90, Senior 91-120+)
- 3) Finally, check OASIS for “Your class for registration purposes is...” If this does not match what you calculated, YOU must contact your advisor and discuss it.
- 4) While in OASIS, check to make sure that your name, address, and phone number are correct. If not, following the links within OASIS to make the needed changes.

Registration

In general, students at IPFW register themselves. There are some exceptions. You may not register yourself for clinical, internships, or independent studies. If you want to be registered for a clinical or internship, you must e-mail your advisor.

- 1) Sophomore clinical: HSRV 20100 and 25100.
- 2) Senior Internship courses-HSRV 40000, 40100, 45000, and 45100; and
- 3) Independent study or additional credits that are outside of normal courses. In both of these cases, your advisor will notify the secretary and provide the CRN number if you qualify for these courses; you may not register yourself.

The Registrar’s office has added an extensive Frequently Asked Question page on their website <http://www.ipfw.edu/registrar/faq/student.shtml>. You are encouraged to visit this site to familiarize yourself with the Registrar’s Office policies & procedures.

Registration Holds

There may be a hold on your account that does not allow you to complete your registration. Typically holds are for matter such as: 1) owing money to the university due to registration/course fees, parking tickets or unpaid library fines; 2) academic probation or advising; and 3) missing transcripts from other colleges you have attended. Any hold dealing with money owed is handled exclusively by the Bursar’s office (481-6824 / KT G57). Holds dealing with academic probation or advising cannot be removed until the student has met with the advisor. Transcript holds are handled by the Admissions department (481-6812 / KT 111).

Withdrawing from Classes

Should you begin to fall behind in your class work, there are several things you can do prior to dropping the course:

- 1) Meet with your professor to discuss your situation and find out what you can do to increase your understanding of the subject and how to improve your grade.
- 2) Meet with your advisor. He/she will have knowledge of campus programs (Study tables, Writing Center, tutoring) that can help you improve your grade. They can also discuss other options such as seeking an incomplete from your professor. You must be passing the course to request an incomplete AND the circumstances must be extenuating.

Should you decide to drop the course, it is important that you do so prior to the “Last Day to Withdraw” which is printed on the back cover of the Schedule of Classes. Dropping a class on or before this date will result in a grade of “W” (withdrawn) on your transcript and will not impact your GPA. If you drop a class after that date, you will receive the grade you earned in the class which could result in your being on academic probation.

Another aspect to consider when exploring the possibility of dropping a course is the effect it will have on your financial aid and scholarships. In some instances, the monies paid towards your tuition will need to be repaid. We recommend that you find out the consequences with the Financial Aid department (Gerald Curd) prior to dropping any course.

Financial Aid

It may be possible to attend both IPFW and Ivy Tech at the same time. In this case it will be important to work closely with an advisor and the Crossroads program to assure financial aid.

III. THE PROFESSION OF HUMAN SERVICES

Human Services: Making a Difference in People's Lives

The field of Human Services is a broadly defined one, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but by also seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery (<http://www.nationalhumanservices.org>).

The Human Service Worker

"Human services worker" is a generic term for people who hold professional and paraprofessional jobs in such diverse settings as group homes and halfway houses; correctional, developmental disabled, and community mental health centers; family, child, and youth service agencies, and programs concerned with alcoholism, drug abuse, family violence, and aging. Depending on the employment setting and the kinds of clients served there, job titles and duties vary a great deal.

The primary purpose of the human service worker is to assist individual and communities to function as effectively as possible in the major domains of living.

A strong desire to help others is an important consideration for a job as a human services worker. Individuals who show patience, understanding, and caring in their dealings with others are highly valued by employers. Other important personal traits include communication skills, a strong sense of responsibility, and the ability to manage time effectively (<http://www.nationalhumanservices.org>).

Where Human Service Workers Work

Working conditions vary. Human services workers in social service agencies generally spend part of the time in the office and the rest of the time in the field. Most work a 40-hour week. Some evening and weekend work may be necessary, but compensatory time off is usually granted.

Human services workers in community-based settings move around a great deal in the course of a workweek.

They may be inside one day and outdoors on a field visit the next. They, too, work a standard 40-hour week.

Human services workers in residential settings generally work in shifts. Because residents of group homes need supervision in the evening and at night, seven days a week, evening and weekend hours are required.

Despite differences in what they are called and what they do, human services workers generally perform under the direction of professional staff. Those employed in mental health settings, for example, may be assigned to assist a treatment team made up of social workers, psychologists, and other human services professionals. The amount of responsibility these workers assume and the degree of supervision they receive vary a great deal. Some workers are on their own most of the time and have little direct supervision; others work under close direction.

Human services workers in community, residential care, or institutional settings provide direct services such as leading a group, organizing an activity, or offering individual counseling. They may handle some administrative support tasks, too. Specific job duties reflect organizational policy and staffing patterns, as well as the worker's educational preparation and experience.

Because so many human services jobs involve direct contact with people who are impaired and therefore vulnerable to exploitation, employers try to be selective in hiring. Applicants are screened for appropriate personal qualifications. Relevant academic preparation is generally required, and volunteer or work experience is preferred (<http://www.nationalhumanservices.org>).

Job Outlook

Employment prospects should be favorable in facilities and programs that serve the elderly, the foster care system, those affected by AIDS, mentally impaired, veterans, or developmentally disabled. Adult day care, a relatively new concept, is expected to expand significantly due to very rapid growth in the number of people of advanced age, together with growing awareness of the value of day programs for adults in need of care and supervision.

While projected growth in the elderly population is the dominant factor in the anticipated expansion of adult day care, public response to the needs of people who are disabled or mentally ill underlies anticipated employment growth in group homes and residential care facilities. As more and more developmentally disabled individuals reach the age of 21 and thereby lose their eligibility for programs and services offered by the public schools, the need for community-based alternatives can be expected to grow. Pressures to respond to the needs of the chronically mentally ill can also be expected to persist. For many years, as deinstitutionalization has proceeded, chronic mental patients have been left to their own devices. If the movement to help the homeless and chronically mentally ill gains momentum, more community-based programs and group residences will be established, and demand for human services workers will increase accordingly. State and local governments will remain a major employer of human services workers, and replacement needs alone will generate many job openings in the public sector (<http://www.nationalhumanservices.org>).

Examples of Occupational Titles of Human Service Workers

(<http://www.nationalhumanservices.org>)

Case Worker	Case Monitor Parole Officer
Family Support Worker	Child Advocate
Youth Worker	Gerontology Aide
Social Service Liaison	Juvenile Court Liaison
Residential Counselor	Home Health Aide
Behavioral Management Aide	Group Home Worker
Case Management Aide	Child Abuse Worker
Eligibility Counselor	Crisis Intervention Counselor
Alcohol Counselor	Mental Health Aide
Adult Day Care Worker	Community Organizer
Drug Abuse Counselor	Intake Interviewer
Life Skills Instructor	Community Outreach Worker
Client Advocate	Social Work Assistant
Neighborhood Worker	Community Action Worker
Social Service Aide	Psychological Aide
Group Activities Aide	Halfway House Counselor
Social Service Technician	Assistant Case Manager
Therapeutic Assistant	Rehabilitation Case Worker
Probation Officer	Residential Manager

National Organization of Human Services

“Established in 1975, the National Organization for Human Service Education unites educators, students, practitioners and clients in a conversation about preparation of effective human service workers. Human Services is a profession dedicated to interdisciplinary education and integrated services to clients. Help is focused not only on remediation of problems, but on meeting basic human needs and advocating for change in systems that affect the lives of our clients.

Purposes of NOHS:

- ◆ To provide a medium for cooperation among Human Service organizations and individual faculty, practitioners, and students.
- ◆ To foster excellence in teaching, research, and curriculum development for improving the education of human service delivery personnel.
- ◆ To encourage, support and assist the development of local, state and national organization of Human Services.
- ◆ To sponsor forums through conferences, institutes, publications and symposia that foster creative approaches to human service education and delivery.”

NOHS has an annual conference that provides numerous speakers from across the nation. They also offer scholarships for students majoring in Human Services. You can join as a student member to take advantage of these opportunities. The application is on the previous page. For further information on NOHS, log on to their website at <http://www.nationalhumanservices.org/>.

Midwest Central Region of the National Organization for Human Services

“The Midwest Central Region of the National Organization for Human Services continues to make great strides in its contribution to students through its annual regional conferences. These conferences provide the opportunity for students to link with other students throughout the region, to meet educators from various learning institutions and to learn new concepts in the field.

Economic indicators suggest that the field of human service education continues to grow on a broad scale. The service industry, particularly the human service occupations and health care occupations, reflect the most growth as there is a continuing increase in the demand for qualified service providers. Those who become members of NOHS and become active at MWNCOHS can be assured to increase their knowledge of human services development, group dynamics, and organizational practices. Students of human service programs are the future providers of America. You will impact the lives of those in need and help to ensure the future of our communities.

If you are seeking an additional avenue to enhance your academic and career goals, you are urged to become an active participant at MWNCOHS. Tell others about us and encourage them to come aboard, also. We need you in the region and at the national level.

- Become a student leader in the field
- Build your curriculum vitae
- Network with leading human services faculty
- Contribute to human services education
- Travel to exciting cities
- Form lasting relationships”

For further information on MWNCOHS and local activities, log on to their website: <http://www.mwncohs.org>.

Insert New Application Here



National Organization for Human Services

1600 Sarno Road, Suite 16, Melbourne, FL 32935
(800) 597-2306 • www.nationalhumanservices.org

Membership Application and Renewal Form

Type: New Member Renewal Membership No. _____ (printed on your mailing label)

Category: Regular \$95 Student \$35 Retired \$60
 Organization \$190* Additional Organization Member **

Membership Fees are non-refundable.

Member Information:

First Name: _____ MI: _____ Last Name: _____

Position: _____ Institution: _____

Referred by: _____

Primary Address (for membership mailings, newsletters, etc.):

Address: _____

City: _____ State: _____ ZIP: _____

Secondary Address:

Address: _____

City: _____ State: _____ ZIP: _____

Note when to use Secondary Address (example: Use June-August): _____

Work Telephone: _____ Home Telephone: _____

Fax: _____ Email: _____

Students: Expected Grad Date: _____ College: _____

What is your preferred method of communication? Mail Email Fax

May NOHS send you email? Yes No May NOHS send you faxes? Yes No

Payment: Check enclosed VISA MasterCard

Card #: _____ Exp _____ Cardholder ZIP Code: _____

Name on Card: _____ Signature: _____

Mail to: National Organization for Human Services
1600 Sarno Road, Suite 16
Melbourne, FL 32935

HUMAN SERVICES STUDENT ORGANIZATION

Encouraging Others. Improving Lives. Restoring Hope.

Are you motivated to help people in your community improve their lives?
Do you wish that you could be an advocate for people who need services from the community and local government? Join our student Human Services Organizations!

What our organization offers to its members.....

**SCHOLARSHIP INFORMATION
VOLUNTEER OPPORTUNITIES
INTERNSHIP INFORMATION
CAMPUS FUNDRAISERS
EMPLOYMENT INFORMATION
COMMUNITY PROJECTS
PEER SUPPORT
NETWORKING WITH PROFESSIONALS IN THE HUMAN SERVICE FIELD**

FOR FURTHER INFORMATION PLEASE VISIT:

<http://www.ipfw.edu/hs/hssso.htm>

Or contact our faculty representative, PATRICIA EBER @ (260) 481-5459 or eberp@ipfw.edu.

You can also find our group on Facebook: HSO-Fort Wayne

Name: _____ Phone: _____
Address: _____ City: _____ State: _____
Email: _____ Date: _____



_____ Paid membership (with voting privileges). Dues are \$5.00 per year for members who wish to have voting privileges. Please enclose in an envelope with your name and return to Neff 130 Meetings held once a month.

*Non-voting members are still a vital part of our organization and more than welcome at our monthly meetings!

Human Services Honor Society

Looking for something to set you apart from all the other applicants for future jobs? The National Honor Society for Human Services, Tau Upsilon Alpha (TUA), has a chapter at IPFW, and it's a great way to get involved with your department, IPFW and the community. Working closely with fellow students and faculty can provide many opportunities that will enhance your career as you look toward employment in the Human Services field.

To start your connection with the national honor society, obtain an application from the people listed below. In addition, request the Frequently Asked Questions document to help you complete it.

The Human Services honor society stresses academic excellence, service and professionalism! You must have a minimum 3.25 overall GPA and have been an official human services major for three full-time semesters.

Opportunities Offered in the 2013-2014 Academic Year:

- Professional workshops sponsored by the honor society.
- Possibility of becoming an appointed board member for talents you might possess to assist with projects.
- Elected officer positions.
- Participating in events on campus.
- Involvement in community outreach.
- Entry on your Co-Curricular Transcript!

Please contact one of the following people for more information:

Kerry Mills (President) – millkl07@students.ipfw.edu
Rachael Alvarez (Secretary) – alvarm01@students.ipfw.edu
Genevieve Meyers (Treasurer) – meyeg01@students.ipfw.edu
Devota Masasu (Chair, Special Events)– masadm01@students.ipfw.edu
Linda Wark (Faculty Advisor) - warkl@ipfw.edu

IPFW
COLLEGE OF HEALTH AND HUMAN SERVICES
TECHNICAL STANDARDS FOR ADMISSION AND RETENTION OF STUDENTS

The College of Health and Human Services professional program faculty have specified the following non-academic criteria (technical standards) that all applicants/students are expected to meet. These standards include the following five categories and may vary by degree program.

1. **Observation:** The applicant/student must be able to participate actively in all demonstrations, laboratory exercises, and clinical experiences in the professional program component of the degree and to assess and comprehend the condition of all persons assigned to him or her for examination, diagnosis and treatment. Such observation and information usually requires the functional use of visual, auditory, and somatic sensations.

2. **Communication:** The applicant/student must be able to communicate effectively and sensitively with persons in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently receive from and transmit information to persons, fellow students, faculty and staff, and all members of the health care team. Communication skills include listening, speaking, reading and writing, as well as the observation skills described above.

3. **Motor:** The applicant/student must have sufficient motor function to elicit information from persons by appropriate diagnostic or therapeutic maneuvers; be able to perform basic tests; possess all skills necessary to carry out diagnostic or therapeutic procedures; be able to interpret appropriate examinations and procedures, and be able to execute motor movements reasonably required to provide general care and emergency treatment to persons.

4. **Intellectual/Conceptual, Integrative, and Quantitative Abilities:** The applicant/student must be able to measure, calculate, reason, analyze, evaluate, and synthesize. Problem solving, the critical skill demanded of allied health practitioners, requires all of these intellectual abilities. In addition, the applicant/student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. The applicant/student must have the capacity to perform these problem solving skills in a timely fashion.

5. **Behavioral and Social Attributes:** The applicant/student must possess the emotional health required for full utilization of his or her intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to care of persons; and the development of mature, sensitive and effective relationships with persons and others. Applicants must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical problems of many persons. Compassion, integrity, concern for others, commitment and motivation are personal qualities which each applicant/student should possess.

DISABILITIES STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at <http://www.ipfw.edu/ssd/>

COLLEGE OF HEALTH AND HUMAN SERVICES

Progression Policy

Professional, mature conduct is expected of all students. Any form of academic or personal misconduct is in direct conflict with professionalism and will result in dismissal from the program in which the student is enrolled. Please refer to the current IPFW Bulletin regarding “Code of Student Rights, Responsibilities, and Conduct.”

The College of Health and Human Services chooses the most stringent course of action regarding misconduct. A student dismissed from his or her program will also be dismissed from the College of Health and Human Services.

Following University guidelines, after two years a student who has been expelled from IPFW may petition for readmission to the University, program, and College. This does not assure the student will gain readmission.

College of Health and Human Services Student Appeals Policy

The Student Appeals Policy applies to all students enrolled in an IPFW College of Health and Human Services program or taking a course offered by the College. Students who have evidence or believe evidence exists that a course grade, similar evaluation, or student progression decision was made as a result of prejudice, caprice, or other improper conditions, such as mechanical error, may appeal that action. Complaints of discrimination or harassment do not follow under this policy and should be taken to the University Affirmative Action Officer. Students may seek advice by meeting with the University Dean of Students or the College of Health and Human Services Director of Student Success.

In appealing, the student must support, in writing, the allegation that an improper decision has been made and must specify the remedy sought. The student may seek the assistance of the IPFW Dean of Students in pursuing the appeal. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees. The advisor or friend may advise the student but may not speak for the student during meetings.

In the case of a grade appeal, a course grade can only be changed by a university authority upon the recommendation of the IPFW Grade Appeals Subcommittee or by the instructor any time prior to the Grade Appeals Subcommittee’s decision.

Members of the Student Appeals Committee

The College of Health and Human Services Student Appeals Committee is comprised of one faculty member from each department of the College. In an appeal case, the appeals committee member representing the student's program or department shall be excluded from all hearings and proceedings.

Student Appeal Deadlines

An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the grade was assigned or the action being appealed occurred. Following initiation of an appeal, decisions at each step listed below must be reported within two calendar weeks, provided this deadline falls within the regular student year (fall or spring semester). If the deadline falls during the summer, the decision must be reported within 30 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated within three calendar weeks of the completion of the prior step. Time lines may be extended at the agreement of all parties and by the Dean of the College if circumstances require an extension.

Student Appeal Process

An attempt should be made by the student to reconcile the concern or conflict with the faculty member before filing a formal written grievance. The student should schedule an appointment with the course instructor to discuss the grade or action and try to resolve the issue. **If meeting with the faculty member does not resolve the issue, the student may seek informal mediation from the Program Director/Department Chair. If this mediation does not resolve the issue to the student's satisfaction, the student may begin the formal Student Appeal Process.** Copies of College and University student appeals policies and the College appeals check list may be obtained by the student from faculty members, the College Dean's office, and the College website. See www.ipfw.edu/hhs/resources/appeals.shtml and www.ipfw.edu/hhs/resources/checklist.shtml.

Steps in the Process of a Formal Student Appeal

1. Department Chair: To begin the formal appeals process the student must submit, in writing, to the Department Chair the allegation that an improper decision or action was made and specify the remedy sought. A meeting with the student will be held to discuss the appeal. After meeting with the student, the Department Chair will send the decision concerning the appeal in writing to the student. If the appeal is not resolved to the student's satisfaction, the student may proceed to Step 2.
2. College: If the grievance has not been resolved satisfactorily at Step 1, the student shall submit in writing the appeal to the Dean of the College of Health and Human Services. The Dean will notify the Chair of the College Student Appeals Committee regarding the appeal and forward the written appeal. The Committee Chair will request the student and the instructor to submit detailed, written documentation substantiating evidence regarding the grade or action in question. After reading the documentation submitted by both parties, the College committee will meet separately with the student and the course instructor to clarify questions regarding the case. Each party may bring an advisor or friend to the meeting with the committee. The advisor or friend may advise the student or course instructor, but may not speak for the student or course instructor during meetings. The College committee will deliberate and the Committee Chair will notify the student and the instructor of the committee's recommendation in writing. Copies of the recommendation should be submitted to the Department Chair, the College Dean, members

of the Student Appeals Committee, and the IPFW Dean of Students.

3. Campus: If the grievance has not been resolved at Step 2, the student may schedule an appointment with the IPFW Dean of Students, who will direct the student procedurally in submitting the case to the appropriate University appeals body.

APPENDIX D

Ethics

National Organization for Human Services Council for Standards in Human Service Education Adopted 1996

Preamble

Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

The ethical guidelines presented are a set of standards of conduct which the human service professionals and educators consider in ethical and professional decision making. It is hoped that these guidelines will be of assistance when human service professionals and educators are challenged by difficult ethical dilemmas. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

Section I - Standards for Human Service Professionals

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator and administrator.[1.] The following standards are written with these multifaceted roles in mind.

The Human Service Professional's Responsibility to Clients

STATEMENT 1 Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.

Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

STATEMENT 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STATEMENT 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STATEMENT 5 Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

STATEMENT 6 Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

STATEMENT 7 Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in STATEMENT 6 (above).

STATEMENT 8 The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT 9 Human service professionals recognize and build on client strengths.

The Human Service Professional's Responsibility to the Community and Society

STATEMENT 10 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STATEMENT 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

STATEMENT 12 Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

STATEMENT 13 Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT 14 Human service professionals represent their qualifications to the public accurately.

STATEMENT 15 Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT 16 Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT 17 Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

STATEMENT 18 Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

STATEMENT 19 Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT 20 Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client

The Human Service Professional's Responsibility to Colleagues

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STATEMENT 23 When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

STATEMENT 24 Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the Professional organization(s) to which the colleague belongs.

STATEMENT 25 All consultations between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

The Human Service Professional's Responsibility to the Profession

STATEMENT 26 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT 27 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STATEMENT 28 Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT 29 Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STATEMENT 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

The Human Service Professional's Responsibility to Employers

STATEMENT 32 Human service professionals adhere to commitments made to their employers.

STATEMENT 33 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT 34 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

The Human Service Professional's Responsibility to Self

STATEMENT 35 Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT 36 Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors

STATEMENT 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

Section II - Standards for Human Service Educators

Human Service educators are familiar with, informed by and accountable to the standards of professional conduct put forth by their institutions of higher learning; their professional disciplines, for example, American Association of University Professors (AAUP), American Counseling Association (ACA), Academy of Criminal Justice (ACJS), American Psychological Association (APA), American Sociological Association (ASA), National Association of Social Workers (NASW), National Board of Certified Counselors (NBCC), National Education Association (NEA); and the National Organization for Human Services (NOHS).

STATEMENT 38 Human service educators uphold the principle of liberal education and embrace the essence of academic freedom, abstaining from inflicting their own personal views/morals on students, and allowing students the freedom to express their views without penalty, censure or ridicule, and to engage in critical thinking.

STATEMENT 39 Human service educators provide students with readily available and explicit program policies and criteria regarding program goals and objectives, recruitment, admission, course requirements, evaluations, retention and dismissal in accordance with due process procedures.

STATEMENT 40 Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of Human Services and in teaching effectiveness, for example learning styles and teaching styles.

STATEMENT 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of professional identity and skill development.

STATEMENT 42 Human service educators participate actively in the selection of required readings and use them with care, based strictly on the merits of the material's content, and present relevant information accurately, objectively and fully.

STATEMENT 43 Human service educators, at the onset of courses: inform students if sensitive/controversial issues or experiential/affective content or process are part of the course design; ensure that students are offered opportunities to discuss in structured ways their reactions to sensitive or controversial class content; ensure that the presentation of such material is justified on pedagogical grounds directly related to the course; and, differentiate between information based on scientific data, anecdotal data, and personal opinion.

STATEMENT 44 Human service educators develop and demonstrate culturally sensitive knowledge, awareness, and teaching methodology.

STATEMENT 45 Human service educators demonstrate full commitment to their appointed responsibilities, and are enthusiastic about and encouraging of students' learning.

STATEMENT 46 Human service educators model the personal attributes, values and skills of the human service professional, including but not limited to, the willingness to seek and respond to feedback from students.

STATEMENT 47 Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.

STATEMENT 48 Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.

STATEMENT 49 Human service educators are aware that in their relationships with students, power and status are unequal; therefore, human service educators are responsible to clearly define and maintain ethical and professional relationships with students, and avoid conduct that is demeaning, embarrassing or exploitative of students, and to treat students fairly, equally and without discrimination.

STATEMENT 50 Human service educators recognize and acknowledge the contributions of students to their work, for example in case material, workshops, research, publications.

STATEMENT 51 Human service educators demonstrate professional standards of conduct in managing personal or professional differences with colleagues, for example, not disclosing such differences and/or affirming a student's negative opinion of a faculty/program.

STATEMENT 52 Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

STATEMENT 53 Human service educators are aware of all relevant curriculum standards, including those of the Council for Standards in Human Services Education (CSHSE); the Community Support Skills Standards; and state/local standards, and take them into consideration in designing the curriculum.

STATEMENT 54 Human service educators create a learning context in which students can achieve the knowledge, skills, values and attitudes of the academic program.

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IV. STUDENT LIFE

Surviving College 101

Some students find the transition from a high school to a bachelor's degree program a bit challenging! Following are some suggestions to help in this transition.

1. Organization. Keep a daily planner. Mark all important dates; exams, assignments, quizzes, etc.
2. Familiarity. Get familiar with the campus. Go visit each of these during the first week of class: the Helmke Library, Follett's Bookstore, Student Union, Gates Sports Center, Professors' offices and computer labs.
3. Check your Email. The university and the Department of Human Services uses email as their primary communication tool. It is vital that you check your account daily. Professors will use email to notify their students about class changes. Your "IPFW" emails can be forwarded to a different account. If you change email addresses, please update your My.IPFW account and notify the HS department secretary.
4. Parking. Finding a parking space can be quite challenging. Plan to arrive on campus so that even if you park in the lot farthest from class, you will still make it to class on time. The parking lot to the north of the Gates Sports Center frequently has open spaces. If you park in a space that is designated as handicapped or staff and you do not have the appropriate tag, you will receive a ticket. You will also receive a ticket if you park in a metered space and the meter time expires or park in staff spaces with the appropriate hang-tag. Staff spaces are marked with green striping. Tickets can be paid in the self-mailer or at the Campus Police Department located in the Physical Plant which is between the SB & LA buildings. If you feel unsafe returning to your car alone, a Police Officer (481-6827) will gladly escort you to your car.
5. Establish a routine time to study for each class. For every hour you spend in class, you will probably need to study two hours outside of class. Studying for each subject should be at the same time, and place if possible. Studying includes doing more than your homework. You will need to go over your notes from class as soon as possible after class is done and make sure you understand them. Study your syllabus frequently to see where you are going and where you have been. Be sure to do your reading assignments. Do not put them off just because there's not a written assignment. Prepare for each class as if there will be a pop quiz.
6. Establish a study place. Your place should have a desk, comfortable chair, good lighting and all of the supplies you will need and should be free from distractions. It should not be a place where you routinely do other things. It should be your study place.
7. Whenever possible it is important to study at the same time every day.
8. Schedule breaks. Take a ten minute break after every hour of study. If possible, avoid long blocks of time for studying. Spread out several short study sessions during the day.
9. Make use of study resources on campus. Find out about and use the labs, computer programs and tutors. Sign up for an orientation session in the Helmke Library. Get to know your professors and instructors. Make use of their office hours. Ask questions; this is what they are there for.

10. Find at least one or two students in each class to study with. Studies show that students who study with someone routinely make better grades. You will probably find yourself motivated if you know someone else cares about what you are doing in the class. Teaching a concept or new idea to someone else is a sure way for you to understand it. Studying in a group or with a partner can sometimes become too social; it is important to stay focused.
11. Study the hardest subjects first. Work on your hardest subjects at a time when you are fresh. Putting them off until you're tired compounds the problem.
12. Be good to yourself. Studying on four hours of sleep and an empty stomach or junk-food diet is a waste of time. Avoid food and drink containing caffeine just before or after studying. Keep a sense of humor. Exercise can help reduce stress and maintain your health.
13. Attend Class. Be on time or even a little early. It gives you time to get settled down, relax and get mentally ready.
14. Set a high standard of quality for yourself. Procrastination becomes a bad habit VERY quickly.
15. Get help when you need it. The University offers free tutors, disability assistance, academic advisors, therapists, job placement and career services. (Refer to the section on academic and personal resources on page 34.)

Employment Opportunities

All employment opportunities are forwarded to Human Services students via the Listserv. There is also a bulletin board in the department office where jobs might also be posted. The ACCS website (<http://www.ipfw.edu/accs/>) also contains a wealth of employment information. Be sure to check out this valuable resource for job postings, resume review, and interview preparation.



Application for Admission
to the

Human Services Program

Applicant Information

Student I.D. number: _____

Name: _____

Address: _____

Student E-mail: _____

Phone number: _____

Advisor: _____

Course	Semester Taken	Grade
HSRV 10000		
HSRV 10300		
HSRV 10500		
PSY 12000		
SOC 16100		
ENG 13100		
COM 11400		

2-step TB test completed on: _____

Background check completed on: _____

10 Panel drug screen completed on: _____

Attach an **unofficial IPFW transcript** to this application. Include copies of your 2-step TB test results, background check, and 10 panel drug screen. Applications **MUST** be turned into the Human Services office (Neff 130) **by 5:00 p.m. June 30, 2014**. Students who turn in incomplete packets will be denied admission to the HSRV Program. Please turn in this first page with your completed documents.

Human Services Admission Requirements, Guidelines and Checklist

1. Admission to the Human Services Program is by application only. Students will not be able to proceed into sophomore clinicals until the application process has been completed. See your advisor or the Human Services secretary for an application packet.

2. Applicants must have completed the following prerequisite courses with a C- or better:

HSRV 10000	_____	_____
HSRV 10300	_____	_____
HSRV 10500	_____	_____
PSY 12000	_____	_____
SOC 16100	_____	_____
ENG 13100	_____	_____
COM 11400	_____	_____

3. Applicants must have a cumulative GPA of 2.8 or higher on a 4.0 scale to qualify for admission.

4. Applicants will be required to complete a background check, a two-step TB test, and a 10 panel drug screen at their own expense and demonstrate meeting the College of Health and Human Services Technical Standards as part of the application process.
(<http://new.ipfw.edu/departments/chhs/resources/standards.html>)

5. Apply by the deadlines of **June 30, 2014**.

6. For the application, a student who had earned a grade below C- in any HSRV curriculum course will be ineligible for admission into the HSRV program unless the course has been retaken with a grade of a C- or higher.

7. Prerequisite courses may NOT be taken on a pass/fail option.

8. All prerequisites MUST be completed by June 30, 2014.

9. Your unofficial IPFW transcript, two-step TB test, background check, and 10 panel drug screen **MUST** be attached and submitted to the Human Services office in Neff 130.

Indiana University-Purdue University Fort Wayne
College of Health and Human Services
Department of Human Services
Instructions for TB and Background Check

TB/Mantoux (MUST BE THE TWO-STEP PROCESS)

- Each student must submit proof of completed 2-step TB by June 30, 2014 and the 2-step TB/Mantoux must be valid through the end of the Spring semester.
- A student not submitting the required proof by the dates will be dropped from the clinical/internship course and any co-requisite course(s).
- A student with a positive reaction to the TB skin test must have a chest x-ray to meet the deadlines of June 30, 2014.
- Allow 3 weeks for the completion of your 2-step TB testing. **(\$10-\$20)**
- A student may opt to have a chest x-ray instead of the 2-step TB test.

BACKGROUND CHECK & 10 PANEL DRUG SCREEN

- The sites associated with our clinical/internship program require background checks on incoming students to insure the safety of the clients treated by students in the program. **(\$48.00)**
- You will be required to order your background check in sufficient time for it to be reviewed by the site prior to starting your clinical/internship placement.
- A 10 panel drug screen must be completed and the results provided with your application. **(\$29.00)**
- Allow up to 3 weeks for these tests to be completed.

Drug Screening Sites

Fort Wayne Central

3103 E. State Blvd.
Fort Wayne, IN 46805
(260) 373-9300
(260) 373-9301, fax

Parkview Occupational Health, Huntington

2708 Guilford St.
Huntington, IN 46750
(260) 355-3900
(260) 355-3836, fax

Fort Wayne North

Medical Park 2, Entrance 2C
11123 Parkview Plaza Dr., Suite 205
Fort Wayne, IN 46845
(260) 672-4680
(260) 672-4685, fax

Parkview Occupational Health, LaGrange

0045 North 250 West
LaGrange, IN 46761
(260) 499-4233
(260) 499-4235, fax

Fort Wayne South

9318 Airport Dr.
Fort Wayne, IN 46809
(260) 373-9330
(260) 373-9340, fax

Parkview Occupational Health, Kendallville

1844 Ida Red Rd.
Kendallville, IN 46755
(260) 347-8810
(260) 347-8933, fax

Parkview Occupational Health, Columbia City

1270 E. State Road 205
Columbia City, IN 46725
(260) 248-9490
(260) 248-9496, fax

Completed application and forms **MUST** be turned into the Human Services office (Neff 130) by **5:00 p.m., June 30, 2014. NO LATE ADMISSION PACKETS WILL BE ACCEPTED!**

There will be a mandatory orientation all day on Friday, July 11th for newly accepted students. Attendance IS required!

Indiana University-Purdue University Fort Wayne
College of Health and Human Services
Department of Human Services
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- You will be required to order your background check in sufficient time for it to be reviewed by the site prior to starting your clinical/internship placement.
- A 10 panel drug screen must be completed and the results provided with your application. **(\$29.00)**
- Allow up to 3 weeks for these tests to be completed.

Drug Screening Sites

Fort Wayne Central

3103 E. State Blvd.
Fort Wayne, IN 46805
(260) 373-9300
(260) 373-9301, fax

Fort Wayne North

Medical Park 2, Entrance 2C
11123 Parkview Plaza Dr., Suite 205
Fort Wayne, IN 46845
(260) 672-4680
(260) 672-4685, fax

Fort Wayne South

9318 Airport Dr.
Fort Wayne, IN 46809
(260) 373-9330
(260) 373-9340, fax

Parkview Occupational Health, Huntington

2708 Guilford St.
Huntington, IN 46750
(260) 355-3900
(260) 355-3836, fax

Parkview Occupational Health, LaGrange

0045 North 250 West
LaGrange, IN 46761
(260) 499-4233
(260) 499-4235, fax

Parkview Occupational Health, Kendallville

1844 Ida Red Rd.
Kendallville, IN 46755
(260) 347-8810
(260) 347-8933, fax

Parkview Occupational Health, Columbia City

1270 E. State Road 205
Columbia City, IN 46725
(260) 248-9490
(260) 248-9496, fax

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There will be a mandatory orientation all day on Friday, July 11th for newly accepted students. Attendance IS required!



College of Health and Human Services Background Screening Instructions

Before Starting:

- A valid email is **REQUIRED**
(if you do not have an email account you can establish a free account at Yahoo.com)

- Have your credit card (Visa/MasterCard/American Express/Discover) information ready in order to process payment. Your credit card will be charged **\$48.00** for the service.

NOTE: You may incur additional court fees dependent on your locations of residence. These fees will be disclosed to you if applicable.

Getting Started:

1. Log onto our website at www.VerifyStudents.com and click Start Here
2. Use this special promotional code: **IPFWBG**
3. Complete profile & e-sign forms as they appear
4. After completing the online application, you will be asked to provide payment for services
5. Following payment, you will receive payment confirmation on-screen as well as a separate payment receipt via email

NOTE: A unique login will be emailed to you. This will allow you to log back into www.VerifyStudents.com to manage your student background screening account and retrieve a copy of your report.

Academic and Personal Resources

(Please refer to the Undergraduate Bulletin for a complete list of resources).

Bookstore: Follett's Bookstore (Kettler G10 (260) 483-6100) has new and used texts as well as school supplies. They also carry college apparel and gifts.

Childcare: Childcare is available on a part-time basis for students of IPFW. The facility is on Hobson Road. They care for children from the ages of 2-12. For more information call them at (260) 481-0111.

Computer Resources: Students should contact the Help Desk in Kettler 206 (260) 481-6030. They will help activate your account so that you will be able to access your e-mail, use computer labs and set up 10 MB of Web space. Computer labs are in Kettler Hall 204A, 217 and 217D, Neff Hall B71 and B73 Science building G15, Helmke Library and Walb Union. The computer labs are staffed with people to help you.

Counseling Services: Personal counseling is available at no charge through the Marriage & Family Therapy Clinic. Appointments are available 5-8pm, Monday through Thursday and can be scheduled by calling 266-8060..

Dean of Students: The Dean of Students, located in Walb Union 111 (260) 481-6601, can help you with any problem you are experiencing on campus. The dean also oversees the student government, the mentoring program, the Center for Returning Women and Adults, personal counseling and Services for Students with Disabilities.

Services for Students with Disabilities: Free assistance is available for students with disabilities including; reader and sign-language interpreter services, accommodated test proctoring, and appropriate aids for computer workstations. IPFW does not provide personal attendant care or transportation. For more information contact the office at (260) 481-6657 or go to Walb room 113.

Health and Wellness Clinic: Located in Walb 234 (260) 481-5748. Your student insurance will help cover basic health needs.

Helmke Library: (260) 481-6512 can assist students with research and link to hundreds of databases. Check out the libraries home page at www.lib.ipfw.edu

Multicultural Services: Located in Walb 118 (260) 481-6608. This office offers a wide range of services including special programs, educational and personal counseling, leadership development, mentoring and workshops.

Student Union Services: Located in Walb 127 and the phone number is (260) 481-6610. This office offers: check-cashing services, student fax services, a phone, Citilink bus schedules, sales of stamps, envelopes, newspapers, computer diskettes, discounted movie and Philharmonic tickets as well as a discount sheet that can be used at numerous area businesses.

Tutorial and Study-Skills Assistance: This service is located in Kettler G23 and the phone number is (260) 481-6817. Staff may assist students in study skills or tutoring on specific subjects.

Writing Center: The Writing Center is located in Kettler G19 and the phone number is (260) 481-5740. The center can assist with all levels of writing.

Human Services Study Tables: This service is offered for Human Services students twice a week. Math and General Studying is offered one day and Writing is offered the other. Days/times and locations may differ each semester. Contact the Department of Human Services for information.

V. POLICIES

Class Attendance

Attendance is expected in all courses in the Human Services Program. Much of the learning is experiential in nature and is difficult to make up if class is missed.

According to the *IPFW Bulletin*:

“You may not attend class (1) before completing official registration procedures, (2) after officially withdrawing from the class, or (3) after your registration has been canceled.

You are expected to attend every meeting of the classes in which you are registered. Work missed during absences may be made up if permitted by the instructor. At the beginning of the academic session, each instructor will provide a clear statement to all students regarding his or her policy for handling absences.

If you must report your class attendance in order to satisfy requirements of financial-aid sponsors, you must present the sponsor’s certification form to each of your instructors. Each instructor will certify your attendance by completing the form. Unless you have made a prior agreement with your instructor, he or she will not be obligated to certify your attendance for more than the most recent class.

Discontinuing class attendance and not fulfilling course requirements is regarded as an unauthorized withdrawal and will result in your receiving a grade of F.”

It is important that students arrive at class on time or a few minutes early. If it is a test day or presentation day, some instructors do not allow late arrivals. It should also be noted that if a student has an appointment with an instructor, it is very important to call if he/she is unable to make that appointment.

IPFW seldom closes for bad weather. Please monitor the local TV stations which publish school closings or call the campus weather hotline 481-6050. In the event that weather is very bad but the university is NOT closed, please use your best judgment about driving to school. Anytime you will not be in attendance, it is very important that you contact your instructors by phone or email.

Student holidays are posted on the Academic Calendar which can be found at on the university’s website, www.ipfw.edu, under the heading “Academics”.

Dismissal from the Human Services Program

Reasons for Immediate Dismissal from the Internship for Violating the College of Health and Human Services Professional Code:

1. Violating the NOHS Code of Ethical Conduct in relation to the placement site.
2. Violating the site's workplace policies (includes anything for which you would dismiss an employee).
3. Failing to make changes in behavior at the internship site when procedures below are followed.
4. Unexcused absence from the internship site. (Not calling before the scheduled time OR repeated absences even if reported).

Consequences of Dismissal from Internship

Students who are dismissed from their internship site when the procedures below are implemented are subject to dismissal from the Human Services bachelor's degree. Steps to be taken toward program dismissal also appear below.

Procedure for Resolving Concerns with Students by Internship Site

A distinction will be made between major and minor concerns.

1. Minor Concerns

Although site supervisors have the right to raise concerns of various types, concerns such as arriving late for work at the site; not dressing appropriately for the site; creating distractions to employees in their workplace, etc. are not automatically considered to be cause for dismissal and will be worked out between the site supervisor and the student. The site supervisor will address the concern with the student and ask for a change in behavior. The site supervisor will indicate to the student that the concern is resolved in writing. The site supervisor will contact the IPFW faculty supervisor. Written documentation of a minor concern does not indicate that the student's grade will be affected. The student will be permitted to provide a written explanation of behavior and note any concerns of his/her own.

2. Major Concerns

There are severe concerns that would be cause for immediate dismissal at any workplace, and those concerns apply to the intern also. Major concerns, if not deemed as cause for immediate dismissal, will be addressed in the following way. The first time a major concern is noted by the site supervisor, he/she will meet with the student, address the concern, and ask for a change in behavior. Written documentation will be provided to both the student and the faculty supervisor. The faculty supervisor will also meet with the student and document the meeting. A written warning will be given by the faculty supervisor stating if the behavior is repeated, dismissal from the internship site will occur, resulting in a failing grade. Documentation will be placed in the student's file.

If a serious concern arises a second time, the site supervisor and the faculty supervisor will meet with the student. Documentation of this meeting will be put in the student's file and provided to the student. If the site chooses, the student may be dismissed at this time from the agency. If this happens the faculty supervisor will meet with the HSRV department's clinical coordinator and the program chair. This group of three will determine the proper course of action for the student. This may include: being placed at another agency or earning a failing grade for the course, and or being dismissed from the program. The results of this meeting will be documented and sent to the student.

Resolving Concerns of Student

1. Concerns with Site Supervisor

If a student reveals a concern about a site supervisor such as the site supervisor being unavailable; not being given enough work to do, or problems accomplishing assignments directed by the faculty supervisor, etc., the faculty supervisor will discuss the concern with the student. The faculty supervisor will discuss with the student whether or not the concern is one that should be addressed by the student or by the faculty supervisor. If the concern falls into the former category, the faculty supervisor will provide strategies for resolving the concern and ask the student to speak with the site supervisor.

If the concern falls into the latter category, the faculty supervisor will discuss with the student how the faculty supervisor will address the concern with the site supervisor. If the site supervisor is violating any of the internship policies and expectations, the faculty supervisor will discuss with the student how the faculty supervisor will handle this concern. If the concern about the site supervisor is deemed serious and cannot be resolved, the faculty will mediate with the site to find another supervisor or assist the student in securing a new site without penalty to the student.

2. Conditions under Which a Student May Back Out of an Internship Site.

Students may not automatically drop out of their internship experience unless they are dropping the internship course. Students may not drop out of the internship due to everyday experiences such as such as deciding that it takes too long to travel to the site; worrying that the supervisor doesn't like them; deciding that they don't like the purpose of the organization, etc.

If a student approaches a faculty supervisor about dropping out, the following steps will be taken: 1) the student and faculty supervisor will thoroughly discuss the situation with the faculty supervisor providing support and ideas to create change; 2) the student will develop a plan of action for making change and present it in writing to the faculty supervisor; 3) the student will implement the plan for two weeks; 4) the student and faculty supervisor will meet at the end of the two weeks and evaluate the situation again; 5) if the experience is still unsatisfactory to the student, the faculty supervisor uses discretion regarding a new placement or suggest further action. If serious concerns emerge, see section above.

If a severe concern arises at the site and the site supervisor requests immediate dismissal from the agency, the student will be dismissed from the agency. If this happens, the faculty supervisor will meet with the HSRV department's clinical coordinator and the program chair. This group of three will determine the proper course of action for the student. This may include: being placed at another agency or earning a failing grade for the course, and or being dismissed from the program. The results of this meeting will be documented and sent to the student.

Nondiscrimination and Harassment

IPFW is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

IPFW views, evaluates, and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their personal abilities, qualifications, and other relevant characteristics.

IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran. The university will conduct its programs, services, and activities consistent with applicable federal, state, and local laws, regulations, and orders and in conformance with the procedures and limitations as set forth in Purdue University's Executive Memorandum No. D-1, which provides specific contractual rights and remedies. Additionally, the university promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities, and Vietnam-era veterans through its affirmative action program.

If you have a question or complaint, or want advice, you may talk with the affirmative action officer or an official designee (Kettler 110N, 260-481-6106) or the director of Services for Students with Disabilities (Walb 113, 260-481-6657).

Letters of Recommendation

Many students ask Human Service's faculty members to write letters of recommendation for either Graduate School or potential employment. It should be noted that these letters are not written automatically; faculty are not required to write letters for students with whom they have concerns. In addition, our faculty considers specific criteria when determining if the recommendation will be positive in nature, and they are listed below.

1. Has the instructor had contact with the student within the last year? You should request a letter of recommendation from those faculty members who are familiar with you and who you have kept in contact with.
2. How did the student handle conflict and stress? If you are upset with another student or a faculty member, do you address the conflict in a professional manner? If your needs aren't being met, do you resolve your concerns in a professional, mature manner?
3. Was the student timely with assignments and appointments? Chronic lateness leaves the impression that the student is not ready to manage a professional work position.
4. Did the student budget their time in a wise manner? We know that it is difficult to juggle work, family and school! Please see your instructors and/or advisor if you are having any difficulties.
5. Was the student able to work independently when appropriate and collaboratively when appropriate? There are definitely times to seek faculty help during a degree program, and the departmental faculty is always available to assist you. On the other hand, when you've committed to tasks, do you leave them unfinished, hoping that someone else will take care of it?
6. Did the student present her/himself in a professional manner? Professional means "of a profession." Do you behave in a way that would make an employer happy that he/she hired you?
7. When necessary, does the student have a professional appearance? When the occasion calls for it, such as time at an internship site, do you dress in a way that is distracting from the work setting or does your appearance let people know that your focus is on being a professional?
8. Does the student demonstrate an adherence to the Code of Ethics for Human Services?

Appendix A

Scholarship Information

Indiana University Purdue University Fort Wayne

Department of Human Services

INTRODUCTION

There are many scholarships available to IPFW students. For further information, contact the Financial Aid Office in Kettler Hall 102B, call (260) 481-6820, or visit the Financial Aid website:
<http://www.ipfw.edu/financial/basics/>.

Scholarship Information

Thank you for your interest in scholarships at IPFW. The Financial Aid Office administers a wide variety of scholarships annually for students from many sources within the University as well as from organizations and businesses outside of IPFW. The IPFW scholarship application process begins with the [common scholarship application](#). The preferential scholarship application deadline for 2013-14 was February 1, 2013. Students may still apply in case some scholarships are not awarded to the preferential applicants. New freshmen for 2013 are encouraged to apply even though the preferential deadline is passed. Students must also complete a [2013-2014 FAFSA](#) by March 10th.

Scholarship awards are non-negotiable and criteria are subject to change without notice.

DEPARTMENT OF HUMAN SERVICES

Betty Dykstra Scholarship – This scholarship is awarded through the Department of Human Services. To qualify, you must fill out the common scholarship application and turn in a co-curricular transcript (unofficial) to the Department of Human Services.

NATIONAL ORGANIZATION FOR HUMAN SERVICE EDUCATION

David C. Maloney Scholarship

This scholarship is focused on high academic achievement and is presented to a student who is currently enrolled in a human service program. The words “human service” or “human services” must be in the program title as the term is not used to include programs in other related disciplines. The degree sought may be at the associates, bachelor’s or master’s level. Special consideration is given to applicants with special needs or minority status. One scholarship is awarded to one student each year as long as the criteria are met.

Required documents are: an official transcript, a resume, a 500-word essay, two letters of reference. Student membership in NOHS is required but will be verified by the committee.

Your application will be evaluated on the following criteria using a five-point scale where 5 = Outstanding and 1 = Doesn’t Meet

- Current Student Member of NOHS
- A complete application packet with no late materials.

- Official transcript mailed from the university or an unopened, sealed envelope mailed from the student
- Transcript shows minimum overall GPA of 3.2 on a 4.0 scale
- Resume that include student's complete mailing address, telephone and email.
- Resume should reveal accomplishments in academic excellence. Information on professional activities is encouraged
- Essay should be 500-words, typed, double-spaced and reveal academic excellence in education and an orientation to helping
- Two letters of reference mailed directly from the faculty member (letters mailed as email attachments are acceptable if emailed directly to committee chairperson). Letters should indicate evidence of academic and scholarly accomplishment

Application materials must be submitted by **May 1** to be considered. All application materials should be submitted **electronically** to Dr. Tammi Milliken at scholar@nationalhumanservices.org with the exception of the transcripts which should be mailed directly from your institution to:

Dr. Tammi Milliken
 Counseling and Human Services
 Darden School of Education
 Old Dominion University
 Norfolk, VA 23522

Tapestry Parkview Health Sciences Scholarship

The Tapestry Parkview Health Sciences Scholarship was established in 2002 to provide merit-based scholarships to IPFW students in the College of Health and Human Services. The recipients shall have high academic standards; commitment to high quality professional service; demonstrated responsibility for their own actions and education; and strong involvement in community and professional activities.

Up to \$40,000 in awards are available for the 2013-2014 academic year. Scholarship monies may be used for tuition and fees and will be deposited directly into the recipients bursar accounts. Therefore, this program is only open to students who will be continuing in their program through spring 2014, not students graduating spring, summer, or fall 2013

Selection of recipients shall be based on recommendation of a committee of faculty members appointed by the Dean of the College of Health and Human Services with the approval of the Tapestry Scholarship Committee. Scholarship administration will be completed by Indiana University-Purdue University Fort Wayne Financial Aid Services.

Selection will only be made if qualified candidates can be identified. Scholarships will be awarded based on merit rather than financial need.

Tapestry: A Day for You will be held Friday, April 26, 2013 at the Allen County War Memorial Coliseum. The scholarship winners are expected to attend and will be recognized on stage during the lunch program. A certificate will be given. The recipients' names also will be displayed on a permanent plaque in the College of Health and Human Services. Registration for the scholarship recipient to attend the event will be complimentary.

STUDENT CRITERIA

- Be accepted into an undergraduate or graduate degree program in the College of Health and Human Services.
- Preference given to female students.
- Maintained an undergraduate 3.3 (B+) IPFW program grade-point average or better at the end of Fall 2012 semester or, if a graduate student, maintained a 3.3 grade-point average for current graduate degree.

APPLICATION AND INSTRUCTIONS

Scholarship recipients for Tapestry 2013 have been selected and will be announced during the lunch program on Friday, April 26, 2013. For information on the scholarships to be awarded at Tapestry 2014, please check back here in October 2013.

Insert new map here

Appendix B Campus Map

Appendix B

Campus Map

