

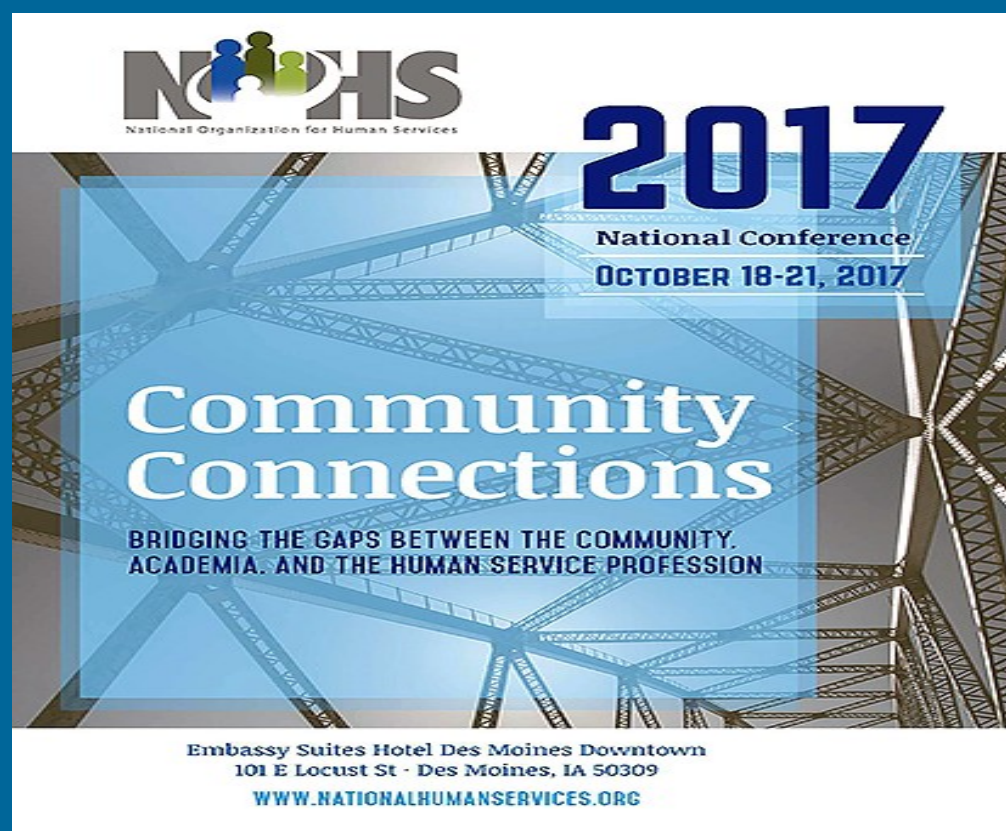


Individuals and communities
transformed through human services

LINK

Newsletter of the National Organization for Human Services

Each year the National Organization for Human Services holds an annual conference for our members who are therapists, clinicians, educators, and students. This is a great opportunity for you to showcase your organization, product, and/or services. There are several opportunities available to support a sponsorship at the conference. Ads, table vendors, and conference specific sponsorships are available to individuals, programs, organizations as well as companies and nonprofit organizations.



Spring 2017

Volume 37 Issue 1

Editor: Steve Cockerham

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**EFFECTIVE PEOPLE,
MAKING EFFECTIVE CHANGES**

March 31- April 2, 2017

Hudson County
Community College

Jersey City, New Jersey



Registration:

Full Registration fees
include:

- All Workshops
- Friday Dinner/Mixer
- Saturday Breakfast
and Lunch
- Sunday Breakfast

The Mid-Atlantic Consortium for Human Services (MACHS) is a regional affiliation of the National Organization for Human Services (NOHS). Both were founded in 1975 in an effort to improve Human Service delivery to the areas of service and education.

The Mid-Atlantic Consortium for Human Services includes the following states: Delaware, New Jersey, New York, Maryland, Pennsylvania, Washington, DC.

MACHS BOARD

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RAMADA JERSEY CITY
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New Jersey boasts some 130 miles of Atlantic coast. Jersey City, across the Hudson River from Lower Manhattan, is the site of Liberty State Park, where ferries embark for nearby Ellis Island with its historic Immigration Museum and the iconic Statue of Liberty. The Jersey Shore includes notable resort towns like historic Asbury Park and Cape May with preserved Victorian buildings.

Learn more about Jersey City by visiting:
<http://jcmakeityours.com/>





“Moving Forward: A Call to Action”

Steve Kashdan and the Conference Program Planning Committee, are working hard to make this conference a huge success. Of course, we cannot continue to serve our region with successful conferences without your help!

Our goal is to get at least 200 SOHS leaders, students, and faculty to register and attend. If you have any questions, and/or conference suggestions for the team, please email them to SOHS2017@nohs.info.



Vanessa A. Smallsbryant, PhD is the keynote speaker at the SOHS conference this year. She is an Associate Minister at New Ashley Baptist Church in Summerville, SC, a motivational and inspirational speaker and a retired Chief Master Sergeant of the United States Air Force. She works as a counselor, a teacher, a preacher, a facilitator, but most importantly, a child of God.



North Charleston Marriott
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SC 29406

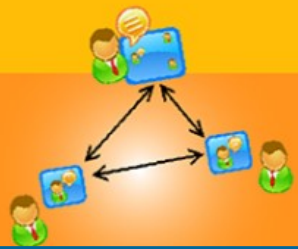
Free High Speed Internet
Fitness Center
Pool

Stand on the site of the first shot in the Civil War. Come face to face with a giant sea turtle. Take a tour of an antebellum mansion. Climb aboard a WWII aircraft carrier. There are so many blossoming gardens, so many photo opportunities and so many reasons to come to North Charleston.

Learn more about North Charleston by visiting:
<http://www.northcharleston.org/visitors>



Midwest Organization for Human Services



2017 Web Conference

April 13 - 14, 2017

The Mid-West Organization of Human Services is dedicated to students and provides an annual conference specifically for upcoming practitioners. These conferences are an opportunity for students to connect with other students throughout the 12 states, to meet educators and other professionals from various agencies. The conferences ignite learning of new concepts and practices in the field of Human Services.



The purpose of this event is to provide human service students, faculty, and practitioners the opportunity to share their ideas, research, and knowledge of the issues and topics relevant to the field of Human Services.

Topic should focus on the cornerstones of human service practice:

- Problem Identification, Definition, and Understanding
- Collaboration
- Recommendations and Best Practices
- Advocacy
- Cultural and Ethical Practices
- Community Partnerships



Student Sessions: April 13th
Faculty/Practitioner Sessions: April 14th

Human Services Professionals are equipped to address the complex problems of society by drawing on a diverse set of skills to help individuals, groups,



**Community Connections
Bridging the Gaps Between the Community, Academia,
and the Human Services Profession**

The 2017 National Organization for Human Services conference will be held in Des Moines, Iowa, October 18-21



**Book Reservations
Embassy Suites Hotel
Des Moines Downtown**

There's no shortage of what to do in Des Moines. Pick from free festivals and hundreds of miles of trails. Enjoy an outdoor concert in the heart of downtown. Sip on something local at a winery or brewery tour. Catch a city with 15 public golf courses, an outdoor ice skating rink, and horse racing...a place where you can rent a standup paddleboard at Gray's Lake and enjoy a Broadway musical at the Des Moines Civic Center. Greater Des Moines offers family-friendly fun at attractions like Adventureland Park and the Science Center of Iowa. It's a city with no shortage of free events and activities, no matter the season.

Learn more about Des Moines by visiting:
<https://www.catchdesmoines.com/things-to-do/top-things-to-do/>



The New NOHS

Whew! That’s an exclamation often made when something surprising and unexpected happens. I know…it looks like an expression of bad odor, but that’s more like “Shew”. “Whew” is not the typical spoken word, just a description of a sound when one expels a breath while still vibrating the vocal cords and often accompanied by a turn of the head, a bodily spin if standing, and a rising of the brow. After the NOHS conference last October, our professional association has made another transition. As a nonprofit association devoted to supporting the profession of human services, we exist to represent our members and their organizations/institutions, our students and clients, our ethics and social justice, our research, our ideals and honors, our practice and advocacy, our training and education, and ourselves, families, communities, towns/cities, states, region, country, and world. Yet, it also has to take care of business. This is why I say “Whew!” We have come to a new place in our position for helping. We’ve got to deal with reality and forge ahead into our common future.

NOHS has a new board, well, not completely, but a lot of new members. We have a new President – no, not Trump! – but someone that is a much smarter, more ethical, more visionary, more compassionate, more responsible, more inclusive, more collaborative, much more in so many more ways. We need a President like Tammi Dice. We have had great leaders in the past that brought us together in creating and sustaining NOHS (and NOHSE!). At the promontory of our association history, we have someone who has been a part of NOHS for many years and in several roles. As editor of our academic publication, the Journal of Human Services, she has been instrumental in leading our field toward excellence in research and scholarship. Adding to that has been her faithfulness in handling awards. For years, Tammi has been the coordinator of the NOHS Awards program, handling the process of inviting and selecting the individuals deserving recognition and consideration for their service, potential, leadership, and contribution to our field. And during so many of these years, she has done the most interesting presentations at the conferences. We are honored ourselves by her willingness to serve in this capacity. I know that each of us is willing to support her in leading our association.

Along with this, we have new and continuing board members that have chosen to dedicate themselves toward the mission of NOHS, people who recognize the need to contribute actively to the growth and sustainability of this field. Now is a particularly critical time for NOHS. We remain at the precipice. We’ve reached the stage of accomplishment that can practically rank alongside champions of the Olympics and the final teams in the NCAA tournaments. We’ve attained the status of identity, service, and scholarship that marks us as a viable member of the academic, practitioner, and governmental community. We have a professional journal, a national conference, a national honor society, regional conferences, an accreditation process, a certification, a national ethical code, a social media presence, a solid membership and record of service, a set of human service organizations and educational institutions dedicated to helping individuals, families, communities, and national/regional/global entities with the problems and opportunities challenging all of us in our human development and learning. We are ready for our next step.

But first, we should recognize that what makes human service work is, first of all, the client and the professional. We work with people in need, all of us and our families, friends, and leaders. We start with each one and keep working on the ways to be and then to help. We take from theories and practices, constantly striving to do what works. We learn from all that has gone before and continue to research what is and could be. This is the reality of how we plan, deliver, and evaluate our programs. So, let us share by submitting research to our Journal, to attending conferences and meetings, by making conference presentations and publishing those results and conclusions in the proceedings, by honoring our students being accepted into TUA, by writing articles for this LINK, by reviewing association materials, by sponsoring our organizations, by communicating with each other in person and electronically, by teaching and learning, and above all, by giving human service.

Follow Your NOHS

Steve Cockerham

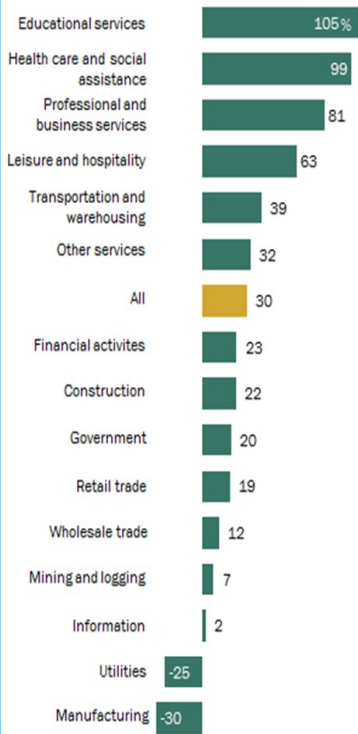
We stand at the point where we can add a new direction in human services. Already, the number of professional positions in the helping professions is dominated by the wide variations of job title. No more are organizations offering positions for psychologists and social workers as the sole, primary ones…those are now specializations. They will continue to offer their characteristic services as valued members of the human service community, as will occupational therapists, speech pathologists, and other sanctioned professions. Their contributions are widely respected and appreciated. Nevertheless, quite the majority of positions in the helping professions do not require governmental approval. Research is limited that supports the necessity of licensure for safety or competence. Degree, experience, and training/certification constitute the primary qualifications and background for competency; licensure is only mandated in specific contexts. For most organizations, the obvious reality is people who know what they are doing. Our challenge is how do we educate, train, and supervise people to join the professional and academic ranks within human service organizations and bring about a visible difference.

In education, the world is changing rapidly, and we can access new systems of learning. Here’s an example. General Assembly (www.generalassemb.ly) is a college with campuses in 20 cities across the globe and 35,000 graduates, of whom 99% were hired within six months of job searching after graduation. Their curriculum is based on conversations with employers as to what critical skills they need. Their founder, Jake Swartz, a Yale graduate, wanted to lower the cost of a college education and provide companies with intensively trained employees. Statistically, a college degree is worth a lot of earnings over one’s lifetime. Between 1982 and 2001, earnings of college graduates increased 31% over high school graduates, and that is now worth close to \$18K annually (Pew Research Center, 2014). Why this is occurring may have more to do in how we now teach and learn in higher education than we might think. The great transformer is the computer. We are automating. The difference between a high school graduate and a college graduate is a specific skill - how to learn. It’s not just what you know, but what you can learn. College does confer an advantage, but the value only maximizes if graduates keep on learning. This means we may be spreading the experience and cost of a college education over the lifetime of a student, not just a one time event.

For the past 15 years, college graduates overall have been doing less cognitively demanding work, quintessentially, the barista with the BA. Skilled and unskilled workers both are suffering. Automation is reducing jobs for everyone even though the result is fewer workers but more specifically skilled ones. Office jobs have lessened by over 20%. Coding skills are the current attractor. Demand for data analysis has grown by 372% while data-visualization skill demand has exploded over 2000%. Companies are providing less hours in training today than in the past. What they are doing is hiring the people who know how to do the work. The successful hires today are able to demonstrate that they know what to do right now and can get us knowing what to do in the future. These are the people who have learned well and know how to keep on learning. Companies have learned to hire those who know that learning is itself a most important skill. Learning is a complement to experience and continues throughout one’s career. Isn’t this the way we experience it as educators?

Over the past 25 years, employment growth has been most rapid in education and health services

% change in industry employment, 1990-2015



Note: "All" does not include farm employment.
Source: Pew Research Center analysis of U.S. Bureau of Labor Statistics Current Employment Statistics survey.
"The State of American Jobs"

PEW RESEARCH CENTER



Individuals and communities transformed through human services

Human Services is the epitome of practical skills training. We reified the term “technology” for use in human services, evolving the trend of eschewing the murkiness of psychoanalysis back in the 60s and spearheading a cognitive-behavioral approach to treating mental illness and related biopsychosocial problems while retaining social justice and spiritual/emotional values. There are many Human Service Technology and Mental Health Technology associate degree programs in the US. Combining that degree with a baccalaureate in Human Services results in an intensively trained and educated college graduate. Adding certification not only in human services but also in areas such as substance abuse counseling, gerontology, family counseling, and disabilities further qualifies our graduates. A degree in human services can mitigate the need for extensive on-the-job training and marks our students as having the knowledge and skills necessary to contribute competently right from the start of employment. Beyond that, we can offer online instruction, not only at the undergraduate level but also the graduate one. We, by philosophy and practice, teach to support people already working in the field, helping them to continue to achieve what they need in

PLURALSIGHT: Our mission is to democratize professional technology learning.

order to develop professionally.

Yet, we have to stay at the forefront. Look what others are doing. Coursera (www.coursera.org) and Udacity (www.udacity.com) offer MOOC, massive open online courses, once hyped but now altered into updated models. Coursera partners with over 150 universities around the world like Duke, Stanford, Peking U, Johns Hopkins, and U of Geneva, Switzerland. Udacity offers nanodegrees, sort of certificates that denote specific competencies. LinkedIn, the business networking service, now has LinkedIn Learning, which offers a variety of courses (<https://www.linkedin.com/learning/>). Traditional institutions are commonly offering online and modular coursework and degrees. Pluralsight (www.pluralsight.com) highlights technology training, bringing the question of why design training in-house when it can be more confidently brought to the employee online after work. They have a library of educational videos produced by a network of experts who are paid based on viewing time. Their highest paid expert earned \$2,000,000 last year (The Economist, 2017).

Amazon Web Services (<https://aws.amazon.com/education/higher-ed>) produces a number of services for colleges/universities. Here is their opening statement: “Whether you need to facilitate teaching and learning, better manage your university’s operations or access high-performance computing for demanding research projects, AWS has a solution. Instructors, students, researchers, IT staff and administrators can quickly and affordably access compute, storage and application services in the classroom, research lab, data center, and anywhere on campus.” Coming soon to a campus near you!!!

Infosys (<https://www.infosys.com>) is innovating ways to help companies expand their research and design. They employ “design thinking” where instead of planning, then designing, they do the opposite – “build, build, build, test, and then plan”. Why? Because this is what the most successful innovators do. Action is accentuated rather than planning, and this begins with the client perspective first. They teach creativity, social skills, critical thinking because computers can now do so many other tasks. What employees need to know are those skills machines cannot do. Employment and salaries have grown the most in the past 30 years within companies that require interactional and communication skills. This is true for the types of jobs in human services as well as many other organizations. Teamwork requires these soft skills. Gig or contract work demands cooperation. While many employees need to learn computer skills, engineers are having to take coursework in communication and collaboration to maximize their success.

Kettering UNIVERSITY Video-Delivered Programs

Kettering University has been offering graduate programs to on and off campus students since 1982, a leader in cooperative, experiential education.

Academic Partnerships is a company whose mission is partnering with institutions of higher education to design and market online education as well as help to retain students. Building upon their international success, they began in the US with two public universities that became, in two years, the largest online nursing program and the other, the largest online graduate education program. Dr. Michael Crow, President of Arizona State University, conceptualizes the New American University, where access exceeds elitism. He states that “broad demographic inclusiveness and academic excellence go hand in hand” (www.futureofstateuniversities.com/newsletter/). ASU’s open access Global Freshman Academy provides a highway for entry of students into their university. John Howard, former Prime Minister of Australia, used this philosophy to make higher education the third largest export from his country. One of my human service graduates works for Southern New Hampshire University in their College for America program, which uses a competency-based degree program in partnering with employers. Move over, GPA!

Employers want to know what people know before they are hired or promoted. This means data-driven decisions. Companies, like the huge Ernst and Young, are now no longer simply looking at educational qualifications in hiring decisions. Knack (www.knack.com), a data company, offers apps to assess a person’s propensity to learn. They are essentially psychological tests set up as electronic games. Employees at AT&T maintain a career profile that holds their lists of skills and training, matching them with their open positions. Averaging 50,000 job openings a year, they possess an active intention to promote from within the company. Supporting this trend, Microsoft acknowledges the position of Carol Dweck, who coined the “growth mindset” as the key to personal and professional advancement.

Time to catch up or be left behind, EdX (www.edx.org) is the brainchild of Harvard and MIT, now partnering with many other institutions to offer free educational resources around the globe. They find that many students take MOOCs for certification, solidifying their coursework. Open University (www.open.ac.uk), one of the largest institutions in Great Britain, has no formal entry requirements, preferring to gauge students by their accomplishments in the present and potential for the future rather than laboring over the past. Research by these groups resulted in conclusions that four weeks is the optimal length for a course and that six minutes is the best length for a video. Enlisting the term, microcredentialing helps students augment their skills in manageable units, never at a loss because they might have to stop their learning programs for family, career, or personal reasons. Conceptualized as “stackable credentials” (www.doleta.gov), students can collect and carry a series of identifiable skills and knowledge sets. The University of Wisconsin has a University Learning Store that sells short, online courses in specific subjects such as Child Psychology and Human Development in Adolescence. UnionLearn offers courses to members of trade unions (www.unionlearn.org.uk/). General Motors started Kettering University.

UnionLearn: Our mission

Mission statement: *Our belief is that the life chances of all people can be transformed through access to learning, throughout their working lives. Such learning opportunities must be available to the entire workforce, regardless of their employment status or educational background. Everyone should have fair and equal treatment to develop his or her potential, free from discrimination. We believe learning and skills can best be delivered collectively in partnership with trade unions.*

Some universities are issuing “digital badges” that are formal ways to recognize less formal accomplishments. Credly (www.credly.com) coordinates this form of credentialing. Illinois State University offers over a hundred of these. Degreed (<https://degreed.com/>) advertises that “the future doesn’t care how you became an expert”. They are assembling a cadre of experts in a variety of fields to assess a person’s skills. Acclaim (<https://www.youracclaim.com/>) partners with organizations such as IBM and Oracle along with institutions like Madison Area Technical College to offer badges and connects actively with employers having job openings. CodeFights (<https://codefights.com/>) designs games to teach coding, then sends students to employers once they reach competency levels. Sqore (<https://sqore.com/>) sets up competitions between job applicants and employees competing for promotions and provides the results to its client companies. LearnUp (www.learnup.com) seeks entry level job applicants and assesses, then teaches, specific job skills, which are then matched to employers. Generation (<https://www.generationinitiative.org>), an initiative from McKinsey Social Initiative, follows this model and focuses more on mid-level career employees. They claim over 10,000 graduates and a 90% employment rate.

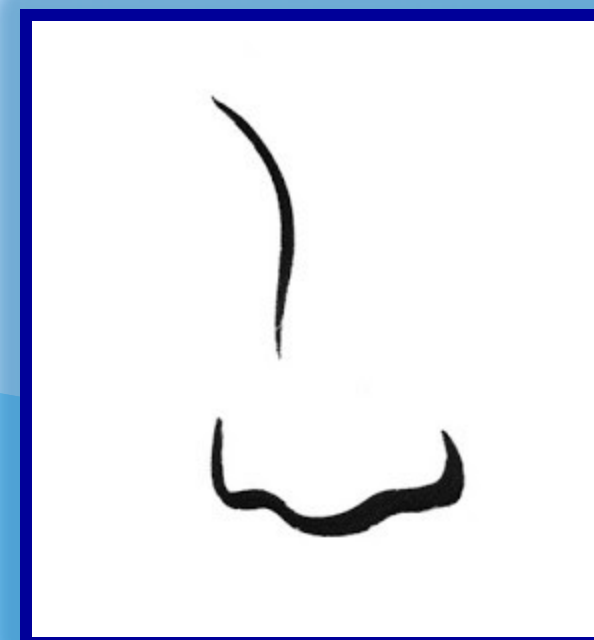
The future is upon us, as it always is, but some seem to get there faster. The question is how can human services adapt to these trends. The federal government is not, apparently, going to provide the kind of help that made America the greatest place to receive a higher degree. Sorry...that money is going somewhere else, perhaps to make Trump and family safe or as a tax break for the rich. Denmark has a world-class partnership between employers, unions, and public groups to identify needs that are infused within collective bargaining. Termed “flexicurity”, it is a model for citizens to obtain jobs. Singapore is the world leader in this with Skills-Future (www.skillsfuture.sg/), where each section of the economy identifies future needs, and “industry transformation maps” guide job searchers down a clear, smooth path. Each citizen receives hundreds of dollars of credit and subsidies to obtain approved trainings. Like the principles of FutureLearn (<https://www.futurelearn.com>), the future of learning is open, accessible, affordable, and connected.

Another angle is how to pay for education. Climb Credit (<https://climbcredit.com/>) has developed a formula for providing loans to students. Their return on investment appears to exceed that of other loan programs. They base their loan approvals and costs based on the price of instruction, the loss of income while taking classes, and the income increase from the job obtained after program completion. They do tend to focus on specific technical skill areas in high demand like coding and robotics, yet the model does provide student funding for education that best advantages employment. It is only a matter of time and investment until other organizations enter this arena. Socially conscious companies may be the foam on this future wave. For example, our students would be glad to pay NOHS a fee for letting them join and pay tuition through the association, and consequently, contributing to NOHS staff support and member benefits. NOHS should negotiate tuition discounts for its student members.

How should NOHS respond? How do we follow the NOHS? It’s plain as the nose on your face. We need to work together, beyond the confines of our individual organizations and institutions. We need to act like we are the National University of Human Services. We need to market our teaching, learning, and practice through the NOHS portal. We should partner, not compete, at least in the democratic sense. We want to compete but also take care of each other. Unlike the current political climate, putting party ahead of country, we can put human services ahead of profit and domination. Sure, we have to work through the structures of our employment, but we can join together in ways that benefit all of us, meaning each one of us. If we want Human Services to continue to grow and thrive, we have to be the vanguard. We can recognize that education is changing. That does not mean that everything changes. Much will and should remain the same. What is changing is technology. Even the traditional classroom is no longer that one of the past. We don’t use chalk anymore and typically have the projector running every class. I often joke that I’m actually a hologram and walking back and forth in my office, not the classroom, while viewing them as tiny heads on a screen. It’s not that anything has really changed, yet it has.

We can continue in the direction of CEUs for conference workshops and consider adding other learning opportunities and indices. Wouldn’t it be something if each college and university member of NOHS sent a microcourse to the National Open Human Services as a new practitioner partnership with higher education. We already know what we want to teach and how to bring forth better developmental conditions for everyone. Our standards (CSHSE) and general, scholarly, research-based consensus combine to guide our instruction. It’s how we do this that presents us with the propensity to adapt and advocate.

For every student taking a human service course, we can ask for their membership in NOHS, then provide assessment, credentials, and employment services for them. Beyond the CEU, we can also develop a adaptable training packet of microcourses for human service professionals and organizations. We want to partner with our practitioners. We are on a mission to upgrade our members, not only with traditional degrees but also with the identifiable skills and perspectives necessary to be effective in human services. We join together collectively in NOHS so let’s work together. Here’s our chance. The future is beckoning. Let’s walk there together. Let’s follow our NOHS.



National Open Human Services

**A consortium for learning precisely
what you need to transform people,
families, and organizations.**



Individuals and communities
transformed through human services

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Newsletter of the National Organization for Human Services

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Contributions and comments may be
submitted to cockerha@etsu.edu

**We welcome your
articles and your input!**



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