



The

LINK

**Newsletter of the
National Organization
for Human Services**

Reflecting on Conference 2009

Shoshana Kerewsky and the Conference Host Team

Portland, Oregon can be grey and rainy in the fall, but fortunately this wasn't the case during the 2009 Annual Conference. The Portland Marriott Downtown Waterfront Hotel provided easy access to the riverside walking path and convenient, free trolley service to many of Portland's attractions.

With presentations ranging from human services capstone portfolios to the needs of veterans to cultural competency, the conference theme "People in Contexts" offered something for everyone. Despite budget cuts and economic uncertainty, 180 practitioners, students, and faculty

were able to attend the conference. They heard Chanrithy Him's moving account of growing up in Cambodia during the Khmer Rouge regime, Kevin Alltucker's provocative argument against boring PowerPoints, presentations from the Council for Standards in Human Service Education and the Center for Credentialing and Education, and, of course, more than 35 fantastic workshops and presentations.

If you attended the conference, you saw student volunteers from University of Oregon helping out with registration, handing out evaluation forms, and fixing projectors, but you may not

have had a chance to talk with them about their fundraising before the conference, reporting to NOHS about what worked (and what might work better) afterward, or what the conference was like for them. For most, this was the first time they had helped plan a major event. For some it was their first professional conference. We asked them to share their experiences with The LINK. Their reflections appear below.

Did you know that Portland, Oregon was named for Portland, Maine? In 2010 we return to the source! Watch for registration information on the NOHS website and in your e-mail.

Student Reflections

Briana Dumas: When I decided to participate in the NOHS conference student planning committee my goal was to become more involved with my program, Family and Human Services, at the University of Oregon. Soon, it became evident I had no idea what I was getting myself into. Fundraising? In *this* economy? Luckily, in the end, the skills I gained throughout the planning proc-

ess and the experience of attending my first professional conference far exceeded my original expectations. Before this process began, I had no concept of what goes into putting on a successful conference and now I understand how much time, effort, and dedication it takes. I also found canvassing local businesses for sponsorship to be a valuable lesson in professional communica-

tion. It is exciting to be a member of the national organization of my future profession before I have even begun my career. Not only do I feel more connected with my professional community, I am also more confident I will be able to keep up with the latest and greatest developments in human service practices and education.

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VISION

Individuals and communities transformed through human services.

MISSION

Strengthen the community of human services by:
 Expanding professional development opportunities,
 Promoting professional and organizational identity through certification,
 Enhancing internal and external communications,
 Advocating and implementing a social policy process and agenda, &
 Nurturing the financial sustainability and growth of the organization

NOHS' GUIDING PRINCIPLES AND BELIEFS

We believe in:

The capacity for human growth and change,
 Advocating for social justice,
 Supporting physical, mental, emotional and spiritual health,
 Promoting collaboration and accountability, &
 Including all members of the human service community

President's Report...

NOHS Strategic Direction

Judith Slater, LCSW, HS-BCP

The NOHS board revisited the strategic plan initially put into place October 2007 during my first year as president. Our facilitators in 2007 and this past fall were Drs. J. Paul Newell and Susan Andresen. This dynamic team led us through an eight hour review stretching over two days. The result of our review was an amazing restructuring of our vision, mission and values/guiding principles, as shown above. We also had lively discussions at Friday morning's breakfast which generated much enthusiasm and interest in becoming involved by our members. This article offers readers an opportunity to share in the integral process that has established our work for the next two to three years and invites you to become actively engaged in the key result areas that will guide our work.

From our vision, mission, and guiding principles emerged five key result areas (KRA). For each KRA, a committee of both invited and volunteer members will develop the process and timeline for reaching the KRA goal(s). These committees are tasked with meeting the goal(s). You can become involved in the work of NOHS without having to be on the board or travel by joining a KRA committee. Below is a brief description of each KRA. I welcome your service on one or more of these active committees.

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KRA I: Develop a process for offering professional development opportunities to members and regions. The group identified three objectives: 1) to develop a process for CEUs, 2) to frame what we offer and 3) to develop a process for supporting research and scholarship. Our new VP for Professional Development and Education, Dr. Neil Headman, co-chairs this KRA with Dr. Rob Olding, VP for Regional Development, and has started the process for NOHS becoming a national provider for NASW and NBCC CEUs. Because NOHS will be the provider for CEUs for our new HS-BCP credential, this KRA committee will develop the process for awarding HS-BCP CEUs.

Persons interested in this KRA would assist the co-chairs with the details of applying for and managing the NOHS provider status for continuing education, and with developing and implementing an efficient process for members to access CEUs (i.e. online, etc.). Due to the formal relationship between NOHS and its regional affiliates, the regions will be able to offer CEUs for all three professional organizations through NOHS at a significantly reduced cost.

KRA I will also focus on framing what we offer by clarification on our demonstration of cultural competency, ethics, diversity, and best and promising practices. NOHS plans to do more to foster research and scholarship within the profession by developing funds to promote and sustain the work of faculty, students, and practitioners doing the critical research needed in our field. KRA I focuses on creating a process for supporting this research and scholarship. As we address the financial sustainability of the organization, this third objective will overlap with the objectives of KRA V.

KRA II. Promote NOHS and the Human Services profession through the certification process. This KRA has two objectives: operationalize the Center for Credentialing and Education (CCE) partnership and market human services certification with the Council for Standards in Human Service Education (CSHSE) to promote both national organizations. This committee is chaired by Dr. Neil Headman. Persons interested in this KRA will identify a protocol for these relationships and a means to keep communication open and clear.

KRA III. Enhancing communication through relationships. Co-chairs for this KRA are Member Services Chair, Larry Kegler and VP for Regional Development, Dr. Rob Olding. There are three objectives: 1) enhance the relational connectivity of members to the organization, 2) foster the regional/national relationships, and 3) promote external communication through the certification process. Early suggestions regarding methods of accomplishing this KRA were use of the NOHS website, listservs, blogs, non-board service opportunities and an emphasis member benefits. The general membership discussion generated additional ideas such as getting information out to students and practitioners by distributing information broadly, use of databases, classroom visits by NOHS members in a region, increase student contact, site visits to practitioners by NOHS members in the region and explore formalizing a mentoring and networking opportunities. This KRA has many ways you can get involved in your region.

KRA IV. Address social and economic justice. Chair and co-chair positions for this KRA are available. The focus of this KRA is to develop and implement a social policy review and advocacy process, and to use the process to create a dynamic social policy agenda for NOHS. General discussion for KRA IV included the need for a clear process and the need to develop effective position statements. In addition the group discussed using the regional and national conferences to dialogue about difficult issues. The participants in this discussion will be contacted as soon as the Advocacy Chair Board position has an interim officer appointed.

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KRA V. Enhance capacity by addressing our mission and by doubling our income to \$250,000.00. This KRA is chaired by our new VP for Public Relations, Sheri Goik-Kurn and will include our Treasurer, Dr. Warren Braden. This KRA is at the heart of NOHS' sustainability and has two identified objectives: 1) enhance current revenue sources, and 2) find additional revenue sources. Sheri led the discussion group on Friday and highlighted some opportunities: increase advisory board participation by encouraging members to join their regional organizations, increase participation with internship placement sites, send out literature to human service students educating them about the importance of the HS-BCP, explore new options for agency/college memberships, increase publishing companies' participation at regional and national conference, and send letters to all human service programs promoting membership and involvement.

As I review these KRAs, it is noteworthy that several of the KRAs overlap with each other. While this was not intentional, this indicates our intention and commitment to accomplish our mission and vision. KRA committees will conduct their work via teleconference and email. We look forward to you joining one or more of these groups! Please contact the KRA Chairs to get involved!

NOHS KEY RESULT AREAS (KRAs)

KRA I

Develop a process for offering Professional Development opportunities to members and regions.

Co-Chairs: Neil Headman and Rob Olding

KRA II

Promote NOHS and the Human Services profession through the certification process.

Chair: Neil Headman

KRA III

Enhancing communication through relationships.

Co-Chairs: Larry Kegler & Rob Olding

KRA IV

Address social and economic justice.

Chair: OPEN

KRA V

Enhance capacity by addressing our mission and by doubling our income to \$250,000.00.

Co-Chairs: Sheri Goik-Kurn & Warren Braden



Credential Update...

Human Services – Board Certified Practitioner (HS-BCP)

The National Organization for Human Services (NOHS) and the Center for Credentialing & Education (CCE) would like to recognize the human service practitioners who applied for the Human Services – Board Certified Practitioner (HS-BCP) certification during the 2009 grandparenting period. These dedicated human services practitioners have lead by example and shown their dedication to professional identity and the human services field.

All of the HS-BCP applicants who met the November 15, 2009,

deadline will, upon final approval of their application, receive a commemorative HS-BCP wall certificate and lapel pin. The wall certificate and lapel pin will identify these individuals as founding HS-BCP certificate holders.

Additionally, it has come to our attention that many practitioners and students were unable to apply during the 2009 grandparenting period because they either did not receive notification or will not graduate until spring 2010. In an effort to assist these fellow human services practitioners, CCE, in con-

sultation with NOHS and the Council for Standards in Human Service Education (CSHSE), has decided to extend the grandparenting deadline to April 1, 2010. Individuals who apply under the extension will need to meet the same requirements of completing a grandparenting application and participating in the norming examination.

For additional information and to download an application, please visit <http://www.cce-global.org/credentials-offered/hsbcp>.

NOHS 2009 Conference Report

The national conference in Portland, Oregon this year was a momentous event and a consummate success! Shoshanna Kerewsky, conference committee, and the student crew deserve a major vote of appreciation. Of course, Judith Slater, NOHS President, was picture perfect, full of energy, and *the* role model for motivation and enthusiasm. And the whole process was artfully orchestrated by Heather Blevins, NOHS Association Manager. Many others were instrumental in making the conference a most fulfilling and connecting experience, especially the other conference committee members – Lauren Lindstrom, Kelly Warren, Steven Babkirk, and Cheryl Hoffman.

The keynote presenters are the essence of a conference. Can you imagine a more compelling speaker than Chanrithy Him!? Hearing the real story behind the genocide in Cambodia/Kampuchea was a gift beyond belief. The emotional intensity of her presentation was so evocative and memorable. America was inextricably involved in the circumstances of her life as a


refugee in a war-torn country and region. Her escape and the sharing of her experiences to this country brought to life one of the most significant stories of the last century. Only by recognizing that the challenges of peace, equality, and acceptance are built upon the trauma and travail of the past can we continue to evolve as humans in the most adaptive and optimal of ways. I can't wait to read her book.

Dr. Kevin Alltucker was the next keynoter, and even though tough to follow Chanrithy Him, he managed quite expertly. In fact, although the ramifications not quite so illustrious, his message was equally life-changing, at least in the context of multimedia. OK, not everyone is appreciative of confronting their own power point predilections, but the ideas and his conveyance were amazingly impactful and instructive. I find myself, especially after attending his workshop, changing my power points according to his suggestions. His kindness and relatedness made it no surprise that he's a favorite faculty to stu-

Steve Cockerham, VP of Conferences

dents. No more boring PPs! Although I hope I don't actually find myself boring my students simply with fewer slides! His [power] point should be well-taken. It's a visual medium. KIVS.

Presenters form the substance of a conference and the ones in Portland were among the best, leaders in the profession and astute in their competence. Several of them are book authors; all are pillars of human services. Many are faculty in Human Service programs in higher education from the Northwest region. A number present compelling seminars in diversity. All were delightfully thought-provoking. I wish I could have gone to all of them. I took lots of notes from the ones I attended. Dr. Tammi Milliken's action research supervision was startling and thought-provoking. Imagine the reactions across America if you were to don a full burqa. Drs. Tricia McClam and Marianne Woodside collaborated with another incisive case study and ethnology of the Muslim culture, telling of their visits to the Middle East and the reactions of



NOHS 2009 Conference Report (cont.)

refugees in this country. The intercultural competence test they gave was not easy!

Drs. Judy Esposito and Bud Warner, from their role model Human Services program, elaborated on the most effective field experiences. Their ideas on how to create a practicum with quality and rigor were insightful and engaging. Drs. Shoshanna Kerewsky and Scott Hinkle, along with Dr. Linda Wark and Shawn O'Brien, are leading the refinement of ethics in Human Services, especially regarding the introduction of HS-BCP. Professionals credentialed as Human Services – Board Certified Practitioners will undergo the same level of scrutiny as Nationally Board Certified Counselors. The Center for Credentialing and Education, which supervises NBCC and over twenty other national certifications, is administering the HS-BCP program. Their ethics oversight will investigate and arbitrate reports of ethical violation, greatly enhancing the social and professional responsibility of human services. We'll hear lots more from them in the future.

Thursday night, the awards ceremony began with a delectable buffet amidst a lively room of talkative tables in a background of musical sounds and bursts of laughter. The bar clinked and shouts of recognition eventually settled into the acknowledgement of contribution. A number of people were honored for their hard work and dedication along with students being given scholarships and awards. What an uplift of spirits and a genuine feel-good to join in appreciation for those with the energy and inclination to work for the benefit of the association and represent the field.

Then, the lights dimmed and the tone took on a reverence and expectancy. The candlelight ceremony was magical as Drs. Kim Bates and Karen Neal, representing the Tau Upsilon Alpha honor society, spoke of students in their quests for excellence in knowledge and skill. The mood was festively respectful, enjoying fully the effort behind achievement and that such accomplishment should be celebrated. The entire evening was fun, light-hearted, and fulfilling. The balance of honest appreciation and joyful expression was innervating. There's nothing like the NOHS conference to stay in touch with like-minded professionals and meet new folks. Connecting with others in human services unites our mission and lends national support to a common purpose and mutual goals.

The conference was also a financial success. We didn't lose money! No, seriously, we aspire to give attendees their money's worth but the proceeds do help

pay for NOHS expenses in member services. While board and committee members work as volunteers, there are costs involved with all that NOHS does. We are striving diligently to maintain efficiency and expand our base of support. This year, a full slate of workshops and activities were planned for Saturday, an extension of the conference. As an incentive, participants were eligible for drawings to win free 2010 conference registrations! In addition, early registrants were able to receive the same rate as this year. Seventy-five (75) people signed up! Continuing Education also drew one of the largest totals of participants, especially as our workshops are accepted for other certifications beyond our own.

From sea to shining sea, human services will travel. From Portland to the West, we go to Portland in the East. Hmmm. Portland versus Portland, like salmon versus lobster. Let's call it Stream and Shell and put 'em both on the plate! Well, regardless of your preferences in fine dining, please make plans to attend the next conference. Come to Maine and experience the northeastern coast while sharing human services. We promise to serve lobster even if it might look like pink tofu! Website registration is now available. Proposals for presenters are being accepted. Also, sponsors and advertisers are welcome to contact us. Be sure to register early to catch the best rate.

The conference this year really drove home the tremendous growth that we are experiencing in human services. More programs are being accredited by the Council on Standards for Human Service Education. The peer-reviewed journal, Human Service Education, continues to publish excellent articles. The NOHS Ethical Standards of Human Service Professionals is being updated. TUA, the honor society is now standing tall and growing. NOHS is taking a major step toward uniting with the regional organizations. The Link is going online, able to spread more knowledge while saving the planet. Continuing Education is sparking and the HS-BCP credentialing program is taking off like a rocket. Human services jobs are leading the nation in demand and availability. Even while the economy is struggling and wars are being waged, the outlook is exceedingly upbeat and bright for Human Services. Please join us in Maine next October 28-30, 2010!

VP of Public Relations

Welcome all NOHS members my name is Sheri Goik-Kurn I am Department Chair of Human Service, at Baker College Muskegon, which is a career college. We have close to 500 students in our associates and bachelors program. My vision for this position is to increase awareness of and membership in the NOHS Organization, TUA Honors Society, and of course increase the awareness and importance of becoming HS-BCP.

MY co-chairs Susan Lowell and Richarne Parkes-White and I are excited to be a part of the growth that NOHS is embarking on and the opportunities NOHS offers. I believe with the right tools we can help promote these opportunities so that eventually all human service programs and students will have access to information about NOHS, TUA and HS-BCP.

The Epidemic of Drug and Alcohol Abuse... The Destruction of the Family

Sheri Giok-Kurn, MS,CAC-R,ICADC , VP of Public Relations

So often when we read a newspaper today, it will tell about another senseless death of a young person due to a drunken driving crash, a homicide or suicide. We may read where a helpless woman has been brutally killed by her enraged, drunken husband or about a wife who, after years of chronic physical abuse shot her husband.

Every week in the obituaries are stories of those who gave their lives for one drug or another, usually that drug was cocaine or crack. But what about the stories that never make the newspapers? The stories of families ripped apart due to a loved one's alcohol or other drug abuse problem.

It is estimated there are 15 million alcoholics in this country with 4.5 million under the age of 18. Approximately 28 million adult children of alcoholics and over 6 million children have at least one parent with an alcohol or drug problem. Millions of individuals who are dependent on illicit drugs and a large number of recreational users feel their use is harmless. The number of prescription drug abusers continues to rise, with the elderly population at high risk among this group.

For many it has not been the sensational events that have wreaked havoc in their families, but the day-to-day struggle to understand what is going on and what can be done. Often, signs of an abuse problem will not manifest itself until there is a full blown addiction present. For families that live with drug addiction, paranoia and aggressive behaviors are sometimes common and personality shifts that are very confusing. Many times possessions are missing from the home to be sold to purchase alcohol or other drugs. Savings and checking accounts can disappear to finance the addiction to the point of bankruptcy.

The families of alcoholics experience the frustration of broken promises, cancelled appointments and unpredictability. They live with fear of the unknown, embarrassment and abuse, along with the shame and guilt that that perpetuates the denial of the problem. Parents wonder where they went wrong. Children often believe they are responsible for their parent's dependency. A wife may feel she is to blame for her husband's drinking because she is not supportive or smart enough. A husband believes that if he made more money, then his wife would be happier and wouldn't use drugs.

The misconception by family members regarding a loved one's abuses or dependency is that they are somehow responsible. They feel they are at fault and have to fix the one with the problem. When one starts on the path to stopping another person from using their drug of choice, it often

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starts them on their own path of addiction. When an alcoholic or addict experiences tolerance, they need more of the drug to get the same affect. For family members, their tolerance levels also increase as they accept more and more of the addicts' unacceptable behaviors. This continues until behaviors that never would have been okay in the past are now "no big deal."

Denial for all family members creates the system which allows the drinking and/or drugging to continue. Individuals choose not to see or hear what is obvious to others. The family will make excuses, cover up and even take the blame themselves for mistakes made by the alcoholic or addict.

When a person continues to help an alcoholic or addict and do for them what that person should be doing for themselves, we call their behavior enabling. "When a person keeps doing the same thing over and over the same way expecting a different result, this is insanity." - Albert Einstein. Insanity is what the family lives with when there is active addiction present. The fear, shame, guilt and anger are constant companions for all. To adapt, each family member develops a survival role in response to this chaos. Children react in several different ways to this turmoil. Some children withdraw in response to the situation at home. These children cannot concentrate at school, much less learn. Many of these kids live in a fantasy world to survive the uncertainty of their daily lives. Another common role for children is the scapegoat in their families. These kids act out and are disruptive in response to the confusion and frustration that arises from an addicted parent. As a result, the child's behaviors are seen as the problem, and take the focus off of the real issues at home. The "scapegoats" are made to feel they are at fault for the problems of the family.

Other children believe their role is to protect the family image. These children are usually super responsible, do well in school and may be involved with sports, church and other extracurricular activities. Many times they become the family caretaker as well. The problem with these "mini-adults" is they suffer from the "eternal busies" -- they do not know how to relax or have fun. Some will experience depression due to the loss of their childhoods.

For those who have lived with the disease of addiction or have watched a loved one suffering from the disease, there is hope and help for everyone in the family. The worst thing that can be done is to do nothing. Treatment centers, mental health clinics, hospitals and other community resources offer programs to educate everyone about alcohol and other drug abuse issues, and its impact on others. Twelve step and other self-help support groups are available for all members of the family. Counselors and therapists who specialize in the issues of substance abuse and its debilitating effects on others can talk with families and other concerned persons. For more information regarding support groups and other types of assistance, contact your local council on alcohol and drug abuse or 211.

This article was originally published in the Mesquite News on 4/14/1994

Student Reflections (cont.)

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As a student, the knowledge gained in the breakout sessions I chose to attend is invaluable. I was able to select sessions in which the discussion topics were pertinent to my own professional interests and the mix of professionals, students, and educators led to stimulating and enlightening conversations. I highly recommend becoming involved in the National Organization for Human Services to anyone professionally involved in the field of human services.

Emmy Greatwood: Every time I introduced myself as a University of Oregon Student in the Family and Human Services Program, I was bombarded in questions about my field of study and what my plans were for the future. There were no stiff conversations about research and different studies. just a bunch of passionate people networking with others like them. Now, of course there were conversations about studies that people were working on, but at a conference where discussion and opinions were useful, it only added to the conversations.

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I had an amazing time at the conference. I was able to meet some of the most interesting people and create new relationships with people I hope to see at future conferences. I am planning on attending the NOHS conferences in the future and hoping to reconnect with some of the people that I have met. As a student I was worried about how professionals in this field would look at me and accept me as a practicing professional; however, I was extremely happy with the amount of recognition I was given for wanting to be a part of this field. My experience at the NOHS conference and with all of the people involved, from the president down to the other student volunteers, was inviting and enjoyable. This experience is one that I will never forget.

Katrina Myron: I loved working at the conference! Even though I didn't get a real chance to attend any of the sessions; I had a chance to get to know my teachers and fellow classmates better. It was fun, because it caused us to work as a team, and by the end of the day everyone was relaxed and comfortable around each other. I had fun joking, chatting, and working with other volunteers. I'd recommend anyone who gets the chance to work or attend the conference to go, because you'll meet awesome people and get a chance to learn about important changes or new finds in Human Services.

Lonnamae Ladke: As a professional I have learned the importance of being aware of my own biases and understanding their roots. The conference enabled me to take a deeper look at myself and why I feel and react the way I do in certain situations. During the breakout session with Chanrithy Him I was completely shocked by her positive attitude, humor and strength. Her perspective on life and her experience in Cambodia allowed me to realize my passion for working overseas with survivors of atrocities such as war.

Ellen Greaney: My awareness of such issues as methamphetamines, ageism in human services, and creating safe classrooms were enriched and deepened through the workshops I attended. Further, my interest was sparked by several topics and this encouraged me to research and gain a better understanding of these topics beyond what was presented. In the hours between and after workshops and meals, I was able to strengthen bonds and better know my co-volunteers and the staff of the conference which helped me feel part of a larger whole and connected to others with similar passions to my own and otherwise. It is an incredible boost to a person's confidence as a practicing professional and student of the human services to feel as though your opinions and thoughts matter not only to your classrooms, but to strangers who were once "in your shoes" and now doing incredible work in the field you will shortly enter.

Joe Hadley: My experience at the conference will inspire me to participate again. I had a very positive time and met some very interesting people in the profession. We shared information and exchanged ideas. The thing that I liked the most about the conference was that I was treated like a person who worked in the profession and not like a student, and I believe that the knowledge that I shared was accepted as such.

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TAU UPSILON ALPHA

Tau Upsilon Alpha (TUA) National Organization for Human Services Honor Society was established in 2006 as a program of NOHS. The purposes of TUA are to honor academic excellence; to foster lifelong learning, leadership and development; and to promote excellence in service.

Membership in the Society is available to students, alumni, and faculty through a chapter of the Society or through at-large membership. There are currently 28 chapters established in colleges and universities around the country, with more than 800 members.

For information about starting a chapter or at-large membership, please visit www.tuahonorsociety.org.

Harold McPheeters Scholarship

This service-focused scholarship honors a student currently enrolled in a human services program. Winners of this award are expected to demonstrate work in human services where they have been acknowledged by others to be respectful of, and dedicated to clients as well as possessing interpersonal skills with colleagues in the workplace.

This year's winner is Michael G. Spennato. Mr. Spennato is working on his master's degree in Human Services at Cappella University. He has focused his service on persons diagnosed with mental illness and is judged to make important contributions in New York City area. One of his recommenders described him as "a tireless advocate" for this population. His service has several dimensions; he has contributed to four professional membership organizations related to this population and has worked on several consumer initiatives for a psychiatric hospital. He is currently on the board of directors for Sky Light Center which utilizes the clubhouse model to improve the lives of persons with mental illness. He is a member of Tau Upsilon Alpha and NOHS and maintains a high grade point average.

2009 Scholarships & Awards

David C. Maloney Scholarship

This academically-focused scholarship is presented to one student enrolled in a human services program. The student must be a current member of NOHS and have a high grade point average. The winner must be acknowledged by others to demonstrate success in the educational setting.

This year's winner is Amy Anderson who is earning her associate's degree in human services at College of DuPage in Illinois. In addition to her high grade point average, she has worked or volunteered for a rape crisis hotline, family shelter, and convalescent center. One of her recommenders notes that she has demonstrated superior skills and works well with her classmates. Ms. Anderson served as Treasurer in her campus' Human Service's Network Club and is presently assisting with the initiation of a Tau Upsilon Alpha chapter for her department. "She is an outstanding person, dedicated, passionate, organized and motivated."

Do you know someone in human services who deserves an award? ...is a good candidate for a scholarship? ...could use a little funding for research?

Linda Wark

This article is written to highlight the five awards, two student scholarships, and the research grant of the National Organization for Human Services (NOHS). There are awards that focus on service or research or dedication to NOHS' mission and goals or contributions to the field or promise as a scholar. Of the two student scholarships, one centers primarily on service and the other on high academic achievement. The research grant provides start-up funds for a data-based project.

Each year applications and nominations are accepted by a deadline of April 1. The application and nomination materials are reviewed by a committee which makes the decisions. Despite the desire of the committee to give out all of the awards on an annual basis, they are not given unless the criteria have been met.

FAQ's

Q: Where can I find the application forms?

A: There are no application forms. The descriptions for each award, scholarship and grant contain a list of the required documents.

Q: How should I submit my application or nomination?

A: Most of the required documents must be submitted by email attachment. Exceptions are official transcripts for the student scholarships and certain supporting materials such as newspaper articles. Some supporting documents can be scanned and emailed as attachments. Anything that can be sent by email should be sent by email!

Q: Who is eligible for the various awards?

A: Membership in NOHS is required for all awards, scholarships and the research grant except for the Outstanding Contribution by an Organization - the administrators and staff of community organizations do not have to be members of NOHS. In addition, persons applying for awards requiring regular NOHS membership should have been a member for at least one year.

Q: Do I have to be nominated by someone else for the awards, research grant and scholarships?

A: You must be nominated for the Outstanding Human Service Student. Other awards, the research grant and the student scholarships can be sought by application or nomination.

Q: I'd like to apply for a student scholarship, and I'm a student member of NOHS. Do I have to be enrolled in a program called human service or human services?

A: Yes, your program must have the title of human service or human services. While, NOHS esteems related disciplines, human service is a distinct discipline.

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Awards information (cont.)

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Tips for Success

Students:

Order your transcript several weeks ahead of the April 1 deadline as universities and colleges often need six weeks lead time. The committee does not mind getting materials early. The transcripts must be sent by the university or college and cannot be sent by the student. Transcripts printed from online sources will not be accepted. If the university mails a transcript and it is late, it will not be accepted.

Give all of the criteria for the scholarship or award and your application materials to persons who are willing to write a letter of support. Knowing the criteria for the scholarships will greatly assist your faculty and other professionals in focusing their letter appropriately.

All applicants and nominators:

1. The committee does not accept late materials. We don't want you to be heartbroken, so plan ahead!
2. Follow the instructions exactly. If you have questions, just ask!!

A Final Note

Look for new information on the NOHS website in January, 2010. You'll find enhanced descriptions of the awards re-written in 2009 to further detail the instructions. In addition, you'll be able to view the rating forms used by the committee members to evaluate each submission. The 2010 committee will be spearheaded by Tammi Milliken who can be contacted at

Make sure you're heading
in the **right direction**



Find your next
career opportunity at
NationalHumanServices.org

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Lee Inkmann: The NOHS conference was inclusive of many people of color, from our keynote speaker, Chanrithy Him giving voice to the searing experiences of her early Cambodian childhood that temper her powerful, artistic expression to this day, to the illuminating presentation "Behind the Burqa," in which Dr. Tammi Milliken took us on a "veiled walk" in the persona one of her students experienced during a challenging diversity exercise she had assigned. Every day since I have been back at school, I attempt to recognize the true intersections between the individuals we assist, the communities that formed them, and my own burgeoning understanding of how to provide truly assistive interventions that are both culturally appropriate, and may have a chance of lasting impact.

I would encourage any undergraduates who wish to enhance their academic and professional careers over a weekend and gain some true recognition of the depth of resources available in our field, to attend their regional NOHS conference and plan well in advance to visit "the other Portland" next fall, when the array of harvest colors will be dazzling, for the National NOHS conference.

Jolene Dobbins: By being a part of the Work Conference Leadership group at the University of Oregon I was able to watch the conference come together. I was a part of a group of students, professors, and professionals who started with very little information and put together a very successful conference. This was a conference where professionals, students, teachers and counselors, from different parts of the United States came together in one area to share educational information.

After the conference I received information that the NOHS conference was one of the best some people had attended. The reason? Because the conference included these individuals, teachers, professionals, professors, counselors, students, others who talked and shared together, and no one took center stage, all worked on the same level.

Olivia Helland: Seeing all of these professionals come together is an experience that I am glad to not have missed. Not only were the professionals that I met humorous and engaging, but they are people who care deeply for others and their communities. One day I hope to attend this conference as a practicing professional myself. I would recommend any student to come and check this conference out. I do not doubt that they will have a great time, too.

Submitting Articles for *the Link*

The Link invites member contributions of articles, images, and correspondence for publication. Please send your contributions electronically to us at link@nationalhumanservices.org. Articles and letters should be in electronic format using Microsoft Word and saved as a Word 97-2003 document. Images should be saved as .jpg, .tiff, or .gif files. Submitted articles should be no longer than 250 words, and letters should be limited to 150 words. All submissions should be relevant for practitioners, students, and/or faculty in the field of human services and should be written in a constructive tone. Submission of an article, letter or image does not guarantee its inclusion in the newsletter. The Link editorial board reserves the right to publish; modify grammar, formatting and word use; withhold from publication; or delay publication of any submission. All letters submitted to the Link must be signed, but names may be withheld upon request. Submission deadlines are as follows:

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Ethical Responses to Student Plagiarism

Shoshana Kerewsky, Psy.D., HS-BCP, Co-Chair NOHS Ethics Committee

I am a NOHS member and community practitioner. I sometimes teach as an adjunct instructor at a local college. I discovered that one of my Human Services and Development students plagiarized a section of a published article. The school's policy is that all cases of suspected academic dishonesty must be referred directly to its formal adjudicating body. This seems harsh. I'm torn between handling this privately with the student (which among other problems doesn't attend to my gate-keeping responsibilities) or going the official route, which could compromise the student's academic future or even internship and career possibilities.

There doesn't seem to be a question about whether the student plagiarized. It sounds like the student did so, and that there is a clear institutional policy for instructors who discover plagiarism. Just directing you to follow the policy is too simplistic a response and doesn't address your real concern. Your dilemma isn't about what happened or what response the policy requires, but about whether you should adhere to this policy. You're feeling bad about the requirement and wondering if there are alternatives.

First, let's address the two pieces that are relatively straightforward. While you are responding to a point of policy, you're also responding to a statement in the NOHS Ethical Standards:

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

Unlike some professions' ethics codes, ours does not refer to plagiarism explicitly. Nonetheless, the idea of plagiarism is clear in this statement. Though the standard refers to educators in relation to student work, it's reasonable to infer that it's unethical not to give credit to an author whose work you cite. The academic program may require its students to adhere to NOHS ethics, and if so, the student has engaged in an ethical violation. Even if this was unintentional, or the student is not bound by NOHS ethics, the student is your future colleague, so you would want to respond to his or her actions:

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.


This statement reflects your preference for talking with the student while also acknowledging that you may need to start elsewhere and go further. The school's policy requires that you make a report to the adjudicating body. There may be an option for talking with the student as well as making a report, so hold this possibility in mind. There are other ethical standards that can help clarify your response.

You probably signed a contract or made a *de facto* agreement to adhere to the program and school's policies when you were hired to teach. It appears that you do have an ethical responsibility to make a report if that's what policy requires:

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

As an adjunct, it's not your role to be investigating the plagiarism. However, you do serve an important programmatic function in this situation. Academic programs rely on adjunct instructors not just to teach their classes, but to pass on feedback about students' performance. You have some feedback to provide, and you'd also like to know about your options. Not only is it a good idea to consult, it's also ethical:

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

It would be appropriate for you to talk with the student's program director if a different contact hasn't already been provided for you. The program director may tell you whether your information is surprising or whether the student has already had other difficulties, how flexible the policy is and if you're understanding it correctly, if the policy is rigid because past students have sued the school for failing to follow its own policies, or if the program is about to implement a new teaching strategy because students from some other countries aren't understanding the concept of plagiarism. The program director might not tell you anything, but you will know that you have done your part. This consultation should clarify your options (and also demonstrate that you are a team player who consults before acting).

You may be able to help in other ways, too. Take a look at these ethical statements:

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 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.

Both are ways to be proactive so that there is no question about whether students have been informed about and understand their rights and responsibilities in a human services program. If these standards have been followed, you know that, at a minimum, this information was made available to the student. If there are statements or policies that should be on syllabi but haven't been provided to you, you may be able to encourage the program to change its strategy for orienting new adjunct instructors.

It's worth considering your emotions and why you're "torn" and the policy seems "harsh." Are you identifying with the student? Are you concerned that you've misinterpreted the situation or that you'll be seen as a troublemaker if you follow the policy? Do you have a general tendency to try to work things out dyadically before getting other people involved? Are you afraid that the student will dislike you, or give you a bad evaluation? Is there anything else that's making you hesitant or uncertain? Is there really a dilemma—that is, are there really two ethically sound choices?—or does the situation just make you feel bad?

Finally, a legal note. Students do not have "confidentiality" in relation to their academic work. Students do have the right to privacy in some areas of their education under FERPA, the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g). You may also know it as the Buckley Amendment. Although you may talk with the program director and make the report required by the school's policy, you can't share information about the student's academic performance outside of the school (at least at this point, and maybe never). There may be other personnel in a college who want information about students. Unless it's an emergency and the information will decrease the risk of serious harm, there is always time to consult about whether you may disclose the requested information.

By this point, you should have a good sense of how to respond to this situation. You should bring the problem to the attention of an appropriate consultant within the program, identify the conflict between your wish to speak with the student versus make the report, clarify the relevant policies, and collaborate with the program to develop a plan. You arrived at this understanding not because I simply told you what to do, but because your professional ethics provided a constellation of related criteria to guide your decision-making.

A version of this article addressed to psychologists appeared in The Oregon Psychologist.



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Strengthening recognition of
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