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Micro-lending and the Metro State Kiva Project

Kelly Felice and Tara Tull

Abstract

Social entrepreneurship, one of the fastest growing sectors of the economy on a global level, utilizes entrepreneurial strategies to achieve a social mission. Global awareness of this phenomenon was raised when Muhammad Yunus and the Grameen Bank won the Nobel Peace Prize in 2006 for developing micro-lending in Bangladesh. The concept of micro-lending has been replicated across the globe and is challenging the face of poverty in many localities. In 2010, our alumnus, Jonathon Stalls, walked across the United States to spread the work about new ways to create social change and end poverty. His focus was to bring attention to the concept of social entrepreneurship in general and specifically to Kiva, the first worldwide micro-credit program. Inspired by Stalls, a Human Services student club began a project to fund individual Kiva borrowers around the world.

What is Micro-Lending?

Micro-lending (also known as microcredit or micro-finance) began as a local effort to assist families living in poverty in Bangladesh in 1976. Since that time, micro-finance has become a movement that has swept the developing world. The Microcredit Summit Campaign in 2009 defined microcredit as "Programs that extend small loans, and other financial services such as savings, to very poor people for self-employment projects that allow them to generate an income, allowing them to care for themselves and their families." This definition includes three key elements of the concept of microcredit: 1) the small size of the loans (typically under $100), 2) the focus of the programs on those living in extreme poverty (often families living on less than $2 per day), and 3) the goal of the loan is to support income-generating activities to increase the income of the family. Prior to microcredit, poor people were unable to get loans (except through an informal network of money-lenders with extremely high interest rates and questionable collection practices) due to lack of collateral, lack of a credit history, and illiteracy. While microcredit initially grew in the developing world, there are now programs that offer loans to U.S. citizens. Microcredit in the U.S. offers larger loans and while the recipients are poor, they are not necessarily among the poorest in the context of the global economy.

The Historic Roots of Micro-Lending

In 1976, Muhammad Yunus, a professor of economics at the University of Chittagong, visited a local village to begin to think about ways to apply economic theory to local communities. At that time, Bangladesh was in the middle of a famine and had recently experienced the ravages of the fight for independence that left 3 million dead. Yunus (2009) found that women in the local villages, who did not have access to traditional banking services, were using moneylenders at usurious rates in order to keep their families afloat. In response, he used his personal money to loan $27 each to 42 women and was delighted to find a 100% repayment rate. That began a journey that culminated in the founding of the Grameen Bank and, ultimately, the 2006 Nobel Peace Prize.

The Goals of Microfinance

The two main goals of microcredit programs are: 1) to alleviate poverty, and 2) to empower women and families. According to a 2008 statistic, 70% of the 1.3 billion people living in poverty are women. Any efforts to end poverty must, therefore, focus on women. "We soon found that giving credit to poor women brings more benefits to the family than giving it to men. When men make money, they tend to spend it on themselves, but when women make money, they bring benefits to the whole family, particularly children" (Yunus, 2009). Of the members of the Grameen Bank, 97% are women. The basic principles behind microcredit are that poverty is a human rights violation and that credit is a human right. Yunus actively dismisses stereotypes about the poor and believes that "Charity is no solution to poverty. Charity only perpetuates poverty by taking the initiative away from the poor." Microfinance uses a business strategy (banking) to create a social good (the alleviation of poverty).

Growth of Microfinance

The growth in microfinance has been exponential since the late 1990s in terms of both the number of clients and the number of countries that have programs. In 2002, about 67 million clients accessed microcredit. By December 2007, microcredit programs reached approximately 154 million clients; around 107 million were among the poorest when obtaining their first loan (Shetty, 2010). The Grameen Bank alone has 8.3 million members and has given loans totally $10 billion. From loans for a total of approximately $600 in 1976 in Jobra, Bangladesh, microfinance has become a multi-billion dollar industry that has spread across the globe (Yunus, 2010).

Critiques of Microfinance

Given the explosion of microfinance programs, there are now critiques of this strategy for poverty alleviation (Bunting, 2011). There are three main critiques:

1. Lack of effectiveness at alleviating poverty or empowering women
2. Lack of regulation of the industry
3. Microfinance as a neoliberal response to a global issue

Lack of effectiveness at alleviating poverty or empowering women.

Recent research, including a report by the World Bank and another by the Grameen Foundation, does not substantiate claims of widespread poverty reduction via microfinance. However, research on specific microfinance programs has shown increased levels of income for varying numbers of participants engaged in specific programs as well as increased savings levels (See Shetty, 2010 as just one example of this type of research). *Portfolios of the Poor: How the World's Poor Live on $2 per* Day (Collins, Morduch, Rutherford, & Ruthven, 2009) provides a close look at the lives of the world's poorest families. The portrait the authors paint shows families making complex decisions to manage the little money they have to make it from day to day. Microcredit, which is a reliable source of income, is an important stabilizing factor for families negotiating survival at this level and reduces vulnerabilities associated with poverty (Bornstein, 2007; Collins et al., 2009; Shetty, 2010).

Assessing the impact of microfinance on women's empowerment is much more difficult because there is no standard definition of empowerment nor clear methods to measure such a definition. Nonetheless, researchers are in the process of delving more deeply in to the impact of microfinance on women in specific communities. Research done by Shetty (2010) found varying impacts on the women in her study of two microcredit programs in Chennai, India. In particular, Shetty found that microcredit alone does not have the impact of microcredit combined with other program elements designed to support women. One of the programs she studied was a multi-pronged program focused on developing leadership skills and community for women with microcredit as one program element. This model for empowerment had a greater impact than microcredit alone. Access to an income source provided a sense of pride for all the women in her study and many of the women learned money-managing skills as well as gained access to a savings vehicle. One respondent said, "We were just a group of women who didn't know anything. Now after training we know how to maintain accounts. Who would have thought that a group of us could do that? But we did." (Shetty, 2010, p. 374).

Lack of regulation.

No regulatory body has been developed to oversee this relatively new financial product and market. The fast pace of the growth of microfinance combined with the number and variety of organizations and institutions offering microcredit and the diverse nature of the countries involved will make regulation a complex process. The success of the Grameen Bank at serving the poor while making a profit has led a large number of for-profits to join the microfinance community. What began as a strategy to help reduce poverty is now also a money-making industry. There have been attempts to establish guidelines for microcredit programs; however, these guidelines are not enforced and, thus, the industry is self-regulating. A number of microfinance organizations have joined the Microfinance Network and signed on to pledge that supports and protects microcredit consumers (Karnani, 2011), but this voluntary pledge does not provide for regulation of this growing industry. The push for regulation is based on concerns about microfinance which include:

- Potential for microfinance sources to hold a monopoly in local communities
- High interest rates
- Lack of transparency about terms of the loan
- Lack of financial literacy of borrowers
- Potential for abuse in collection practices

Microfinance as a neoliberal response to a global issue.

Microfinance uses a capitalist model and structure to support change at an individual level. This model emphasizes the individual and the individual's role in economic change that leads to critiques that it is a neoliberal strategy. Feiner and Baker (2006) believed that "Microcredit programs do nothing to change the structural conditions that create poverty." Karnani (2011) posits that employment, rather than microcredit, is the answer to poverty. An additional concern is the work that is generated is in the informal market rather than in the formal world of employment. While these claims ring true, the authors are unable to provide achievable strategies to change the structural conditions that exist to support poverty on a global level. Countries across the globe have proved unable and, at times, unwilling to create

employment opportunities for a broad base of their citizens. Alvrod, Brown and Letts (2004) make clear that "...solutions to social problems--such as sustainable alleviation of the constellation of problems associated with long-term poverty--often demand fundamental transformations in political, economic, and social systems"(Alvrod et al., 2004, p. 260). Ultimately, microfinance alone cannot alleviate poverty at a global level. Nonetheless, don't the poorest among us deserve access to financial services such as loans and savings accounts?

Kiva.org

In the spring of 2003, Matt Flannery and Jessica Jackley, Stanford alumni and recently engaged, had an opportunity to hear Mohammed Yunus speak about the Grameen Bank and microfinance in San Francisco. Yunus's concepts seemed a perfect fit for young entrepreneurs looking for a new business idea. The notion grew in the next year as Flannery went to work for TiVo in San Francisco and Jackley spent time in Africa doing microfinance with a small nonprofit, helping East Africans start small businesses with grants and loans. An idea emerged. Instead of sponsoring people (on a model similar to Save the Children) in the third world, why not create a business model based on loans rather than donations? Instead of "benefactor relationships, [they] would seek partnership relationships, and focus on progress, not poverty" (Flannery, 2007, pp. 32-33).

Flannery and Jackley returned to Africa, and attended conferences on microfinance while developing an idea that a non-commercialized effort could exist alongside other businesses. It could be possible to create loans with person-to-person lending, utilizing microfinance institutions (MFIs) based in developing countries and yet remain an entirely online presence. Named Kiva, Swahili for 'unity" or "agreement", real people would lend $25 per loan, MFIs would act as the distributors of the funds, using Kiva as the platform. Terminology would be important as users would be called lenders rather than donors. It was always Flannery's intent to create a system where loans would be paid back with interest. As monies were repaid, lenders would have three choices: make another loan, withdraw the funds from Kiva, or donate the funds as a gift and create a potential for tax deductions (Flannery, 2007).

Initial questions concerned the legal structure for Kiva, since no model existed for person-to-person online lending. It was agreed Flannery and Jackley would incorporate as a nonprofit, and file for 501(c)(3) tax-exempt status. In addition to the obvious ability to now raise funds and provide deductibility to donors, a sample survey of potential donors revealed that donors were 50% more likely to support Kiva as a nonprofit, rather than as a commercial enterprise (Flannery, 2007). As they pursued the first of the MFIs, two of interest were in Gaza and India, potentially drawing the attention of Homeland Security, risking that Kiva could be seen as an entity that could fund terrorist activities. Numerous other obstacles stood in Kiva's way, including the Securities Exchange Commission, which might decide that Internet loans, even made by individuals, were actually securities requiring scrutiny and regulation. Eliminating the return of interest to the lender eliminated that problem by keeping interest rates off the site.

One of the most significant decisions made was to prominently feature the stories of the entrepreneurs, the would-be borrowers. Each was profiled with their names, ages, business proposal, and amount of the prospective loan. Each page had a photograph, allowing lenders to make a personal connection with them. There remained also a question of borrowers and where to find them. Flanner and Jackley had a connection in Uganda, Moses Onyanho, who identified

the initial seven borrowers, posted, and administered the loans in his community. In April 2005, Flannery sent an email to 300 of his personal friends, and all 7 loans were funded in three days (Flannery, 2007). Kiva had launched. Given the planned Internet based marketing of the Kiva, it was not surprising when initial large growth in loans, borrowers, and users of the site came as a result of blogging. In the second six months of operations, another 50 qualified applicants were added to the site, and within a month the press release issued by Kiva was published on DailyKos, one of the largest blogs in the world. Suddenly, a million people knew about Kiva.

KivaWalk Across America

Only four years later in May 2009, Jonathon Stalls graduated from college and was looking for a way to imprint his education in entrepreneurship by meeting people and having what he calls 'intentional conversations." Stalls had learned about Kiva in a class and spent his last spring break in San Francisco visiting Kiva with their still-small staff. After some negotiation, Stalls had his project; he would ***walk*** - across America from coast to coast, meeting people, learning about his country, and spreading the word of microcredit and Kiva. With no financial support from Kiva, Stalls raised his own limited budget and set out from Lewes, Delaware on March 1, 2010, bound for San Francisco. Accompanied only by his large, two year old Husky mix named Kanoa, and without any support or follow van, he carried a backpack, tent, dog food, water and a sign with his website, www.kivawalk.com.

For the next nine months, Stalls and Kanoa moved west through hundreds of small towns across the middle of the country, meeting and talking to people about their journey and Kiva. Expecting to camp nearly all along the route, both were routinely given a room for the night in someone's home as well as meals, and other kindnesses. Stalls called them the "trail angels." He blogged daily and added video commentary to his website. Hundreds of people followed his journey online -- family and friends, fellow students, faculty, and people he had never met. He had set up a 'lending team' at the start of the walk, a way for Kiva lenders to loan individually but have their money tracked as part of a larger team effort. The KivaWalk team, seeded with only a few thousand dollars at his departure, totaled $460,000 by the time Stalls and dog walked into the Pacific Ocean on November 10, 2010. One man and one dog walked 3030 miles across America on behalf of Kiva to inspire others to support people in the developing world.

The Legacy of Hope

Sara Garrou is a Human Services student and the president of her human services student organization. Inspired by KivaWalk and excited about the Kiva concept, she set up a college lending team, persuaded a small group of students to make the initial $25 loan to the entrepreneur of their choice, and discussed with her advisor and department ways to market the idea to all human services students and faculty. She convinced the student club to part with $250 from the club's treasury to support 10 more loans, those that a team of students would select and monitor. Considering that students who chose the loans might graduate before they were all paid back, she determined that the money repaid could be re-loaned by the following class of students, and provide each group with a way to leave a legacy. From November 2010, the Legacy of Hope lending team secured 68 individual loans in 22 countries in Asia, Africa, and South America with a goal of 200 loans by the end of 2012.

Kiva has experienced huge success in the microfinance community and continues to grow. In only five years since the launch, the number of Kiva users stands at 1,100,000. More than 685,000 have made a loan to one or more of 645,000 entrepreneurs in 60 countries. On an

average loan amount of $386.99, 98.99% will be repaid in full (www.kiva.org/about/stats). On the date of this submission, the total loan value exceeds $281 million dollars. The current goal is to engage Human Services faculty and students to sustain the Kiva effort as a signature program for the department.

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Got Conflict?
Conflict Resolution Tools for the Human Services Professional

Gail Friedly

Abstract

Conflict is a word that causes fear and unpleasant thoughts for many people. One only needs to read the newspaper or listen to the news to recognize the disruptiveness of inappropriately handled conflict worldwide. Bringing the issue home, inappropriately handled conflict disrupts families and relationships and is expensive in both time and money in the workplace. What better profession than Human Services to model appropriate conflict resolution? Our influence stretches across disciplines and suggests that Human Services professionals are the ideal change agents for transforming future generations. How we handle conflict is critical in our competence on-the-job, in avoiding burnout, and in our relationships and unique to each of us. Because self-awareness and knowledge lead to excellence in practice, we will understand conflict as a normal element of life, identify how we manage conflict, become acquainted with appropriate conflict resolution tools, and learn the essential steps in resolving conflict.

Difficulties are meant to rouse, not discourage. The human spirit is to grow strong by conflict.
William Ellery Channing

Conflict is a commonality of life. As unique individuals, each of us has a unique approach to our work and to conflict resolution as well. How many of us actually fully understand what conflict is? Are we able to identify where our approach to conflict originated? Are we able to identify our conflict management style? Is there any style to conflict or is it just something we face and do? As professionals, how does our work role affect conflict resolution?

Just as there are parenting styles, personality styles, learning styles, a close look at conflict resolution suggests there are options. We do not have to face conflict in the same way on every issue, every conflict, in every situation. We do have choices, and perhaps by becoming familiar with those conflict resolution styles we will handle our conflicts more successfully, whether in our profession or personal life.

It makes sense that if there are different styles of managing conflict, there may also be a variety of conflict resolution tools that are better used one time than another. Given this sophistication, it is also helpful to understand the basic steps in conflict resolution. In order to be effect human services professionals, we must learn about who we are because we are our most important tool in working with others. We each have our own style.

Conflict and You

The National Organization for Human Services describes its objective as “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.” Conflict is an element of daily life, yet many Human Service

professionals view conflict negatively and are either unrealistic or unaware of their conflict style and its effect on their interactions with clients (Lorelle, Crocket, & Hays, 2010). The reality is that meaningful change emanates from conflict.

Conflict resolution competency is a best practice for all Human Service professionals and is recognized as such in some Human Service undergraduate training programs (Tweed, Judson, & Simmons, 2010). To achieve conflict resolution competency, students, educators, and practitioners alike must be provided with basic information regarding conflict resolution and the appropriate tools for resolving conflict. The inclusion of conflict resolution tools in the human service professional's tool kit is essential to transforming the individuals with whom we work and the communities in which we live.

Regardless of others' feelings about conflict, your perspective is your reality. There is no right or wrong feeling about conflict. Some of us perhaps grew up in families where conflict was regularly and loudly expressed through shouting and cursing and perhaps even slamming of doors or getting into physical altercations. If *might is right*, conflict may not have been acknowledged as the head of the household ruled. Others may have experienced the silent treatment when one parent would get mad at the other and not acknowledge or speak to the other parent for days at a time. Maybe your family honored the axiom *don't go to bed angry.* Then again, in some families, family members may have been so disconnected and oblivious to others that conflict was a non-issue. What were rules about conflict in the family-of-origin?

How would you answer this question, *When I hear the word conflict, I feel…?* Perhaps you feel caught between the proverbial rock and hard place. As an employee, you feel the push pull from clients and boss. At home, you may experience similar experiences as you are torn between what you see needs to happen for your child and your partner thinks needs to happen for your child. Sometimes it helps to normalize what is going on so that you know you are not alone.

Conflict is a difference in the beliefs, values, or interests of two or more individuals, whether real or perceived (Wilmot & Hocker, 1998). How we respond to conflict depends on how we think about it. Our feelings may range vary – anger, fear, despair, or confusion. Conflict brings up a variety of physical responses. For example, conflict may result in additional stress, bodily tension, increased perspiration, tunnel vision, shallow/accelerated breathing, nausea, or rapid heartbeat. Some suggest that meaningful change comes about only through conflict (Kraybill, 2008). What better profession than human services, where we work with diverse peoples in diverse settings, to model appropriate conflict resolution?

The Circle of Conflict provides a visualization of the origination of conflict. There are five causes: relationships, data, interest, structural, and values. The first origination of conflict is in relationships. These conflicts emanate from miscommunication, strong emotions, stereotyping, and repetitive negative behavior. There are likely as many examples of relationship conflicts as there are people. For example, you think your significant other is going to pick up the cat from the veterinary; your significant other is positive you said you would do it. Your teenager consistently forgets to take out the trash. Your officemate talks so loudly on the telephone that you are unable to concentrate on your work. Data conflicts center on the lack of information and misinformation or different views on the relevancy of the data or how to interpret it. Statistics comes immediately to mind here.

Interest conflicts are those conflicts related to perceived or actual competition over interests, procedural interests, and psychological interests. Structural conflicts are caused by inequalities in authority and control of resources as well as time constraints. The inequalities may be elements of your work environment and seen in such things as your interactions with your boss or two departments having unequal access to specific resources. Conflict can emerge around time when your workload exceeds the amount of time you are allotted to complete it. The causes of value conflicts stem from such things as differing ways of life, religion, or worldview. A value conflict can also arise when individuals hold different criteria for evaluating ideas. For example, talking politics is frequently considered a conversation to avoid. The reason it is such a hot topic is that politics go directly to the way we look at life and evaluate what is said. Another prime example of these conflicts comes in the debate over gay marriage. What we think about these matters stems directly from our core beliefs, our values. And, each of us knows that we have the right answer!

This is the beginning, our foundation, for understanding our approach to conflict, how we got to where we are. Given this skeletal framework, the next step is to inventory our thinking on conflict so that we can more accurately describe our conflict management style.

Table 1

Conflict Styles Survey

As you read each proverb, ask yourself *How desirable is this strategy as a method for resolving conflict?* Use the following scale to rate the desirability of each statement below.

1	2	3	4	5
completely undesirable	undesirable	neither desirable nor undesirable	desirable	very desirable

____ 1. You scratch my back; I'll scratch yours.

____ 2. When two quarrel, the one who keeps silent first is the most praiseworthy.

____ 3. Soft words win hard hearts.

____ 4. He who will not flee will make a foe flee.

____ 5. Come and let us reason together.

____ 6. It is easier to refrain than to retreat from a quarrel.

____ 7. Half a loaf is better than none.

____ 8. A question must be answered by knowledge, not by numbers, if it's to have a right decision.

____ 9. When someone hits you with a stone, hit back with a piece of cotton.

____ 10. The arguments of the strongest always have the most weight.

____ 11. By digging and digging, the truth is discovered.

____ 12. Smooth words make smooth ways.

____ 13. If you cannot make someone think as you do, make the person do as you do.

____ 14. The one who fights and runs away lives to fight another day.

____ 15. A fair exchange brings no quarrel.

____ 16. Might overcomes right.

____ 17. Tit for tat is fair play.

____ 18. Kind words are worth much and cost little.

____ 19. Seek 'til you find, and you'll not lose your labor.

____ 20. Kill your enemies with kindness.

____ 21. He who loses least in a quarrel keeps his tongue in cheek.

____ 22. Try, and trust will move mountains.

____ 23. Put your foot down where you mean to stand.

____ 24. One gift for another makes good friends.

____ 25. Don't stir up a hornet's nest

Transfer your rating numbers to the blanks below. The numbers correspond to the proverb numbers. Total each column.

Column 1		Column 2		Column 3		Column 4		Column 5	
5	________	4	________	1	________	2	________	3	________
8	________	10	________	7	________	6	________	12	________
11	________	13	________	15	________	9	________	18	________
19	________	16	________	17	________	14	________	20	________
22	________	23	________	24	________	21	________	25	________
	________		________		________		________		________
	Column 1		Column 2		Column 3		Column 4		Column 5
	Collaborating		Competing		Compromising		Avoiding		Accommodating

Conflict Management Styles

Numerous conflict styles inventories, in a variety of formats, are found on the internet. They are easy to complete and score. The inventory found in Table 1 is based on proverbs. In general, conflict management is defined as having five styles as outlined by Thomas and Kilman (1974): competing, collaborating, compromising, avoiding, and accommodating. Each style has a special focus and unique strengths and limitations. The competing style of conflict management, represented by the shark, is an *I win, you lose* proposition. The individual using this style asserts, controls, insists, and demands. Might makes right. This style is best when quick action is needed, when implementing unpopular courses of action on important issues, you know you are right, and to protect yourself against people who take advantage of non-competitive behavior.

The avoiding style, is represented by the turtle. Mottos include *I lose/you lose; withdraw: no way; conflict? What conflict?;* and *leave well enough alone.* This style has multiple uses such as when the issue is trivial, of passing importance, or other issues are pressing; when you perceive no chance of satisfying your concerns; and when the potential damage of confronting a conflict outweighs the benefits of its resolution. Other uses are to allow people to cool down, when you have no power, when you need to buy time, when the problem is a symptom of a core issues, and when gathering more information outweighs the advantages of an immediate decision.

The compromising style of conflict management is best reflected in *both win/lose some; new way; split the difference; finding the middle ground.* The zebra provides an accurate representation of the concept. The most appropriate conflicts for this style are when issues are moderately important, both parties are equally powerful and equally committed to opposing views, for a temporary settlement to complex issues, when time is a concern, and when collaboration or competition have failed.

I win/you win, our way, assert self and support the other, and *two heads are better than one* are all mottos representative of the collaborating style of conflict resolution. The dolphin exemplifies the approach. It is most effective for team environments, to integrate solutions, and to merge perspectives or learn from others' perspective. Collaboration is also the choice for conflict resolution where the goal is to improve relationships and to gain commitment by incorporating other's concerns into the decision.

The accommodating style of conflict resolution, represented by the chameleon, is characterized by *I lose/you win; your way; agree, go along, give in, and affirm; kill your enemies with kindness.* The style is appropriate to show you are reasonable, to develop performance, to create good will, to keep peace, and for unimportant issues. Additional issues include when you are wrong, less experienced, or less knowledgeable; to build points; when you are outmatches. The style is also preferred when continued competition would damage your cause and preserving harmony and avoiding disruption are especially important.

Once you understand your relationship with conflict, you can focus on conflict resolution tools. Is your way of handling conflict better than the way your friend handles conflict? Not necessarily. Flexibility in your approach to resolving conflict is essential if you are interested in positive outcomes. You probably discovered that you are not just one management style but

have some leeway in how you approach conflict. Good for you! Successfully resolving conflict depends. It depends on the context, what you are expecting from resolving the conflict, your relationship with the other party, and what you contribute to the conflict. Contingency theory is the basis of successful conflict resolution. It all depends. Considerations depend on the context and situation. This in turn means that those of us who resolve conflict successfully must have a toolbox of tools at the ready. There is no silver bullet. There is no one answer. In actuality, the approach to resolving conflict is not an either or, black or white process. There are, however, several primary tools for resolving conflict appropriately. Mark Twain effectively sums the approach, *if your only tool is a hammer, all problems look like nails.*

Filling the Toolbox

As noted earlier, not all conflict is the same. This most basic approach is foundational to all conflict resolution. Approaches that are more detailed can always be developed. These basic steps fit for everyone – they require no academic training, they are not so complex you are unable to interpret when and how to use them. These tools are the conflict resolution tools you can use. Each is achievable and requires no outlay of capital. All that is required is effort and practice. Five simple tools are essential to the successful resolution of all conflict. They are to know thyself, kill the ANTS, communication, the emotional piggy bank, and the 5 Ps.

Tool #1. Know thyself.

In the workplace in particular, the approach to working with others comes directly through the job description, the organization's mission statement, or perhaps from a micromanaging supervisor. Self-knowledge may not seem important. Regardless of what the employer tells us to do, the way we implement it depends on the individual – temperament, perspective, and self-care. Self-knowledge is the most critical component in conflict resolution, the primary tool for resolving conflict appropriately. In describing the habits of highly effective people, Covey (1989) notes that being proactive, recognizing how our choices are based on personal experiences and beliefs, significantly influences our effectiveness in our work. Since human services professionals enter the profession to make a positive difference in the lives of the individuals with whom they work, self-knowledge is something all strive to achieve.

Our temperament is the starting place for self-understanding because it describes our behavior – our innate responses to specific elements. In their exploration of the goodness-of-fit between a child and parent, Chess and Thomas determined that the parent and child were likely to have problems any time the parent and child differed on their approach to how they did things. Their thesis was not that one particular type of behavior was superior to the other, but rather that the parent's ability to understand and meet the needs of the child was hampered when their measurements differed and increased the likelihood of problems. While each of us enters into this world with our own unique temperament, as we grow and experience life, temperament morphs into what we refer to as personality. The simplicity of the worksheet is what makes it particularly helpful for increasing our self-knowledge.

The temperament worksheet is found in Table 2. The worksheet is designed for the individual first to rate each dimension for him/herself. The open slots across the top of the table allow for entering the names of other's so that you can see where your differences lie. Ratings are forced choice, thus eliminating the need for worksheet completers to analyze each dimension.

Many of us likely have a tendency towards one choice over the other, but likely as adults we have learned to modify our behaviors in response to a particular context. A brief explanation of each dimension is found under that rating option. The worksheet is by self-report and not designed to be an exact science. However, it does provide insight into individual behavioral differences. Additionally, since temperament is neither right nor wrong, it emphasizes that my way is not the only way. This is designed to broaden our thinking to gain a better understanding of how we tend to behave innately as well as how others tend to behave innately. The worksheet comes from a parent-training program where the goal is to identify sources of difficulty between parent and child so the two can work together rather than remain at odds.

Another important component of self-knowledge comes from the perspective we bring to what we do. It is the lens through which we view the world; it is what we look for. Perspective incorporates far more than our ethnicity, our gender, and our age. Our family-of-origin molds and shapes our thinking. As children, we are like sponges, absorbing the values, attitudes, and culture of our family. Our perspective comes from our religious affiliation, our education level as well as how and where we were educated, our experiences, and the era in which we grew up. As with temperament, perspective is neither right nor wrong. It just is.

I may not know who I am, but I know where I'm from.
Wallace Stegner

Human services work can be exhausting! Since the focus of human services practitioners tends to be on taking care of others and seeing that their needs are met, self-care is often not a priority. We fail to pay attention to what our body is telling us. Those who travel by airplane have likely heard that if there is an oxygen loss in the cabin, put your oxygen mask on before you put an oxygen mask on your child. We cannot help others if we are depleted. Covey (1989) refers to taking time to renew yourself mentally and physically as sharpening the saw. Self-care requires that we eat healthy foods, sleep the appropriate amount of time, exercise, and play. Adapting a popular proverb, *all work and no play makes for a burned out human services practitioner.*

[Table 2 on next page]

Table 2

Temperament *is the* ***How*** *of Behavior and Neither Right or Wrong*

Complete for yourself, then for significant people in your life.

Circle ratings that differ from yours.

A mismatch suggests you and the other person may have difficulty in that area.

Dimension	YOU			
Activity Level high/low (amount of physical motion)				
Rhythm regular/irregular (regularity of physiologic functions)				
Reaction to the New approach/withdraw (nature of initial responses to new stimuli)				
Adjustment to Change easy/difficult (ease with which child adapts to environmental change)				
Threshold to Respond high/low (amount of stimulation needed to evoke discernible responses)				
Intensity of Reaction high/low (energy level of responses)				
Mood pleasant/moody (amount of pleasant/friendly vs. unpleasant/unfriendly behavior)				
Distractibility high/low (effectiveness of extraneous environmental stimuli in interfering with on-going behaviors)				
Attention Span high/low (length of time particular activities are pursued)				

adapted from Steele (1991)

Tool #2. Kill the A.N.T.s.

Brain research has developed rapidly in recent years, providing insight into the nexus of a healthy brain to a healthy life. Daniel Amen's (1998) pioneering work with brain imaging technology provides physical evidence about how the brain acts under certain conditions. Particular parts of the brain are responsible for specific functions, so his work demonstrates how our thoughts affect our functioning. We can see what temper, impulsiveness, anxiety, depression and obsession look like in the brain, information that tells us what we need to do to optimize brain function. Automatic negative thoughts, according to Amen, are deadly and need to be eradicated. (See Table 3). Thoughts do matter.

Table 3

The Nine A.N.T. Species

	A.N.T.	Definition
1.	always/never thinking	Recognized in using words that convey absolutes, such as always, never, no one, everyone, every time, everything
2.	focusing on the negative	This occurs when the positive is completely ignored and only the negative is identified. The Amen prescription for this is to watch the Disney movie *Pollyanna* to learn how to play *The Glad Game.*
3.	fortune-telling	Fortune-tellers invite additional problems because their belief that the worst will happen may contribute to that reality.
4.	mind reading	Particularly problematic in relationships because mind readers think they know what others are thinking when they have not told you.
5.	thinking with your feelings	Letting your negative thoughts determine your thinking
6.	guilt beating	Recognized in thinking in words such as should, must ought, or have to.
7.	labeling	Recognized in assigning a negative label to yourself or someone else.
8.	personalizing	Recognized in taking personal meaning to anything that is said. Remember the q-tip, quit taking it personally
9.	blaming	Considered the most damaging of the ANTS, it occurs in blaming someone else for your own problems rather than taking responsibility for them yourself.

Likely, not all A.N.T.s have invaded your mind. One is too many as it can negatively affect your work, relationships, and entire life. A.N.T.s are especially deadly for human services professionals. The antidote to A.N.T.s is to eradicate the thought immediately by replacing it with a more appropriate and rational thought. As Eleanor Roosevelt stated, *nobody can make you feel bad without your permission.*

Tool #3. Communication.

What we've got here is a failure to communicate (Cool Hand Luke, 1967). Does this ever apply to you? Likely, the phrase applies more than we would like it to in our everyday life. Communication may be hampered by the lack of opportunity or based on the individuals' fear of conflict. Perhaps the problem is misinformation or the inability to communicate in a manner in which the parties' understand each other. Delaying communication may be appropriate if the parties' are so irate that they are not thinking clearly. On the other hand, delaying communication also serves to exacerbate any issues between the parties' and eliminates the opportunity for each to process fully what the conflict is about. Wilmot and Hocker (1998) assert that **i**neffective or poor communication is the central element in all interpersonal conflict.

The "I" message is the starting point for effective communication and avoiding and resolving conflict. The essence of the "I" message is that the speaker assumes responsibility for his or her feelings and eliminates placing blame on the other person. It is a valuable tool because the speaker describes the specific action, its effect, and concludes with an invitation to resolve the conflict. The "I" message has four steps: (a) I feel………., (b) when you……., (c) because…….., and (d) can we work this out together? For example, suppose you and a colleague share the use of a car for transporting clients. Each of you is supposed to keep the gas tank at least half-full and the car clean. You are taking your client to a treatment center for a 8 a.m. admission. The center is two hours distant. You have planned adequate time to pick up the client at her home after you get the car from the office, but you have a tight schedule. When you get the car, there is barely a quarter tank of gas, empty soda cans and food wrappers are strewn on the floor, and the trunk of the car has a child's car seat and other miscellany your co-worker left in it. You are irate!

What might your "I" message be the next time you see your co-worker? One option might be, *I feel frustrated when you don't clean out the car or fill the gas tank after you use it because it throws off my schedule. Yesterday, I had to have Ms. Q to the treatment center by 8 a.m. By the time I cleaned out the trash took the car seat and stuff out of the trunk, I was late picking her up. Stopping for gas took even more time. We were a half hour late and the treatment folks were upset because we threw off their schedule. Can we figure out a way to work together on this?*

Although we might struggle to find the right words when we use the "I" message, it behooves us to pay attention to what our body contributes to the message. Experts in the field of communication note that the words we choose convey only about 7% of our message while our tone of voice conveys about 38%, with the remaining 55% of the message coming from our facial and body expression. Even the most carefully constructed "I" message will be ineffective if the words are incongruent with the body language.

Listening is the other component of communication. It is the single most powerful step in maintaining constructive conversation (Stone, Patton, & Heen, 1999). The listener needs to listen to understand. Covey (1989) contends that highly effective people seek first to understand, then to be understood, both skills that result in effective problem solving. Active listening involves insures you hear what the speaker is saying because it includes your response letting the other party know you understand what they are saying. It may seem as if, in this electronic age, listening is a lost art. True listening requires putting the cell phone away, turning off the television or radio, and looking eye-to-eye at the other person. The listener needs to paraphrase both the emotions and the content heard from the speaker.

Possible starters are (a) you feel that…., (b) you seem to be………., and (c) that seems to upset you a great deal. Asking open-ended questions allows the speaker the opportunity to say what is important to he/she, rather than the listener limiting what is said. Mirroring, using the same body language as the speaker, may also be effective. Since emotions frequently go unnamed, labeling the emotions expressed by the speaker may be helpful. One sure way to halt communication is to use hot button words. These can be related to issues such as a preference to be called a Native American rather than Indian, or they can be using emotionally charged words or saying things in a negative way. Reframing involves replacing those hot button words,

turning unhelpful statements into helpful ones. For example, the listener could respond with, sounds like you're *concerned about…*

A personal favorite for understanding the speaker is to play stupid. Actually, playing stupid just means to be curious and to admit your lack of knowledge on the topic. This strategy empowers the speaker to be the expert, an excellent way to level the playing field between the individuals. Questions might be (a) let me see if I get this…, (b) help me understand, or (c) tell me about….. We may need to remind ourselves to listen without our answer running (Lenski, 2011) if we want to be successful communicators.

To truly listen is to risk being changed forever.
Sakej Henderson

Communication blocks are any words or behaviors that serve to prevent honest communication. In any venue, these include blaming, yelling, preaching, sarcastic remarks, quibbling, asking "why?," lecturing, anger, giving the other person the third degree, threatening, promising, name calling, ordering, directing, commanding, interrupting, talking too much or too little, interpreting, or analyzing. Each of these is a non-example for good communication as they describe what not to do. If we apply these non-examples to ourselves, most of us will likely recognize our preferred or favorite method for blocking communication.

In examining marital relationships, John Gottman (1994) identified the hallmarks of destructive habits in a relationship as criticism, contempt, defensiveness, and stonewalling. Criticism is attacking the individual's personality or character rather than the specific behavior. Contempt is intended to insult and psychologically abuse and occurs when the individual cannot remember a single positive quality or act of the other person. Defensiveness incorporates many of the communication blocks listed above: denying responsibility, making excuses, mind reading, yes/but, whining, and body language. Stonewalling means habitually removing yourself by turning into a stone wall.

Tool #4. The Emotional Piggy Bank.

Most everyone knows what a piggy bank is. Money is important – for housing, food, and other living essentials. Extras are motivators as well, and some of us may have started saving our money as children so that we would be able to go to college. Many of us probably had parents who stressed the importance of saving our money, beginning first with the piggy bank and then moving on to banking institutions. The notion was that we were always saving to buy something that cost more than we had at any one time. So, we saved up sometimes for years to buy that new car or make a down payment on the house or take a cruise. Although our savings may have been specific for something special, we always knew that there was this pot of money available to us if we needed it.

Why an emotional piggy bank? Emotions underscore our thoughts and feelings. They are important in interpersonal relationships, underscoring all human involvement. Highly effective people recognize the importance of the emotional piggy bank (Covey, 1989). Webster-Stratton (1992) also references the emotional piggy bank in her parent-training program designed to prevent conduct disorders in children from five to eight-years. Just as a pile of money in our regular piggy bank provides assurance that we can pay our bills, the emotional piggy bank

requires a large balance so that when we do have conflict or make mistakes, which is inevitable, our relationship is not destroyed. We have enough positive in the relationship with the individual that the negative withdrawal does not bankrupt us.

Each of us has multiple piggy banks, though unseen and likely forgotten, for each of the people with whom we interact. For example, every time your spouse makes a deposit in the emotional piggy bank you hold for him/her, the balance grows and there is more to draw on in times of problems. How do we make those deposits? Actually, deposits to our emotional piggy banks are limitless. They occur through courteousness, listening, following through, showing respect, caring, being empathetic, doing something nice for the other person, smiling, and the list goes on. The concept of the emotional piggy bank is unique enough that its usage and importance are likely to remain in our thinking. It is an invaluable tool for human services professionals in avoiding conflict because it reminds us of the ever-constant personal relationship with employers, peers, clients, family, and friends.

Tool #5. The 5 Ps.

Borrowing from the business world, "*prior preparation prevents poor performance*." The motto is applicable to all that we do and especially helpful in our work as human services professionals. The 5 Ps sum the conflict resolution tools. The first tool is Know Thyself. Covey (1989) supports this with Habit 1: Be Proactive, Habit 2: Begin with the End in Mind, and Habit 7: Sharpen the Saw. The second tool in our conflict resolution tool kit is Kill the ANTs. When we kill our automatic negative thoughts, we are preparing for positive communication with others. Communication and the emotional piggy bank, our third and fourth tools, garner support in Covey's (1989) Habit 3: Put First Things First, Habit 4: Think Win-Win, Habit 5: Seek First to Understand, Then to be Understood, and Habit 6: Synergize.

Human service professionals enter their professions to make a difference in the lives of those with whom they work. Regardless of our discipline or venue, our focus is being the best that we can be. With our five conflict resolution tools in our tool kit, though they may be generic and simple, we will enjoy more productive work time and less time resolving conflict.

Putting It All Together

So how do parties in conflict resolve their differences? For the human services professional, a simple order of steps is likely the most helpful. Any process can be stretched by adding detail and intricacy. Conflict resolution is no exception. However, a basic conflict resolution approach is particularly helpful because of its simplicity. It is straightforward and does not require certification or an advanced degree. It is usable. These basic conflict resolution steps are (a) establishing ground rules, (b) storytelling, determining, issues, positions, and interests, (c) brainstorming options, (d) making agreements, and (e) planning for the future.

The establishment of ground rules depends on the needs of the parties to the conflict. Considerations include the verbosity and politeness of each party. For example, it may be important to require no interruptions, to establish a time limit for each party to speak, and set guidelines for each party to question the other. The limits of confidentiality may need to be considered and discussed. Ground rules are especially important when the conflict is heated and

the parties' unable to self-monitor. Written ground rules, posted on a wall chart, may provide the structure needed for the parties' to communicate effectively and appropriately.

The story telling phase gives each party he opportunity to explain his/her perspective and understanding of the situation. Good communication skills are essential – "I" statements and active listening. The listener will need to separate the person from the problem, listening for both the content and the emotion. The ability to listen without your answer running is key. It may be that the conflict is merely a matter of misinterpretation or misunderstanding.

Story telling will provide the context for determining the nature of the conflict. Likely, the topic presented overlays what the true positions and interests are. It may be that what the parties thought was the issue, is not, but a piece of a large problem. For example, what gets played out at work may actually be something that originates in a lack of company policy. People in conflict have a definite position about the conflict. They know what they want. As the stories unfold, it may become apparent that what the parties think they want, their positions, are not the heart of the conflict. Once the party's have told their stories, identifying each party's interest may make the conflict resolution easier.

The interest is what the party actually needs. It is the rationale for the stated position, is more general, and likely needs to be uncovered. The classic example used in training mediators is two parties fighting over an orange. It appears that each party wants the orange itself. However, upon closer examination it turns out one party wants the orange rind for a cookie recipe and the other party the juice. The position ("I want the orange.") was not the problem that needed to be solved. For the human services professional, the focus on interest based communication stems from the emphasis placed on relationships (Barsky, 2000).

Brainstorming is the fun part! It is the portion of conflict resolution focusing on all potential ways of resolving the conflict. This can be a free flow of ideas and requires no judgment, merely a listing. Creativity is helpful here. The parties likely have a short list of their own, but it is in the joint work that creates other alternatives.

Any agreements will come from the list of brainstorming options. A challenge may be trying to include things that others, who are not a party to the conflict, will or will not do. For example, it may be that each party will agree to do check with someone else regarding the matter by a specific time. In that case, the agreement would be a temporary agreement until the parties gathered the additional information they needed something and reconvened at the time specified in their temporary agreement. Parties also need to include contingencies. For example, if someone does not abide by the agreement, what is the next step? Sometimes these contingencies can take on a playful flavor, such as buying the next round of doughnuts.

The plan for the future is how the parties intend to avoid similar issues in the future. Oftentimes, this means that the parties will detail in their agreement how they will communicate with each other. Specificity here is helpful as the parties work towards rebuilding their trust.

Conclusion

Conflict is a normal, expected part of life, and the foundation for change and growth. Conflict is as varied as each individual is unique. The perspectives of the individuals involved in the conflict frame it, and each individual will likely respond to conflict in a consistent fashion, or

their preferred style. Though we each have our preferences, there are multiple ways of dealing with conflict. The context for the conflict provides guidelines for how best to address it, but the ultimate decision for how to respond is determined individually. To be truly effective as human services professionals, improving our knowledge and skills about alternative methods will only increase our effectiveness.

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Reflection on the Impact of Service-Learning/Experiential Education for the Field of Human Services

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Abstract

The article addresses the importance of a holistic approach to human services by exploring the concept of community through utilizing service-learning/experiential education in human service courses. ACCESS (Achievement, Collaboration, Community, Education, Standards, and Services) illustrates that service-learning/experiential education can offer a viable pedagogy for collaborative partnerships between the university, community, students, and faculty. The article reviews important elements of service-learning/experiential education to provide a thorough understanding of the concepts, including reflection on the service experience from students, community agencies, and faculty. Survey results demonstrate ways in which service-learning/experiential education aids students in achieving skills and in acquiring a deeper understanding of course concepts while meeting needed services in the community.

Human Services is a broad based discipline in both foundation and practice; thus, teaching human services requires a holistic approach, which allows students to envision a clear concept of community through which they can comprehend and assist with social problems. In practice, they will also need to network for effective service delivery. Students should understand that society is a web comprised of various directly and indirectly connected interactions. In addition, they need to comprehend the symbiotic relationship between the environment and individuals. Utilizing service-learning/experiential education in human services can illustrate this point.

Experiential education is a pedagogical method through which educators purposely engage with learners in direct experience and focused reflection to increase knowledge, develop skills, and clarify values (http://www.aee.org/about/whatIsEE). Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (http://www.servicelearning.org/what-service-learning).

Both methods rest on the principles established by John Dewey. "For Dewey, community was a core concept of his social philosophy. It was the communal association that gave rise to the moral, intellectual, and emotional aspects of life as well as the foundation of democracy" (Eyler & Giles, 1994, p.81). Experiential education/service-learning offers "multiple outcomes for the public good" (Hatcher, 1997, p.27), linking personal and interpersonal development to academic and cognitive growth. Further, experiential education/service-learning allows students to learn about social problems, address them through community action, and engage problem-solving and critical thinking.

> Learning improves the quality of service today and more importantly helps sustain it throughout a citizen's life by developing attitudes toward community and a commitment to making a difference. Service transforms learning, changing inert knowledge to knowledge and skills that students can use in their communities. (Eyler, Giles, & Braxton, 1997, p.5)

Students in the field of human services need to develop skills and knowledge that center on the concept of community. Their selected profession focuses on helping and the importance of networking to provide needed services for their clients. Human services skills encompass important elements found in experiential education/service-learning: reciprocity, reflection/evaluation, development, and diversity.

A variety of benefits and positive outcomes from experiential education/service-learning exist for all those involved— the community, the students, and the university. "Universities have valuable resources that become accessible to the community when partnerships address community needs" (Bringle & Hatcher, 1996, p.221). Varied researchers (Bringle & Hatcher, 1996; Astin, Vogelgesang, Ikeda, & Yee, 2000) posited that students in service-learning had more positive evaluations of service and community and higher academic achievement than did their peers who were not involved in service. Those students were also more likely to pursue a career in service fields and had a heightened sense of civic responsibility and personal effectiveness (Astin et al., 2000).

Surveys conducted in human services courses (Introduction to Service-Learning, Introduction to Human Services, and Child, Family, Community Relations) at East Tennessee State University supported previous findings regarding the impact of experiential education/service-learning. Many students indicated that their service experience aided their career decisions and sharpened their skills. In addition, they noted the ability to apply course concepts, as well as their service knowledge, to other courses. Please refer to the data below for specific percentages.

Impact of Service-Learning on Skill Development and Self-Reflection

Career.

As a result of the service-learning experience:

- 31% helped confirm career choices
- 20% considered different career and 4% changed career
- 29% had somewhat stronger confidence in their major; 31% were much stronger
- 30% had somewhat stronger confidence in career choice; 31% were much stronger
- 49% had somewhat stronger preparation for their career; 24% had much stronger preparation for their career

Skills.

Most felt the experience improved their skills in:

- Writing 55% somewhat stronger; 9% much stronger
- Analytical 58% somewhat stronger; 14% much stronger

- Interpersonal 55% somewhat stronger; 36% much stronger
- Project completion 46% agree; 25% strongly agree
- Apply course concepts 40% often; 54% sometimes
- Apply service to the course 46% often; 47% sometimes
- Apply service to other courses 34% often; 48% sometimes

Other important outcomes illustrated the impact of experiential education/service-learning. Most students indicated they did not volunteer prior to taking a course with service-learning but they planned to continue to serve in the future. Attitudes about service-learning improved with an increase in their wanting to participate. Service-learning also made students more aware of community needs, interests, and abilities. They became more involved in social problems and anticipated continued involvement.

Overall, experiential education/service-learning empowered students to contribute and to consider their individual biases and prejudices. The service-learning experience creates cultural awareness because the service hours expose students to individuals from different backgrounds, different ethnicities, and different socioeconomic conditions. Please refer to specific data listed below.

Volunteering and Culturally Aware Data

Volunteering.

- Most students (64%) indicated they were not volunteering prior to taking a course with a service-learning component; however, after taking the course, most indicated they would continue volunteering with 50% somewhat stronger and 40% much stronger
- Prior to the course, 63% wanted to participate in service;14 % were neutral; and 25% did not think they would have time
- After taking a service-learning course, 71% wanted to participate in service; 10% were neutral; and 20% were surprised they had time to schedule service
- Most indicated the experience affected their interest and involvement in social problems with 69% somewhat stronger and 14% much stronger
- Most indicated they expected involvement in addressing social problems due to the course experience with 62% somewhat stronger and 20% much stronger

Responsive citizenship.

- Empathy**:** The experience made the students more aware of community needs, interests, and abilities with 29% agree and 58% strongly agree
- Power to contribute: The students discovered ways to become more involved with 38% agree and 55% strongly agree
- Cultural identity: Most indicated the experience made them more aware of their own biases and prejudices with 36% agree and 13% strongly agree. Most indicated the experience helped their understanding of different background than their own with 45% somewhat stronger and 34% much stronger. Most (82%) indicated they served people of

a different culture, race or SES background and most (70%) indicated they worked with people of a different culture

Service-learning is especially relevant because it creates a balance between the service and the learning. It goes beyond volunteering wherein the primary focus is on community needs and differs from an internship that focuses on meeting the learning objectives of a class (Furco, 1996). Service-learning assists students in the process of connecting the environment and the individual and in examining the way in which each impacts the other. The keys are in the reciprocity and reflection pieces of the pedagogy. Reciprocity indicates meeting community needs, whereas reflection encourages students to apply their community experiences to their coursework and their course concepts to their service. While serving and participating in class, students reflect on their experiences for a better understanding of the community and their course material. Student, faculty, and community reflections illustrate the power of experiential education/service-learning.

Student, Faculty and Community Reflections

Community.

- These students are wonderful asset to our program. The children they are helping get someone a little more cool to relate to, we get invaluable tutors, the students get to make a difference and I think they enjoy it more than the children.
- The Service-Learning program has provided positive role models for individuals with disabilities.
- The student consistently demonstrates the ability to interact in a positive, professional, and caring manner toward the children for whom she is an advocate. She is a valuable addition and asset to our program and I look forward to continuing to work with her.

Faculty.

- I have learned the extreme value of experience in the aspect of learning. Service-Learning enhances the overall learning in the course. Students frequently report life-altering experiences through their reflective logs.
- I could have never described or taught the experiences, feelings, and features/benefits of these two community nutritional programs in the way the students learned while in service-learning.
- The service-learning component greatly enhances what the students have to bring to the literature.
- Service-learning expands students' knowledge base. I can tell them what the profession is like, but service-learning shows them. Service-learning extends the classroom and gives students real world skills. Service-learning helps develop ideas about potential careers, hands-on work place experience, application of classroom learning/training, personal growth; learning to work with others from diverse backgrounds.
- Enriches curriculum and assignment possibilities.
- It is real-life learning, which makes a life-long impact. That the students will moan, groan, and complain but in the end they learned so much!

- Service-Learning is an excellent opportunity for my students to observe how skills are being practiced or not practiced. Research supports what service-learning is doing as we know students learn best in the environment. I value and depend greatly on service-learning as I think this experience is as important as the classroom experience.

Student.

- I have definitely has a quality learning experience. Every day, I walk out of class having been enlightened. I took this class out of curiosity. It has nothing to do with my major but everything to do with the rest of my life. I have started to do a lot of community service work. I jump at every opportunity I get to do it.
- This class has made me much more aware of the world. Unlike other classes that I've had in school, this has been a forum for learning what other people think and feel. It has taught me a lot more about other's values and opinions. It has taught me to respect others because each person comes from a past that I can't understand from just looking at them. It has also taught me to examine myself and see what I really believe in.
- This class had made me much more aware of how I can participate in society. It is not as hard as it may seem. If everyone would just take a small step as we have in this class, it would create a huge impact on our society as a whole.
- I was able to use my unique talents and abilities to give back to the community.
- I was surprised at how much I learned about my community.
- How much my communication skills grew
- I learned a lot through working in the community and I think community work should play a larger role at ETSU.
- My service experience impacted me in a much more powerful way than I expected. I'm very happy I was able to take this course.
- I feel that if every student took this class, it could make a big impact on the community.
- Helping the community has made me a better and happier person.
- Service learning is learning with my hands and heart.
- I think it is important to have experience in community service to see what it is like outside our personal bubbles and have knowledge in what reality can be
- Sometimes people need help getting started on how to start volunteering in the community.
- I believe this course should be mandatory for Social Work students.
- Service is life-altering; you will earn respect for others who are less fortunate than you.
- The service experience made me grateful for the life I have and aware that not everyone has the same opportunities.
- The relationships you build with the agency are amazing!
- You may not be able to have a huge impact on the world, but you can have a huge impact on someone's life by helping them.
- I enjoyed getting to make relationships with my students
- Everyone should have to volunteer at some point; it makes you appreciate other people more.
- Really, this class should be a requirement for freshman year to help establish a baseline for Human Services.

- I think that service-learning is very beneficial for students and those being helped in the community.

For students, experiential education/service-learning brings the concept of community to life. It illustrates the importance of networks, life-long learning, and active citizens. Students have a better understanding of the complex web of relationships through participation in experiential education/service-learning. Civic engagement is necessary to grow and sustain our world. The field of human services especially needs students to be well equipped in this area so they may be successful in their careers to meet the needs of their clients.

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Children Who Witnessed Domestic Violence

Shawn Worthy

Abstract

This analysis is based on a study conducted by an alliance of agencies who serve the non-offending parent/guardian of children who witness domestic violence. Children were assessed pre-treatment and post-treatment using the Child Behavior Checklist. Findings indicated a significant positive change for children responding on the form for children ages 1.5-5 years old in the areas of total score, somatic complaints, sleep problems, attention problems, aggressive behavior, internalizing, and externalizing. Children responding on the form for 6-18 year olds demonstrated significant positive change on the anxiety and depression, thought problems, and attention problems subscales. The findings suggested the importance of early intervention with children who witness domestic violence.

Introduction

The National Coalition Against Domestic Violence indicated that in 2006 there were 14,123 domestic violence cases filed in Colorado county courts. It is commonly known that domestic violence is pervasive in our culture, crossing geographic, ethnic, and social class lines. In many domestic violence situations, children are present to view the verbal and physical violence between the two adults involved. Some of the results of children watching family violence are known and others are still unclear. Of the known outcomes, all are negative including depression, aggression, anxiety, and a greater likelihood of being a participant in domestic violence as an adult. Therefore, early intervention with children who witnessed domestic violence may be an important method in reducing the negative effects. This study examines treatment outcomes of children who witnessed domestic violence.

The Alliance

The data presented in this paper were the result of funding provided by the Department of Health and Human Services, Administration for Children and Families. The funding was provided to a collaboration of agencies located south of Denver, Colorado. The participating agencies were AMEND, Arapahoe/Douglas Mental Health Network, The Colorado Coalition Against Domestic Violence, Douglas County Department of Human Services, State of Colorado Department of Human Services Child Welfare, and the lead agency, The Women's Crisis and Family Outreach Center. Each of these agencies provided different areas of expertise and treatment modalities. The Alliance, as this group called itself, was given the charge to provide direct services to children who witness domestic violence and their non-offending parent/guardian.

Background

Domestic violence occurs in all communities in our culture. In families where domestic occurs, there is a high likelihood that children will be present (Fantuzzo J. B., 1997). Some

researchers have theorized that the greatest frequency in domestic violence occurs early in the familial process, which is a time when children are more typically present (O'Leary, 1989). These findings seem to indicate that in families where domestic violence occurs, there are likely children around to observe its occurrence.

There have been a plethora of studies conducted on the consequences to children who witness domestic violence. A summary of these data suggests that the observation of violence generates emotional, behavioral, social, and academic deficits in these children (Fantuzzo & Lindquist, 1989; Jaffe, 1990; Kolbo, 1996; Margolin, 2000). Kitzmann (2003) and colleagues conducted a meta-analysis of research on children who witnessed domestic violence. Findings from the meta-analysis indicated a significant correlation between exposure to violence and child problems, and that those children had significantly worse outcomes than children who did not observe domestic violence. In addition, there was evidence to suggest that preschoolers were at highest risk (Kitzmann, 2003).

More specifically, DeLange (1986) reported the following observations about children who witness domestic violence: low self-esteem, lack of impulse control, short attention span, an inability to control anger, physical aggression, and a likelihood of pseudo-maturity. Recently, Grych et al. (2000) conducted a cluster analysis to identify distinct patterns of adjustment in child witnesses. They found five patterns: multiproblem-externalizing, multiproblem-internalizing, externalizing, mild distress, and no problems reported (Grych, 2000). With these five patterns identified, the researchers (Grych, 2000) found that the clusters were distinguished by how often the child was exposed to the violence, if the parent was aggressive towards the child, and how the child understood the violence. Given the work of both of these researchers, it appears that children who witness domestic violence are impacted negatively in many areas of their life. In addition, it is likely that the depth and type of impact is moderated by variables such as age, interpretation of the violence, and frequency and intensity of the violence.

There have been studies indicating that treatment of children who witness domestic violence can ameliorate some of the negative impact on them (Kot, 1998; Smith, 2003). Kot et al. (1998) used intensive child-centered play therapy as the method of intervention. The authors reported that children who were treated demonstrated a significant increase in self-concept, in playing closer to the therapist, in nurturing and creative play behavior, and with a significant decrease in external behavior problems (Kot, 1998). Smith and colleagues (2003) treated children witnesses of domestic violence using filial therapy. Using the Child Behavior Checklist (Achenbach, 1991), the researchers found children in the treatment group compared to children who had not been treated demonstrated significant improvement/decrease in total problems, internalizing behavior problems, externalizing behavior problems, anxiety and depression, and aggressive behaviors (Smith, 2003). These studies demonstrate the effectiveness of treatment of children witnesses of domestic violence.

It seems apparent that numerous children are witnesses to domestic violence. Further, their observation of the violence in their homes has a substantially negative impact on a variety of facets in their live. The research indicates that early intervention and treatment can produce a significantly positive impact on the behavior and emotional well-being of the child.

Current Study

The alliance of agencies set forth to use the best practices in treating children who witness domestic violence in a real world setting and then determine the effectiveness of their intervention. To that end, parents and children were treated as the need arose, with the tools that clinicians believed would be most effective. Therefore, there was no control group and no single treatment protocol. In this research, there was no attempt to ascribe significant client improvement to any specific treatment or set of treatments. It is understood that without a control group, change can also be due to unobserved variables. However, the importance of this research lies in the relevance to the effectiveness of cooperation between vested social agencies (public and private) and professionally provided intervention in a community setting.

Services

As indicated above, the non-offending parent/guardian and child/ren were provided services based on their needs. The Women's Crisis and Family Outreach Center (WCFOC) provided the majority of direct service. The staff at the WCFOC was comprised of master's level therapists who work in residential and out-client care. They referred parents and children to other agencies when the need arose (e.g., psychiatric consultation).

Services that were available to the non-offending parent/guardian included parenting support services, individual support/therapy, legal support, and psychiatric support. Services that were available to children were filial therapy, individual play therapy, group support/therapy, psychiatric support, and equine therapy. The therapist following the case determined which interventions were required. In all cases the parent received parenting support and children received group support/therapy.

The Clients

In this study data were collected on 119 children. There were 51 males and 68 females. The ages ranged from 1 to 17 years old. The ethnic makeup of the children was as follows: 69% Caucasian, 10% Hispanic, 9% multiracial, 3% Asian or Pacific Islander, 2% American Indian, 1% African American, 5% other, and 2% unspecified. All of the children had been exposed to substantial verbal abuse in their homes, 50% had been exposed to physical abuse, and 8% had been exposed to life threatening abuse of the non-offending parent in their home. Only 20% of the children had physical violence directed towards them.

Two outcome measures were used that were related to child symptoms. Children were assessed using the Trauma Symptom Checklist (Briere, 1996; Briere, 2001) and the Child Behavior Checklist (Achenbach, 1991). Both of these instruments have versions for younger and older children. These assessments were given to participants at the beginning and end of treatment. In this paper, the focus is on the outcomes of the children on the Child Behavior Checklist. The Child Behavior Checklist was completed by the child's caregiver. It consists of a Total Problems score and nine subscale scores: Withdrawn, Somatic Complaints, Anxious/Depressed, Social Problems, Thought Problems, Attention Problems, Delinquent Behavior, and Aggressive Behavior. There was no standard treatment length; it was determined by the needs of the child as noted by their therapist.

Results

The magnitude of the pre-to-post changes was determined by using paired sample T-tests. The .05 level was used to determine significance. The CBCL for children 1.5-5 years old yielded the following results. There was a significant difference for Total Problems $t(10) = 3.41$, $p < .01$, which demonstrated a reduction in total behavior problems. There was also a significant decrease in the following subscale variables: somatic complains $t(10) = 5.16$, $p < .001$, sleep problems $t(10) = 2.16$, $p < .05$, attention problems $t(510) = 2.6$, $p < .02$, aggressive behavior $t(10) = 3.15$, $p < .01$, internalizing $t(10) = 2.85$, $p < .02$, and externalizing $t(10) = 3.51$, $p < .01$. All other subscales yielded no significant difference pre-to-post test.

The CBCL for children 6-18 years yielded the following results. There was no significant difference for Total Problems. There was a significant decrease in the following subscale variables: anxiety and depression $t(10) = 2.12$, $p < .05$, and thought problems $t(10) = 2.76$, $p < .01$, and attention problems $t(510) = 2.36$, $p < .03$. All other subscales yielded no significant difference pre-to-post test.

Discussion

It appears that the results from this study support the findings of Kot et al. (1998) and Smith et al. (2003). The data suggested that early intervention with children who witness domestic violence can ameliorate some problems that they display. Grych (2000) hypothesized that the effect of witnessing domestic violence by children may be mediated by variables such as age, interpretation of the violence, and frequency and intensity of the violence. This study may suggest that treatment may be moderated by similar variables but specifically age.

The findings in this paper suggested that younger children may benefit most from intervention. This was demonstrated by the significant improvement in Total Problems and six out of nine subscales for the younger children and no significant improvement in Total Problems and significant improvement in only three out of nine subscales on the CBCL for the older children. Additionally, the only overlap in significant improvement was in the area of attention problems.

The clear question presented by the findings is why younger children would benefit from treatment more fully than their older counterparts. One hypothesis is the longer the duration of exposure to the family violence, the more difficult it may become to reverse the effects. A second hypothesis is that the cognitive and emotional development of the younger child may allow them to be more receptive to treatment. An interaction between duration of exposure and the developmental level of the child may be an equally plausible possibility to suggest why younger children appeared to gain greater benefit from treatment than older children.

The results for the younger children in this study supported the findings of Smith et al. (2003). This was a real world examination of families receiving assistance from a domestic violence shelter and/or other agencies. The non-offending parent and children are coping with change and multi-systemic interventions (e.g., judicial, social service, school, etc.). It seems apparent that there are many confounding variables that could contribute to why the older children in this study did not demonstrate the same magnitude of positive change as those in the Smith et al. (2003) study.

Generally, the findings of this study supported conclusions from the body of current research which has suggested that children who witness domestic violence benefit from early intervention. This implies the need for domestic violence shelters and other agencies that provide services to the non-offending parent to also provide treatment for the children of these individuals. Future research will guide in determining the impact of age and the duration of witnessing family violence and which treatment approach may be most effective in light of those variables.

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University Partnerships: A Model that Promotes Human Services Student Leadership to Address Neighborhood Needs and Engender Community Revitalization

Todd Gomez

Abstract

If neighborhoods and families are to thrive, attempts to ameliorate social, economic, and environmental concerns through open discourse and determined efforts must be coordinated by parties with shared interest. The project undertaken combined the resources and knowledge of those living in the neighborhood, university researchers, extension agents, civic professionals, business and industry leaders, and elected officials. The collaborative model case study details, and resultant resource transmission model emphasizes, the need for collective action to be undertaken if families are to prosper, neighborhoods are to be revitalized, and communities are to grow.

Neighborhoods are fundamental systems that act to release the potential of its residents. Because neighborhoods often lack concentrated efforts to address problems that affect them, many families live in areas of collective social and economic decay. The erosion that occurs often affects the way in which individuals and families relate between themselves and the larger society. Educational institutions, human service providers, government, and industry are often faced with such issues that cannot be solved by their efforts alone. According to Russell and Flynn (1997), cross-sector collaborative partnerships may act to address seeming insurmountable problems and multifaceted issues.

Gradually, neighborhood individuals and community groups are joining together with educational institutions to form organizations to better utilize existing resources as well as to identify potential collaborative resource exchanges. Although many such partnerships have been formed, many often fail because they are rooted in what Morton (1995) termed charity over justice, for example, the giving of resources from the university to the community rather than mutual recognition of combined university-community resources for the sharing. Related is the view by Glassick, Huber, and Maeroff (1997) that more emphasis needs to be placed on the application of knowledge to family developmental, economic, and community environmental problems rather than the mere discovery of knowledge per se, which has traditionally been a fundamental mission of institutions of higher education. Thus, through shared efforts and joint application of knowledge toward problem-solving, successful partnerships may act to promote prosocial development and improve the current and future social/economic status of the individuals and families that reside within the targeted community (Borden & Perkins, 1999; Lerner & Simon, 1998).

According to Bringle and Hatcher (2002), campus-community partnerships may be the result of happenstance or careful planning. However, important not to overlook is that like most other relationships, these partnerships have a definitive starting point that may yield a one-time working relationship or quite potentially lead to a sustainable collaborative partnership. Regardless whether a partnership is the result of a chance meeting, crisis, community board

recommendation, or otherwise, it is critical for universities to attempt to solidify these bonds in order to facilitate communication between parties who might not otherwise become engaged in dialogue (Driscoll, Holland, Gelmon, & Kerrigan, 1996).

Gleazer (2000) went further having stated that linkages ought to be made between colleges and communities, with campuses connecting and understanding the community conditions present, as well as recognizing those community organizations already actively working to address these needs. That is, colleges and universities who form partnerships ought not lose sight of the need to work with, not for, communities so as to engender collective activism rather than collective passivism that has been a historic higher education community involvement flaw (Bringle, Games, & Malloy, 1999). In other words, campus and community initiatives should underscore and promote civic engagement and responsibility between and amongst all participants (i.e., neighborhood, university, and community constituents alike).

There are a variety of ways that universities may aid the aforementioned process. Perhaps first and foremost is that the institutional culture reflects the importance of collective efforts and supports such collaborative initiatives (Kellett & Goldstein, 1999). A second way universities may promote partnering is to facilitate the building of social capital or connections (Putnam, 2000) among diverse groupings (e.g., disadvantaged neighborhood constituents, university researchers, nonprofit boards, governmental agencies). A third way universities may promote campus and community civic engagement and responsibility is to support student experiential learning whereby students and faculty work in concert with community groups to address a particular need or address complex community issues (Kellett & Goldstein, 1999).

In effect, campuses and communities have much to gain by forming partnerships, yet attention throughout the process must be paid to the myriad issues that might arise. According to Kellett and Goldstein (1999) "because there are so many obstacles and barriers, universities who make a commitment to collaboration and civic responsibility often provide leadership for a process of developing the collaboration to maximize the mutual benefits and minimize the obstacles" (p. 33). What follows is a case example of just such a university/neighborhood/ community partnership, resulting in a resource-exchange model that typifies successful collaboration and exemplifies the promotion of family development and neighborhood revitalization.

Model Case Example

In a collaborative pilot project in a Texas city of approximately 250,000, a professor and dean of a college of life sciences oversaw thirteen graduate students in the implementation of a neighborhood project that was inspired by a steering committee comprised of civic, nonprofit, industry, and governmental leaders. Students met with a local neighborhood association in its formative stages. The geographically defined, economically disadvantaged, predominantly minority neighborhood of approximately 1,850 constituents was populated nearly three-fourths with Hispanic surnamed families, 18% Anglo, 4% African American, and 3% who responded "other". Further, demographic data revealed that approximately 50% of those surveyed did not complete high school or obtain an equivalent degree (i.e., GED). Moreover, the neighborhood

was comprised of families with nearly two-thirds having children under eighteen, and multiple generations living in one household.

A grassroots and "bottom-up" community involvement perspective was employed (i.e., Wittig & Bettencourt, 1996). Through shared dialogue, asset mapping efforts were initiated and survey questionnaire development undertaken to provide for needs assessment. That is, graduate students worked collectively with neighborhood constituents to form the base questions for the survey. Additionally, state agricultural extension educators assisted in training the neighborhood association members to conduct the survey themselves, thus underscoring the institutions' culture of working with, rather than for, the community. Although random sampling methods were initially employed, due to the low rate of neighborhood households willing to participate, additional samples from the neighborhood school and senior citizens center were added.

Once the data were collected (n=150), a subgroup of graduate students analyzed the data. The data were then shared with the neighborhood association members who were empowered to speak with a unified voice and utilize their newly developed social capital to address the local government with the information gathered by the partnership. The rationale was that it was important for neighborhood constituents to own the data rather than the university graduate student researchers, that is, to engender the neighborhood association members themselves to highlight the needs and problems that currently existed in order to compete for grants/funds and obtain assistance to address these concerns (e.g., community development block grants, HUD Community Outreach Partnership Centers).

Findings included the need: a) to lessen crime and alcohol/drug abuse through preventive and intervention efforts, b) for improved support and funding of activities directed toward youth, c) for health and wellness programs to be implemented for all ages, and d) to better develop and beautify the blighted area to revitalize business and industrial growth. Qualitative focus group interviews indicated there were significant gains possible for all participants. For example, neighborhood residents may become mobilized and empowered, community civic leaders and governmental officials may become more cognizant of the needs and problems that exist, and universities may act to facilitate and enhance family and community resiliency as well as promote graduate student civic engagement and responsibility.

The collaborative model case example detailed above united three levels (i.e., university, neighborhood, and community), each offering various supports and resources. The bi-directional collaborative transmission of resources is espoused and collective activism is viewed to be an effective strategy to foster family resiliency and engender shared social, economic, and environmental responsibility. In sum, partnerships are seen to be one pathway campuses, neighborhoods, and communities may take in order to fuel family, neighborhood, and community imaginings.

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Designing Human Services Degree Curriculum to Support Student Learning Outcomes through Student Practicum

Felicia Wilson and Aisha Williams

Abstract

The content of this paper discusses the evolution of the Shorter University Human Service degree program established in 2004. The paper focuses on the curriculum redesign of the Human Service degree program, the andragogy model of learning, student learning outcomes and assessment, and the practicum experience. The Human Services degree curriculum was redesigned in order to engage our students utilizing the andragogy learning method and align with precepts of the Council in Standards for Human Service Education (CSHSE). During the reconstruction of the curriculum, an overt weakness was discovered; the absence of a practicum course. Without a practicum, Shorter University students were limited in applying classroom theories and concepts into real world scenarios.

I am always ready to learn, but I do not always like being taught.
Sir Winston Churchill

Introduction

Adult learning in the 21st has catapulted the educational environments to new levels of engagement and assessment. The emergence of adults in the classroom caused educators to reassess pedagogy to facilitate learning for this new population. The fact is that adult learners enter the classroom environment with life and, most often, career experiences that add to the richness of classroom discussions. Shorter University recognized this new population as one that was desperately underserved in the early 1990s in the state of Georgia. To provide educational opportunities for this population, the university created an adult only program that catered to the needs and educational strengths of the adult learner. The program of human services was established at Shorter University to provide a generalist education for those wanting to serve in various sectors of the human services field. The purpose of this paper is to provide an overview of the Andragogy model, which is utilized by Shorter University in the College of Adult and Professional Programs, review student learning outcomes and assessments, and finally provide a brief summary of the student practicum.

Motivated Learners & the Andragogy Model

When an adult learner enters the classroom, the first question that must be asked is "Why are you here?" For most learners, there is an extrinsic motivator that has caused them to return to the classroom. For others, intrinsic motivational factors are at the helm of their educational choice. However, most adult learners have a combination of extrinsic and intrinsic motivational factors that caused them to return to the classroom. People expend their energy towards an activity or task to reach an end goal (Gom, 2009). Extrinsically motivated persons invest time and effort into their educational process simply because of a possible salary increase, job promotion or the opportunity to venture into a new area of practice (Gom, 2009). The intrinsic motivator seeks knowledge because of the opportunity to gain new knowledge and skills (Gom, 2009). Intrinsic and extrinsically motivated learners thrive on the andragogy model of learning

because this model uniquely allows the adult learner to apply knowledge to their personal and professional life (Merriam, 2001).

Malcom Knowles is credited with redefining how adults learned and coined the term, andragogy method (Merriam, 2001). The andragogy method is defined by five separate components: self-concept, experience, readiness to learn, orientation to learning, and motivation to learn (Gom, 2009). Knowles clearly provided a framework for adult learners using this five component model which includes but is not limited to: 1) adult learners have an independent self-concept and can direct their own learning, 2) adult learners have life experiences that provide a rich pool for class discussions and activities, 3) learning needs are directly correlated to changing social roles, 4) adult learners are interested in both immediate application and over time, and 5) they are transitioning from an extrinsically motivated learner to an intrinsic learner (Merriam, 2001). In order for the andragogy model to be most effective in the adult classroom, the teacher must understand that knowledge flows both ways and enter the environment with an open mind and ability to support self-directed learning.

While this method of learning depends a lot on the adult learners taking the lead in their educational endeavors, the teacher does not merely sit on the sidelines and watch the show. The teacher must be vested and willing to challenge and redirect the students to ensure optimal learning. Therefore, the andragogy model is both a student and teacher directed process that ultimately creates a student who can critically assess issues, apply the process to their daily lives and be satisfied with the knowledge that learning has occurred verses merely seeking external gratification. To that end, the human services curriculum at Shorter University has been revised to ensure that students graduate with knowledge that is applicable to a variety of human service sectors.

Program Changes & Student Learning Outcomes

In 2009, the Human Services faculty was given a directive to evaluate the curriculum to create a challenging and rewarding program that prepares students for generalist work activity. To that end, the program deleted several courses and added key courses to enhance student learning. Based on a thorough review of the Council for Standards in Human Services Education, the following courses were added: Professional Ethics and Practicum. The absence of these courses left students with an inability to critically assess the role of ethics in human services and they were not able to transfer classroom knowledge to real life experiences. This was a major obstacle to student growth and maturity.

The current program boasts courses based in psychology, social work and counseling. This well rounded program addresses various topics such as addictions, beginning counseling skills, and case management. All courses are taught by individuals who are degreed at the masters level and have current or recent practitioner experience to create a vibrant classroom environment. Student learning is evaluated based on eight student learning outcomes: basic skills, human services history, skill application, ethical responsibility, cultural competence, human systems, client interventions, and problem solving skills. Faculty at Shorter had to determine ways to clearly assess student learning outcomes based on the andragogy learning method. To that end, the use of rubric grading was implemented in each course to ensure student comprehension and a clear way to assess learning. "Rubrics are especially valuable to students because they clearly link the assignment to outcomes as well as objectives" (Bolton, 2006, p. 5).

The benefits of rubrics for student learning and assessment have been clearly linked. Students are provided clear expectations and a guide that shows the highest and lowest level of performance options (Bolton, 2006). The assessment process is an ongoing process focused on monitoring student learning outcomes so that universities can identify and correct issues (Fardows, 2011). This assessment process, while not directly focused on the student body, inherently changes the way students learn and what they gain from their educational experience. The goal of Shorter's Human Services faculty was to create a program that enhanced students learning that was assessed through clear and concise student learning outcomes. The field practicum experience connects to the andragogy method to create a unique learning experience for students that is easily assessed through a variety of rubric measurements. Utilizing rubrics add to the strength of the assessment process and provides students with an educational experience that transcends the academic classroom into a variety of real world human service sectors.

Field Education

Various disciplines use field education as a central part of their educational training. Whether you call it field education, internship, or practicum, it serves the same purpose, an opportunity to practically apply all that is learned during classroom instruction (Brown, 1985). The Council for Standards in Human Service Education, Standard 21 states "The program shall provide field experience that is integrated with the curriculum" (CSHSE National Standards, 2012, p. 10). The standard explains the context of field experience and indicates the importance of practicum in human service education. With a clear directive from the Council for Standards in Human Service Education and a value and appreciation for the benefits of field education, Shorter University implemented the Human Service Field Practicum.

The field practicum component of the human service program at Shorter University strives to assist in the preparation of the students to function as generalist practitioners within the field of human service. Hull & Kirst-Ashman (2006) described the generalist human service professional as one who possesses an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size for change within the context of four primary processes. They go on to identify those primary processes as empowering clients, working effectively within an organizational structure under supervision, utilizing a range of professional roles, and applying critical thinking skills to the planned change process (Hull & Kirst-Ashman, 2006). With this understanding in mind, the Human Service Practicum provides an opportunity for students to systematically put into practice the knowledge and skills appropriate to generalist human service practice. It also gives all human service students actual practice experience within the human service field related to their career goals. This experience is viewed as the focal point for the integration and synthesis of prior didactic and laboratory experiences.

The goal of the practicum is to expose students to human beings experiencing problems and the variety of problems in living, administrative practices and complexities involved in human service, interventions used in practice, and theory in action. Additionally, practicum exposes students to the application of human service values and ethics to practice situations as well as an opportunity to experience and observe professional interactions. Ultimately, students are given an opportunity through field practicum to develop, integrate, and apply practice skills and knowledge.

Components of the Field Placement

The Human Services Field Practicum at Shorter University combines supervised work experiences with academic activities. It allows a student to augment classroom learning by working in a social, business, political, cultural or community organization. All students are required to complete 240 hours of field-based experience in a Human Services agency over a 15 week period. During this time, students are observing and practicing the roles, tasks, and skills of Human Services professionals under the supervision of a faculty member and an agency supervisor. Additionally, there is an online academic component in which students are engaged in reflective discussion, writing, and academic literature review. This combination creates an environment suited for both personal and professional development. Students must meet all of the prerequisite requirements listed below to qualify for the Human Service Practicum:

- Senior status at Shorter University & GPA of 2.0 or better,
- Successful completion of ALL human service courses with a C average or better except PSYC 4050 Applied Project,
- Completion of the Human Service Practicum Orientation Workshop,
- Have an approved Human Service Field Practicum Application,
- Proof of Liability Insurance, and
- Complete two criminal background checks (2nd due 30days prior to start of practicum).

Our students are tomorrow's human service professionals; therefore, it is imperative that we match our students with agencies that understand the vital role of hands on training and who are committed to providing high quality learning experiences. Our agency partners provide supervision and consultation, encouragement and guidance, and ethical and exemplary examples of practice in action. The agency field supervisor facilitates the learning experiences of our students and provides a supervised environment to grow professionally. Students are required to locate, contact, and make a contingent agreement with an organization or agency for a potential internship site. The Field Practicum Coordinator will then visit the potential placement site and secure a Memorandum of Understanding (MOU) with the organization. Once all of the prerequisites are met and the MOU is secured, the student can begin the Field Practicum experience with their cohort.

During the first two weeks of the practicum, the student and the site supervisor (agency personnel) will complete a learning plan. The learning plan provides a framework for the student's time and professional contributions to the practicum site and the supervisory relationship. It outlines learning outcomes, task/activities to reach each outcome, and the monitoring/evaluation criteria for each task & outcome. This document is vital to the structure, development, and guidance of the practicum experience (Kiser, 2008). Students are evaluated by the site supervisor and given a midterm and final grade. The online academic activities are graded by faculty and a combination of the two provides a final grade for the student. Throughout the fifteen weeks, the Field Practicum Coordinator will visit the site to ensure a high quality learning experience is provided to the student(s).

Upon completion of the 240 practicum hours across a fifteen week span, the students go on to complete the applied project course. This field practicum and the applied project are intricately connected as some of the online assignments prepare the students to write a research proposal, which then completes the Human Service program. It is at this point that the Shorter University students graduate as well prepared generalist Human Service professionals.

Conclusion

The Field practicum component of the Human Service program at Shorter University is vital. It provides practical experience for professional practice, an opportunity for practical application of knowledge, theories, and skills, and fosters a partnership between the educational and practice community. It also enhances the students' commitment to and identity with the Human Service profession. The purpose of Shorter's Human Services program is to develop dedicated helpers, lifelong learners, and competent leaders. Through a series of rubric assessments and a thorough hands-on practicum experience, these motivated students are prepared to carry out the program's mission. As the program continues to grow and address human services needs in the community, there will be revisions and modifications to courses to ensure student learning outcomes are being met. The ultimate goal is to ensure student growth and success. The faculty is confident that this vibrant program prepares students for generalist practitioner work and a lifelong career of caring for those in need.

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Revision to the NOHS Ethical Code: Year One

Linda Wark and Judith Slater

Abstract

Members of the National Organization for Human Services (NOHS) have cause to invest in the revision to their ethical code, *Ethical Standards for Human Service Professionals*. As the Ethics Committee of NOHS is pursuing a revision, a public discussion of the current revision process for the NOHS ethical code was offered in workshop format at the annual conference. Points of discussion were initiated after participants completed a questionnaire. This conference proceeding offers a synthesis of the points offered by the participants. These points do not constitute any final statements on the revision to the NOHS ethical code. The authors thank all of the attendees who participated in the complex and enlightening discussion.

Background

The need for a revision to the *Ethical Standards for Human Service Professionals* was initiated by members of the Ethics Committee and earned the approval of the NOHS Board of Directors. Philosophical and practical support for a revision has been outlined in Wark (2010). The Ethics Committee developed a three-year plan. The conference workshop related to this proceeding took place at the end of the first year of the three years. Eight conference attendees left their questionnaires with the presenters while others left with the questionnaires. All eight were submitted anonymously. What follows first is a summary of the discussion during the workshop. Afterwards is a summary of their responses to items on the questionnaire. The authors tried to represent the attendees as clearly as possible and dealt with some writing that was not easy to read. Not everyone responded to each question.

Workshop Dialogue

Threads of conversation during the workshop enlightened the attendees' perceived areas of revision to the ethical code. The first thread was related to the relationship between students and the code. One attendee noted that her students didn't believe they were bound by the code. Some attendees responded and thought it critical that the revised code have a section for students or make clear that students should be bound by the code. Students in attendance noted that it seemed to make a difference whether or not the ethical code and how to abide with it was incorporated into all program courses. Other attendees noted that from the day students enter they must understand they will be held to ethical standards. Finally, it was suggested that state laws be considered when enforcing ethical codes. For example in Colorado, when you start the profession, you fall under the law, so you would also fall under the codes.

A second thread of conversation was related to ethics and technology. Addressed were social media, email, and internet social services such as Skype, and using text messages to set appointments. Providers hold the responsibility for setting boundaries, and education regarding the consequences of using social networks can affect careers. Perhaps the revised ethical code should include reference to HIPAA. The third thread was cultural competence, the importance

of it, and the distinction with cultural diversity is not the same. Definitions will be important in this area for the revised code. The code should infuse responsiveness to cultural needs. A final thread highlighted the skills necessary to make ethical decisions. Some attendees thought that process models should be provided to work through gray areas and solve ethical dilemmas.

The Questionnaire

Additional information was learned from the completed questionnaires. The eight sections below are directly related to the eight questions on the questionnaire. What is reported here excludes redundant information from the dialogue among attendees.

Reasons to revise the current NOHS ethical code.

Among the reasons given were: a commitment to social justice; practice standards can change over time; it should include a mandate to know and follow state laws on mandatory reporting. The current code was criticized for both wordiness and lack of depth. In the current version, it is too difficult to locate specific ethical issues. One attendee indicated that all of the items suggested for consideration in questionnaire item one be used in the revision.

Ideas for additions or modification to the current ethical code.

Additions or modifications to the current ethical code included: electronic information security; guidelines for online clinical practices; definitions of terms such as informed consent; a separate section on cultural competence; a statement on social justice and advocacy; references to common laws among states; structure to the code to ease use; a specific timeline to permit a transition from a professional to personal relationship between professional and client. A core values statement to underscore the code was also suggested. One attendee offered editing as well as references to laws and computer protection in statements four and five.

Statements to eliminate from the current ethical code.

It was suggested that Statement 50 related to the CSHSE Standards and the Community Support Skill Standards be eliminated although no reason was given. More copy edits were suggested from the same questionnaire as above. In addition, a suggestion to add a statement about using research-supported techniques was made. One attendee wanted the Responsibility to Self section eliminated. Streamlining the entire code and eliminating redundancies was also suggested.

Statements to keep in the current ethical code.

Keeping the dignity of the client as an emphasis was desired as well as providing information to apply in specific situations. One attendee did not want the aspirational tone to be stricken. Another attendee asserted that most of the code still seems relevant.

Work setting situations that the NOHS ethical code could address.

Responses included self-disclosure, professionalism, and boundaries. Two detailed examples describing the dilemmas of an intern were also presented. One attendee desired short statements that could reference other documents that could be found on the NOHS website. Information on third party pay requirements and insurance requirements for diagnoses was

suggested. Finally, an attendee wished the code to address the conflicts between corporate priorities and student needs in a for-profit educational setting.

Areas of ethical practice that seem to conflict with laws.

Faith issues such as a religious objection to abortion or homosexuality. Respect for multiculturalism can conflict with cultural practices such as genital mutilation. Clients may reveal abuses of the system to professionals. While there is no reporting mandate, there are ethical dilemmas as a consequence of the disclosure.

Areas of ethical practice that seem to conflict with workplace's policies or norms.

Four attendees responded to this item. Among their responses to conflicts between ethics and their workplaces' policies or norms were: faith issues, for-profit university goals, the best interest of students, confidentiality, boundaries issues, best practices, and professional development. Students witnessing frequent ethical violations during internships was also mentioned as well as the conflict between human services ethics and a college's core values.

Ideas for the organization of the ethical code.

Having sections of the code was deemed as helpful. A distinction between aspirational items and those which are measureable was requested. Similarly, another attendee liked an organization by guiding principles with rules for behavior and examples. Separate sections for student and professionals rounded out the comments.

Summary.

As we reviewed the responses to the questionnaire, we could see the expected tension between points of view. In addition, the need for a comprehensive overhaul of the existing code, and the confirmation of the need for gathering data from as many members as possible was re-enforced.

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Partnering Higher Education and the Community

Lynann Butler

Abstract

Colleges are an integral part of the communities they serve. This paper explores a fresh way to further strengthen the partnership between a college's Human Service Department and the professionals within the community. By coordinating trainings on various topics relating to Human Services issues, colleges provide a valuable service for the community while highlighting their institution. This paper will explore the benefits of organizing such an event, including identifying the target audience and selecting topics, and organizing the logistics.

Introduction

There are many ways a college or institution can give back to the community. One possibility is to provide a networking and training event for the human services professionals working in the area. Such an event benefits professionals in the community, students seeking additional expertise, and highlights the college or hosting institution in a positive light. The college can provide the space, organize the speaker, and arrange for the networking and subsequent training to occur. In addition to providing a useful service, the college or institution is recognized by attendees as looking out for the best interests of the community, and serves as a marketing tool for the hosting Human Services program. This can be a one time or annual event, or ongoing, with a new topic offered every other month.

Needs Assessment

Before embarking upon a networking and training event process, it is important to conduct a needs assessment within the community being impacted. One should identify the target audience, the purpose of the trainings and the general content to be addressed. In addition, the mode of communicating upcoming events should be decided, and used sparingly.

In the case of the Providers for Youth Partnership (PYP) trainings coordinated by the Center for High Risk Youth Studies at Metropolitan State College of Denver, the target audience included community members who work with youth (in a wide variety of settings), as well as students in the Human Services Department, where the Center is housed. There appeared to be a need in the community serving youth to: 1) have an opportunity to network and get to know other local professionals in the field, and 2) receive ongoing, up to date information on the many issues facing youth and the workers who serve them. Many states require ongoing education to keep licenses and certifications up to date, and attendees of these trainings have expressed appreciation for the opportunity to help meet this requirement.

Preparation

It may be necessary to secure a room a year or more in advance, if space is a premium at your college or agency. Arranging the proper number of seats and seating arrangements, setting

up the projector for a power point (with sound if needed), and providing a comfortable room temperature is always appreciated. It may be a nice touch to provide coffee and tea; there is something very welcoming about offering people a warm beverage upon entry. A sign in sheet (with room for an email contact) is a great way to expand the list serve after each seminar, and name tags make the networking piece easier. Finally, printing off Certificates of Completion in advance will make the whole operation run more smoothly. Attendees appreciate having something to bring back to the office to prove they attended, or that piece of paper to show some knowledge in a new area. Use the phone and email RSVPs to estimate how many certificates to print in advance if the title of the presentation is typed on the certificate. Be sure to have a few extra certificates on hand with blanks for the date and title of the presentation in case you need a few more.

It is helpful to confirm the engagement with the speaker a few days before the event, and get a cell phone number for emergency contact. If the speaker provides a biographical paragraph, it makes for an easy and brief introduction. Having the speaker email the bio a few days in advance makes for a smooth flow of the events.

Nuts and Bolts

Once the need was determined to exist, the Center went to work on the logistics. Initially the goal was to have a different agency host each training, thereby exposing providers to new agencies and personnel. It was determined, however, that it would be too confusing to change the locale each time, and the location was kept consistent. The student center on campus is used for the trainings, and because it is hosted by a student organization within the Human Services Department, there is no fee charged to the department, and therefore no fee for attendees. Colleges or agencies are encouraged to find a site that remains consistent and is either free or can be procured for a small sum.

Initially, emails were sent to the Advisory Board for the Center, as well as members of the hosting student organization, and community contacts who work with the targeted population. The email asked those recipients to forward the information along to anyone who may be interested in the free trainings. Eventually, as professionals sent an RSVP or attended the trainings (and filled in the sign-in sheet), their contact information was added to the list serve until a healthy base was formed.

The first 30 minutes of each training are dedicated to networking, and a table is provided for youth workers to leave business cards, brochures, etc., to promote their services and businesses. A coffee and tea service is provided by the Human Services Department hosting the event. This relaxed time provides the community with an opportunity to mingle and socialize before the actual training begins, helping to create a sense of fellowship and community which is appreciated in both rural settings and in large urban environments. Connecting human services professionals, students, and the college is a welcomed opportunity.

Attendees

In the trainings provided by Metropolitan State College of Denver, attendees of the trainings have included Human Services students as well as professionals from over 50 agencies, including Juvenile Probation, group homes, the Department of Human Services (from several

different counties), school districts, grief agencies, faith based agencies, conflict centers, gay and lesbian youth drop-in centers, law enforcement, among many others. When a topic is particularly relevant to the work of a certain agency, it is not unusual to have the entire department of the agency attend the training. For example, during a recent presentation on Autism Spectrum Disorder, professionals who work on the autism floor of the children's mental health agency attended the training to better serve their population. It is not uncommon to have supervisors attend along with their staff, which makes for a consistent distribution of information. The mix of attendees adds wonderful depth to the topic as parents, students, case managers, probation officers, youth workers, etc. ask questions and learn about the topic being presented. Again, the focus on youth fits the need of the department in question; topics can be tailored to meet the needs of the human services professionals being served elsewhere.

Topics

Topics for the trainings have included the following:

- Secondary Trauma
- How the Juvenile System Works (in Denver)
- Gang Involved Youth
- Female Specific Issues
- Juveniles who Commit Sex Offenses
- Equine and Wilderness Therapy
- Mental Health Issues
- Normal Sexual Development in Adolescence (vs. Sexual Offending)
- Identifying and treating PTSD
- Autism Spectrum Disorders
- Working with GLBT Youth
- Domestic Violence
- Grief
- Suicide Prevention
- Dating Violence
- Attachment Issues
- Head Injuries
- The Effects of Domestic Violence on Children and Youth

Many of the topics come from requests from the attendees themselves. When a pattern becomes noticeable (three or four of the professionals ask for more information on the effects of domestic violence, for example), the coordinator follows up and identifies an appropriate presenter on that topic. This helps facilitate engagement by the community, as their specific needs are being heard and met.

Presenters

Once a topic has been identified for a future training, the Center contacts the expert in the area in question. The purpose of the training is explained, and the individual's expertise is requested. Occasionally presenters request an honorarium, but typically the time is donated. Sometimes the guest presenter will bring in business cards and contact information and use the training as an opportunity to get their name out to the community. The same presenter may be

willing to return for a booster session, or to share a variation of a popular topic. It is very beneficial for the organizer as well, as the rolodex of contacts is ever-growing.

Student Benefit

Human Services students who attend these free trainings benefit in several important ways. They learn the valuable information being presented, of course, and they are exposed to a wide variety of service professionals. They may learn about a potential practicum or internship placement through these functions, or meet a future employer. The coordinator of the event can facilitate introductions, not just between human service workers, but between professionals and students. This is an excellent foray into appropriate networking for many Human Services students.

Assessment

At the end of each training, participants complete a rating form, ranking the quality of the information presented, the presenter's level of expertise, and the degree to which the information applies to work from 1 (very poor) to 5 (excellent). Attendees are then asked for suggestions or comments, and what topic they would like to learn about in the future. Information is shared with the presenter; for example, typically speakers are scored very highly, and this is included in the thank you note sent to the presenter. It is encouraging for people to hear their information was well received, and makes folks feel appreciated, especially as most have donated their time for this function.

The form also helps the coordinator. Information such as temperature of the room, level of information being provided, the need for handouts, etc. can be easily communicated in this way. It was a learning experience to note that the information provided in one presentation did not quite match the title of the presentation that had been sent out via email. This was very helpful, and the organizer was careful to craft the title with the presenter in subsequent gatherings to better communicate what would be shared. The assessment form has many uses and can provide a helpful feedback loop for the coordinator.

Wrapping Up the Event

Sending a thank you note to the presenter is in good form, especially as his or her time was often donated. It is also a good idea to send an email to your list serve, thanking participants for attending and reminding them of the next topic and date. Use the list serve sparingly, however, as no one likes to have their email inbox filled with unnecessary messages. Finally, organizers of these training events may choose to have topics and speakers planned out a year or more in advance and have a complete training calendar set, or can coordinate training by training, based on feedback participants share. This is up to the comfort and time of the coordinator. Either way, everyone benefits from this event; the community attendees, the college whose name is associated with the benevolent function, and the speakers.

Conclusion

Colleges have a unique opportunity to bring professionals from a wide variety of human services systems together for a common goal -- growth. After assessing the needs of the community, a college can coordinate the networking and training on a one time or ongoing basis.

Students are exposed to internship and employment sites and supervisors, and professionals have the opportunity to maintain currency in their field. The college is able to provide a valuable service and inform the community of its academic programs. There is a good deal of benefit for all involved.

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