Perkins IV Proposal
2015-2016
Due Wednesday, March 18, 2015 at 4:00 p.m.
Economic Development and Workforce Education Office, Academic Affairs,
Attn: Dean Davis, Ext. 2594, cervand@lacitycollege.edu

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Program/Division</th>
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<tbody>
<tr>
<td>Rochelle Sechooler</td>
<td>Chair, Psychology</td>
<td>Psychology/Human Services</td>
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<thead>
<tr>
<th>Project Title</th>
<th>TOP Code</th>
<th>Total Funds Requested</th>
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**Project Summary of Project**
The Human Services Action Plan for Continuous Improvement increases the retention and success of special populations in the high demand, high skill, high wage Human Services generalist and drug/alcohol counseling careers by targeting the recommendations of the Advisory Board for specified attention to the practice and personal characteristic skills necessary for success in the career including: improved curriculum, professional development, tutoring, mentoring, innovative assessment, collaborative life skills counseling, instructional equipment, instructional materials, and improvement in the quality and number of community-based internships to include more internship sites that are accommodating to the most needy of the special population students, and an updated and expanded fall and spring field site handbook full of essential information.

**Department Chair(s)**

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**Dean/Administrator(s)**

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<th>Name</th>
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<tr>
<td>Alex Davis</td>
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**REQUEST FOR FUNDING**
Describe **program improvement areas** that your proposal addresses and include specific examples of program improvement for special populations which include individuals with disabilities, individuals from economically disadvantaged families, including foster children, individuals preparing for nontraditional training and employment, single parents, displaced homemakers, individuals with other barriers to educational achievement, including individuals with limited English proficiency; and core indicators, which include technical skill attainment, program completions, student retention or transfer, student employment, non-traditional participation and completion; labor market needs, and program assessment and evaluation. *(Please type your response in the box below and limit your response to 1000 Characters. Space will expand as needed.)*

The Human Services Generalist and Drug/Alcohol Certificate and A.A. Degree student performance areas include the attainment of social services recognized certificates and degrees (Indicator 2P1) and student persistence in education at a community college involving, but not limited to completing 12 or more units in coursework related to attaining Human Services certificates and A.A. Degrees. (3p1). The Human Services Generalist and Drug/Alcohol Certificate and A.A. Degree program performance addresses **special populations** which includes individuals with disabilities and economically disadvantaged by recruiting and adding new community based internship sites that are supportive of students with a diversity of special needs, for example, the significant number of vision impaired students in the program. This proposal prepares individuals for non-traditional training and employment by addressing the employment requirements of the Human Services **Advisory Board** which include an up-grade in student practice skills in evidence-based counseling, technology skills and ethics, and improvements in the personal characteristics of personal appearance, emotional intelligence, ability to relate to others, integrity, and tolerance and sensitivity to others with improved professional development, curriculum, career based tutoring for students across the curriculum, and multimedia materials and equipment. The proposal addresses labor market needs by providing an improved Human Services Program with **over one hundred community based organization internship training sites** which is of sufficient size, scope, and quality to prepare students for the high wage, high demand human services career. The proposal addresses technology skills requirements with an upgrade in software and curriculum. The proposal addresses program assessment and evaluation with an innovative integration of the Psychology Transfer AA Degree and Human Services Program in which students in the psychology program will collect and analyze data on human services student and community based organization performance as part of training in psychological research. Other more traditional assessments and evaluations will be conducted including an improved assessment of the practice skills and personal characteristics considered essential by the Advisory Board. The results from this assessment will guide program improvements in the future. **Labor market needs are very positive.** According to the Bureau of Labor Statistics there will be a 31% growth in the demand for Substance Abuse Counselors by 2022. This is a 31% faster growth than the average occupation. Median pay was $38,520 in 2012 compared with $34,750 for all occupations. The data is also impressive for the Generalist Program, where growth is predicted to be 19% and the median annual wage is $44,200. Labor market data demonstrates that the Human Services Program leads students into high skill, high demand, high pay careers.

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**Provide a description of your proposal** and include how your program improvement plan supports the Required Uses of Funds and your core indicators. *(Please type your response in the box below and limit your response to 1000 Characters. Space will expand as needed.)*

1. Student academic and career skills will be strengthened by expanded and improved tutoring and mentoring, improved instruction with more knowledgeable faculty, and improved resources and equipment.
2. Human Services will be linked at the secondary and post-secondary levels with improved orientations to the Human Services Program at each of the high schools where the department offered required courses for the Human Services Certificate and A.A. Degrees. These courses were offered at seven high schools for 2014-2015 with the expectation of a similar high school presence in 2015-2016.
3. Provide students with a strong understanding of the career, which may include work-based learning, will be met with improved and expanded community based organization with improved sensitivity to and accommodations for the needs of special populations. Over one hundred community organizations will be available to meet the diverse needs of students and new sites will be added with increased sensitivity and accommodation to disabled and economically disadvantaged students. Curriculum will be improved with updates that focus on the practice and personal characteristic skills Advisory Board members deem critical.
4. Develop improved and expanded use of technology will be addressed with new instructional equipment, materials, software, and multimedia training programs.
5. Provide in-service, pre-service professional activities to ensure faculty remain current in all aspects of Human Services will be achieved through conference attendance and in-service workshops.
6. Develop and implement evaluations of the Human Services Program will be addressed through an innovative collaboration between the Psychology Transfer AA Program and Human Services in which systematic research will be done on student learning outcomes in Human Services. In addition, success on practice skills and personal skills will be evaluated with an emphasis on the progress of special populations.
7. Initiate, improve, and expand Human Services will be addressed by expanded and improved work-based learning internship experiences, improved curriculum, improved collaboration with LACC counseling services, improved staff development, improved technology and software, and improved counseling and mentoring.
8. Provide services and activities of sufficient scope and quality as to be effective will be accomplished by all that has been described above.
9. Provide activities to prepare special populations for high skill, high wage, high-demand occupations will accomplished by offering improved curriculum, instruction, mentoring, counseling, and tutoring in the human services practice skills and personal characteristics considered essential for successful employment by the Human Services Advisory Board.

Please check activities related to your proposed project.

- Professional Development (Includes stipends)
- Curriculum Development
- Faculty release
- Training / Staff Development
- Program Marketing and Outreach
- Instructional Equipment
- Research/Assessment/Evaluation
- Supplemental Instruction
- Piloting new classes
- Industry/Business partnerships
- Career Pathway Development
- Work Based Learning Opportunities
- Recruitment and Retention
- Instructional Materials
- Consultants or contract services
- Non-traditional careers
- Other

Provide a short narrative for each of your proposed activities. (Please type your response in the box below and limit your response to 50 characters. Space will expand as needed.)
1. Professional Development includes curriculum improvement, evaluation, and assessment.

2. Curriculum Development includes improving the curriculum for the fieldwork internship courses PSY 81-86, Human Services Software Course PSY 27, and Human Services Group Dynamics Course PSY 43, and Human Services Career Skills Course PSY 45.

3. Training/Staff Development includes conference attendance at psychology conferences such as International Stress, WPA, APS, APA, Positive Psychology, and Neuroscience and Drug Alcohol Studies conferences such as NIDA, CAAD and in-service workshops.

4. Instructional equipment includes the purchase of new computers for the Psychology Department Computer Lab, software such as SPSS for research assessment and program evaluation, and neuroscience models.

5. Research/Assessment/Evaluation involves developing evaluation instruments, performing assessments, analyzing data, and writing a report.

6. Industry/Business Partnerships includes improving and expanding the over one hundred industry partnerships the Human Services Program maintains including the recruitment of new partnerships for students from special populations such as disabled and economically disadvantaged students.

7. Work-based Learning Opportunities includes placing students in human services community based organization internships, integrating the academic program with the work-based learning experience, collecting information about the student interns from the internship, evaluating the internship, evaluating the internship sites, adding new sites to meet student needs, improving and expanding the internship sites, writing an improved fall and spring Field Site Handbook.

8. Recruitment and retention includes orientation and pre-program workshops for high school and community college students, collaboration with the LACC Counseling Services to identify the emotional concerns of special populations that threaten retention and completion, and provide individual and group counseling to address these concerns; and improved tutoring and mentoring to address the concerns of the Human Services Advisory Board.

9. Instructional materials include new and improved instructional media, including videos, psychological assessments, and software such as SPSS for research and assessment.

10. Consultants or contract services include outside experts for in-service training.

### 4.1. ALIGNMENT WITH COLLEGE/PROGRAM PLANS (5 POINTS)

Write a few sentences indicating how your project relates to your latest CTE program review/operational plan and the college strategic plan, priorities, and initiatives. (Please type your response in the box below and limit your response to **1000 Characters. Space will expand as needed.**)

Human Services Action Plan for Continuous Improvement relates to the College 2013-2018 Strategic Plan, Goal 2, Student Success: Help students attain their career goals (S1) by strengthening effective teaching by increasing the percentage of students who meet or exceed course, program, and institutional learning outcomes.

### 4.2. INDUSTRY AND BUSINESS PARTNERSHIP (5 POINTS)

State how your program maintains connections and communications with business and industry. Attach advisory committee meeting minutes/attendance. Comment on whether this project is a recommendation of your advisory committee. (Please type your response in the box below and limit your response to **1000 Characters. Space will expand as needed.**)

The Human Services Program maintains extensive connections and communications with the over one hundred community based organization partners.
Supervisors at each of these organizations are contacted by phone and email at least once per semester. Surveys asking for updated information are sent twice a year. Site visits take place. Supervisors evaluate student interns twice per semester and send written reports back to the Psychology Department. The Annual Advisory Board Meeting takes place in the spring of every academic year. This proposal consists of projects recommended by the Human Services Advisory Board.

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<thead>
<tr>
<th>Program Name</th>
<th>Annual Human Services Advisory Board Meeting</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Participants</td>
<td>Jenny Valadez (Ability First), Deborah Meyers (Salvation Army Hope Harbor), David Stoneacker (Salvation Army Canoga Pk), Paul Kelly (Glendale Adventist), Christelle Telford (Al Wooten Jr. Heritage Center), Barbara Linski St. (Barrabas Hollywood Senior Center), Shirley Hoffacker (St Barrabas Hollywood Senior Center), Francine Argullo (El Arca), Rita Bryant (Rena B (Maryland)), Michael Ring (Goodman Center), Lydia Floyd (Hands for hope), Nicole Fiore (Midvalley PC ADD), Cristina Chavez (Braille Institute), Jim Carter (Kaiser), Victoria Scott (Salvation Army), Jeff Campbell (Salvation Army), Latrice Bell (Healthright 360), Sharon Dean (Tom Brady), Lora Molon (Project 180), Jennifer Jirles (La Gay &amp; Lesbian Center) and Los Angeles City College Faculty/Staff</td>
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Committee Recommendations: Improve the human services practice skills and personal characteristics that are Essential for student employment and success in the high wage, high skill, high demand human services career.

**EXPECTED OUTCOME AND EVALUATION (10 POINTS)**

How do your expected outcomes impact your special populations AND underperforming core indicators, and how will you evaluate the project’s success? (Please type your response in the box below and limit your response to 100 Characters. Space will expand as needed.)

The Human Services Program performs well in all core indicators, for example, 36 Drug/Alcohol (43 units) Certificates, 21 Generalist (41 units) certificates, 9 Generalist AA Degrees and 5 Drug/Alcohol Degrees were awarded in 2014. All of the expected outcomes will impact special populations by increasing student retention, completion, and preparation and transition to the high demand, high wage, high skill human services career or advanced education in preparation for such as transition. The project’s success will be measured by:

1. Improved completion of A.A. Degrees and Certificates over a four-year period of time, which will be measured by college data.
2. Improved work-based internships: The anticipated improvement will be a fall and spring field site handbook with an increase of 5% in the number of field sites and a 25% increase in the number of field sites which make special accommodations for disable students, e.g. the vision impaired. The number of internship partnerships will be measured using data from published reports.
3. Tutoring and mentoring for career readiness practice and personal characteristic skills as recommended by the Advisory Board will increase retention, completion and career transition. Individual and Group sessions will be held throughout the semester. Measurements will be developed to evaluate mentoring/tutoring services and how these services are meeting the needs of CTE students. Results will be presented in a report.
4. Improved Staff Development: improving the knowledge and skill of the faculty will strengthen the academic and career skills of special populations. The number of faculty who complete flex obligations and the number who attend conference and in-service programs will measure improvement.
5. Improved Technology/Instructional Equipment and Materials will be measured in how students perform on the SLOs in courses that have added new materials to the curriculum.
6. Improved assessment and evaluation will be measured by the quality of the report on the Human Services
Program career student learning outcomes.

7. Collaboration between the LACC Counseling Services and the Human Services Program will result in special population students developing skills to overcome emotional and life situation barriers to academic success. The collaboration will be measured by the number of students who take the computerized assessment and enroll in additional supportive services.

**IS YOUR PROPOSAL AN INTERDEPARTMENTAL COLLABORATION? (5 POINTS)**

CHECK ONE:  

[ ] Yes  

[ ] No

If yes, please provide a summary of the collaborative partnership: The collaborative partnership is between the Psychology Department and the LACC Life Skills Center. The Psychology Department Faculty met with Life Skills Center Director, Mr. Joseph Exowski on March 11, 2015 to develop a wide range of action steps students from special populations can take to use the counseling services available from the Life Skills Center. Students will be encouraged to take the computerized assessments, enroll in the specialized training programs, and attend the many support groups offered by the Center. Psychology Department faculty will also be encouraged to take the assessment and learn improved methods to work with the psychological and social issues that get in the way of academic success. Follow-up meetings will be scheduled for 2014-2015.
# Perkins Funds Campus Application

## Budget Summary

**Detail Budget and Budget Narrative for Program Activities (5 Points)**

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Narrative/Description</th>
<th>Proposed Budget</th>
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<tr>
<td>640100</td>
<td>Equipment $5,000 or over</td>
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**Total:** $52,000
### Required and Permissive Uses of Funds Worksheet (10 Points)

Describe how your program activities currently meet or will meet the required uses of funds. Permissive uses may be met/unmet. Fill in the activity, core indicators, source of funds, the status of the activity, and met/unmet. Required uses may be met with other funds. ITEMS 1 THROUGH 9 MUST BE COMPLETED.

1. **Strengthening the academic and career technical skills of students. (List your program’s activities in the box below and limit your response to 800 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)**

   Activities to strengthen the academic and career skills included employment of mentors/tutors to increase student success in PSY 81-86 field work courses.

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<thead>
<tr>
<th>CORE INDICATORS</th>
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2. **Linking secondary and postsecondary CTE programs. (List your program’s activities in the box below and limit your response to 800 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)**

   Offer required Human Services courses at high schools and provide Human Services career orientation.

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3. **Provide students with strong experience and understanding of all aspects of an industry, which may include work-based learning experiences. (List your program’s activities in the box below and limit your response to 800 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)**

   Provide improved workplace learning internships at over 100 CBOs. Prepare and publish a fall and spring field site handbook.

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4. **Develop, improve or expand the use of technology. (List your program’s activities in the box below and limit your response to 800 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)**

   Developed and expanded technology with the addition of new career based multimedia.

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5. **Provide professional development programs to faculty, administrators, career guidance and academic counselors involved in CTE Programs. (List your program’s activities in the box below and limit your response to 800 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)**

   Professional development was facilitated with conference attendance at the American Psychological Science Convention, the CADE Drug/Alcohol Convention, and in-service training and student life skills and academic success.

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6. Develop and evaluate CTE programs including an assessment of how the needs of special populations are met.  
(List your program's activities in the box below and limit your response to 500 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)

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7. Initiate, improve, expand and modernize quality programs.  
(List your program's activities in the box below and limit your response to 500 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)

Improved, expanded, and modernized the program with new field sites to offer greater flexibility to special populations and improved more comprehensive tutoring and mentoring with frequently scheduled training sessions on special skills, and the addition of Human Services student bi-semester gatherings for team development and information gathering and sharing.

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8. Provide services & activities of sufficient size, scope and quality.  
(List your program's activities in the box below and limit your response to 500 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)

Services and activities including over 100 CBOs, comprehensive tutoring and mentoring, improved multimedia and instruction, and comprehensive assessment, insuring that services are of sufficient scope and quality to be effective.

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9. Provide activities to prepare special populations for high skill, high wage or high demand occupations leading to self-sufficiency.  
(List your program's activities in the box below and limit your response to 500 Characters. Space will expand as needed. Please be sure to check the appropriate boxes below as well)

Tutoring and mentoring activities were provided to increase the success of special populations such as the economically disadvantaged in the high demand human services career.

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<tr>
<td>Placement</td>
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<td>Completed</td>
<td></td>
</tr>
</tbody>
</table>
Advisory Board Meeting April 25, 2014

Attendance

STAFF:
Chair: Dr. Rochelle Sechooler
Amy Sweetman-Baldwin
Dr. Jeffrey Blum
Blythe Daniel
Kiomars (Eric) Fiazi
Dr. April Pavlik
Dean: Todd Scott

<table>
<thead>
<tr>
<th>GUESTS:</th>
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<th>Contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny Valadez</td>
<td>Ability First-</td>
<td><a href="mailto:jvaldez@abilityfirst.org">jvaldez@abilityfirst.org</a></td>
</tr>
<tr>
<td>Deborah Mayes</td>
<td>Salvation Army Hope Harbor</td>
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</tr>
<tr>
<td>David Slonecker</td>
<td>Salvation Army Cany Pk</td>
<td><a href="mailto:david.slonecker@usasalvationarmy.org">david.slonecker@usasalvationarmy.org</a></td>
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<tr>
<td>Patrick Kelly</td>
<td>GlendaleAdventist</td>
<td><a href="mailto:kellypw@ah.org">kellypw@ah.org</a></td>
</tr>
<tr>
<td>Christelle Telsford</td>
<td>Al Wooten Jr. Heritage Center</td>
<td><a href="mailto:ctelesford@wootencenter.org">ctelesford@wootencenter.org</a></td>
</tr>
<tr>
<td>Barbara Linski St.</td>
<td>Barrabas Holloywood Senior Center</td>
<td><a href="mailto:blnnski@sbssa.org">blnnski@sbssa.org</a></td>
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<tr>
<td>Shirley Hoffacker</td>
<td>St. Barrabas Hollywood Senior Center</td>
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<td>Francine Argullo</td>
<td>El Arca</td>
<td>n/a</td>
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<tr>
<td>Rita Bryant</td>
<td>Rena B (Marylind)</td>
<td><a href="mailto:rbeyantcap@yahoo.com">rbeyantcap@yahoo.com</a></td>
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<tr>
<td>Michael Ring</td>
<td>Goodman Center</td>
<td><a href="mailto:mring@goodencenter.org">mring@goodencenter.org</a></td>
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<tr>
<td>Lydia Floyd</td>
<td>Hands for hope</td>
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<tr>
<td>Nicole Fiore</td>
<td>Midvalley PC ADD</td>
<td><a href="mailto:nicole@socialmodel.com">nicole@socialmodel.com</a></td>
</tr>
<tr>
<td>Cristina Chavez</td>
<td>Braille Institute</td>
<td><a href="mailto:chavez@brailleinstitute.org">chavez@brailleinstitute.org</a></td>
</tr>
<tr>
<td>Jim Carter</td>
<td>Kaiser</td>
<td><a href="mailto:jimcarter@kp.org">jimcarter@kp.org</a></td>
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<td>Victoria Scott</td>
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<tr>
<td>Jeff Campbell</td>
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<tr>
<td>Latrice Bell</td>
<td>Healthright 360</td>
<td><a href="mailto:lbell@healthright360.org">lbell@healthright360.org</a></td>
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<tr>
<td>Sharon Dean</td>
<td>Tom Bradly</td>
<td><a href="mailto:School-sdean@lausd.net">School-sdean@lausd.net</a></td>
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<tr>
<td>Lora Molon</td>
<td>project 180</td>
<td><a href="mailto:lmolon@project180la.com">lmolon@project180la.com</a></td>
</tr>
<tr>
<td>Jennifer Jiries</td>
<td>La Gay &amp; Lesbian Center</td>
<td><a href="mailto:jjiries@lagaycenter.org">jjiries@lagaycenter.org</a>.</td>
</tr>
</tbody>
</table>
Annual Human Services Advisory Board Minutes

April 25, 2014

1. What do you feel is going well with our interns at your facility?

- Direct contact with clients and staff members.
- Students are very friendly and flexible to adjusting to our programs policies and regulations.
- Motivation to learn.
- Good work with children. They provide the help we need.
- Interns have always been a pleasure to have. Some has to be redirected or reminded of their position but have been open to feedback + guidance.
- Students were very enthusiastic about being on site and working with us. We also like the supervision they get from instructors.
- Our interns are dedicated + motivated to help others. Are good at chart notes + tx plans.
- Each intern comes with great enthusiasm and a desire to learn and grow.
- Seniors enjoy working with students and enjoy the interaction.

2. What do you feel is not going well with our interns at your facility?

- More information on the twelve core functions.
- Making sure students keep an open communication with the supervisors about their assignments being due. We need at least 2 weeks more of when they need assignments/survey/evaluations due.
- Motivational interviewing and cognitive behavioral counseling skills are needed. We're now asked to be competent in that.
- Core functions from day 1.
- Interns are generally respectful. As stated some boundary issues (few) but open to feedback.
  *Cell Phones.
- The last couple interns were very uncomfortable in group settings and unable to sit in a group and co-facilitate.
- Personal problems interfering with work. Also, they need to dress professionally. Shirt, tie, shirt tacked in + no jeans (men). Women, no off color hair (blue, pink, etc.) no tight + low cut clothing. Dress professionally!
- For the most part, it has been a great experience, but some interns are working on their professionalism.
- Greater understanding of ethics and working with diverse populations.
3. What concerns do you have regarding our interns?

- Professional personal appearance
- Keeping a consistent schedule with our program.
- Medication Screenings/Renews.
- Schedule needs to be until 7 pm and until semester ends.
- Learning how to maintain boundaries or learning how to set them in the beginnings stages of gathering a rapport with clients. ElMonte site has not had any interns this year yet.
- The last intern we wanted to bring or had too many other commitments going or so his hours were so limited we could not use him.
- Make sure they are well trained in ethics + professional boundaries. Discuss what is “Business like” and what is not!
- Professionalism has been an issue but we are currently working together to grow towards positive results.
- 75 hrs. may not be enough for an in-depth experience.

4. What suggestions do you have for improving our training program?

- Interns need to be prepared to start.
- Making sure they keep an open communication via telephone or email. Making time to meet before their end of the day.
- More training on the evidence based counseling skills
- Review commitment. Limit amount of days they can miss. Discuss aspects of working with children. Don’t be alone with them. Don’t touch them or discusses certain topics.
- Assisting schedules what need CRP/1st Aid training with a list of locations for training if the college does not provide this service.
- More development of professionalism especially at the phone. Better preparation to help w/groups.
- Ethics, boundaries + professionalism. Importance of bring on time + have good attendance. Who is the best counselor? The one that’s there!
- A resume and cover letter workshop will prove to be helpful for the interns along with learning how to prepare for interview.
- More knowledge on the strengths interviewing, motivational counseling.
Substance Abuse and Behavioral Disorder Counselors

Summary

Quick Facts: Substance Abuse and Behavioral Disorder Counselors

2012 Median Pay
$38,520 per year  
$18.52 per hour

Entry-Level Education
High school diploma or equivalent

Work Experience in a Related Occupation
None

On-the-Job Training
Moderate-term on-the-job training

Number of Jobs, 2012
89,600

Job Outlook, 2012-22
31% (Much faster than average)

Employment Change, 2012-22
28,200

What Substance Abuse and Behavioral Disorder Counselors Do
Substance abuse and behavioral disorder counselors advise people who suffer from alcoholism, drug addiction, eating disorders, or other behavioral problems. They provide treatment and support to help the client recover from addiction or modify problem behaviors.

Work Environment
Substance abuse and behavioral disorder counselors work in a wide variety of settings, such as mental health centers, community health centers, prisons, and private practice. Most work full time.

How to Become a Substance Abuse or Behavioral Disorder Counselor
Educational requirements range from a high school diploma to a master's degree, depending on the setting, type of work, state regulations, and level of responsibility. Workers with a high school diploma typically go through a period of on-the-job training.

Pay
The median annual wage for substance abuse and behavioral disorder counselors was $38,520 in May 2012.

Job Outlook
Employment of substance abuse and behavioral disorder counselors is projected to grow 31 percent from 2012 to 2022, much faster than the average for all occupations. Growth is expected as addiction and mental health counseling services are increasingly covered by insurance policies.

Similar Occupations
Compare the job duties, education, job growth, and pay of substance abuse and behavioral disorder counselors with similar occupations.

More Information, including Links to O*NET
Learn more about substance abuse and behavioral disorder counselors by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.
Substance Abuse and Behavioral Disorder Counselors

Pay

The median annual wage for substance abuse and behavioral disorder counselors was $38,520 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $25,140 and the top 10 percent earned more than $60,000.

Most substance abuse and behavioral disorder counselors work full time. In some settings, such as inpatient facilities, they may need to work evenings, nights, or weekends.

Substance Abuse and Behavioral Disorder Counselors

| Community and social service occupations | $40,400 |
| Substance abuse and behavioral disorder counselors | $38,520 |
| Total, all occupations | $34,750 |

Note: All Occupations includes all occupations in the U.S. Economy.

SUGGESTED CITATION:

Publish Date: Wednesday, January 8, 2014
RECOMMEND THIS PAGE USING: Facebook Twitter LinkedIn

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Areas at a Glance
Industries at a Glance
Economic Releases
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Benefits.gov
Disability.gov

www.bls.gov/ooh | Telephone: 1-202-691-5700 | Contact OOH
Community and Social Service

Substance Abuse and Behavioral Disorder Counselors

<table>
<thead>
<tr>
<th>Summary</th>
<th>What They Do</th>
<th>Work Environment</th>
<th>How to Become One</th>
<th>Pay</th>
<th>Similar Occupations</th>
<th>More Info</th>
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**Job Outlook**

Employment of substance abuse and behavioral disorder counselors is projected to grow 31 percent from 2012 to 2022, much faster than the average for all occupations. Growth is expected as addiction and mental health counseling services are increasingly covered by insurance policies.

Federal legislation mandating individual health coverage may increase the number of health insurance customers. In addition, the law requires insurance plans to cover treatment for mental health issues in the same way as other chronic diseases. These factors will open up prevention and treatment services to more people who were previously uninsured, did not have these services covered, or found treatment to be cost-prohibitive. Mental health centers and other treatment and counseling facilities will need to hire more mental health counselors and marriage and family therapists in order to meet this increased demand.

Demand for substance abuse and behavioral disorder counselors may also increase as states seek treatment and counseling services for drug offenders rather than jail time.

In recent years, the criminal justice system has recognized that drug and other substance abuse addicts are less likely to offend again if they get treatment for their addiction. As a result, sentences often require drug offenders to attend treatment and counseling programs. In addition, these programs are also typically believed to be more cost effective than incarceration and may be increasingly used by states to deal with both budget cuts and overcrowded prisons.

**Job Prospects**

Job prospects should be good for substance abuse and behavioral disorder counselors, particularly for those with specialized training or education. Employers often have difficulty recruiting workers with the proper educational requirements and experience in working with addiction. In addition, many workers leave the field after a few years and need to be replaced. As result, those interested in entering this field should find favorable prospects.

**Substance Abuse and Behavioral Disorder Counselors**

Percent change in employment, projected 2012-22

- Substance abuse and behavioral disorder counselors: 31%
- Community and social service occupations: 17%
- Total, all occupations: 11%

Note: All occupations includes all occupations in the U.S. Economy.

**Employment projections data for substance abuse and behavioral disorder counselors, 2012-22**

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SUGGESTED CITATION:

Publish Date: Wednesday, January 8, 2014
What Is the Average Income of a Substance Abuse Counselor?

Substance abuse counselors treat people with various addictions to alcohol and drugs. Read on to find out how your salary will depend on your employer, your geographic location and your experience. Schools offering Addiction Counseling degrees can also be found in these popular choices.

Average Income Overview

According to the U.S. Bureau of Labor Statistics (BLS), the average annual salary for substance abuse counselors and behavioral disorder counselors was $40,920 in May 2012 (www.bls.gov). The lowest ten percent of workers earned $25,140 or less, while the top ten percent took in $60,000 or more per year. Your specific salary will vary based on your employer, region and work experience.

Income by Employer

Outpatient care centers were the largest employer of substance abuse and behavioral disorder counselors in May 2012, according to the BLS. The average income for these workers was $39,240 per year. Residential mental health and substance abuse facilities were also popular employers for counselors, who earned an average annual wage of $36,560 as of May 2012. The BLS states that those working in individual and family services earned an average wage of $39,100.

The BLS reported that colleges, universities and professional schools offered the most competitive wages, paying workers an average yearly salary of $55,320 as of May 2012. Counselors working in other schools and instruction had a mean annual income of $54,050. Other high-paying industries included  

Income by Region

If you're interested in popular regions to work as a substance abuse counselor, the BLS stated that Pennsylvania, California and New York held the greatest number of positions in the field. These regions employed more than 8,000 counselors as of May 2012. Pennsylvania and California offered mean yearly incomes of $36,680 and $37,180, respectively. New York paid a higher average annual salary of $44,510.

Michigan was the highest-paying state for substance abuse and behavioral disorder counselors, with an average annual wage of $51,290. Alaska, New Jersey, Connecticut and Wisconsin were the other top-paying states, with average salaries of $50,270, $49,990, $47,180 and $46,800, respectively. The lowest-paying states offered average wages of $25,030-$37,400, and these areas included Indiana, West Virginia, Texas, Missouri, Montana, Louisiana and Tennessee.

Income by Experience

Your level of experience can impact your salary. According to PayScale.com, most substance abuse counselors with less than one year of experience made $25,238-$48,362 per year in January 2014. Most workers with 1-4 years of experience earned $25,132-$41,000 a year. The majority of counselors with 5-9 years of experience received $27,249-$48,068 annually. Most workers with 20 years or more of experience earned $30,736-$77,566.

Job Outlook

The BLS reported that substance abuse and behavioral disorder counseling positions were projected to rise 31% between 2012 and 2022, which was much greater than the average for other employment sectors. There should be favorable prospects for individuals who have the necessary training and experience for this career. To continue researching, browse degree options below for course curriculum, prerequisites and financial aid information. Or, learn more about the subject by reading the related articles below:

1. Degree Options:
   - Addiction Counseling
   - Addictions & Social Work
   - Substance Abuse Counseling

2. More Articles
   - Become a Substance Abuse Counselor in 5 Steps
   - Certified Substance Abuse Counselor (CSAC)
   - Salary and Career Facts
Job growth for addiction counselors

The substance abuse counseling field is expected to so grow so quickly that O*Net OnLine officially recognizes it as a "bright outlook" occupation. The BLS projects that employment of substance abuse counselors will grow by 31 percent nationally between 2012 and 2022, much faster than most other occupations and nearly triple the national average of 11 percent for all jobs. There are several reasons for this growth. More people are seeking treatment as addiction issues become more widely known and less stigmatized. Also, an overburdened criminal justice system is more likely to send drug offenders to treatment rather than jail. Of course, demand is stronger in some states than others. Using both federal and state-provided employment information, Projections Central estimates that employment of addiction counselors will grow the fastest in the following states between 2010 and 2020:

- Utah: 34.4%
- Colorado: 33.3%
- Indiana: 29.1%

Note that no matter where they practice, addiction counselors must be properly trained. By investing in the right education, candidates can improve their job prospects dramatically, especially in states or settings that require advanced degrees or licensure.

Addiction counselor salaries

It can be difficult to predict how much an addiction counselor will earn since so many factors drive salaries. Generally speaking, however, the BLS reported a median national addiction counselor salary of $38,820 in 2013. The middle 50 percent earned between $30,890 and $48,810, and the top 10 percent in excess of $60,160. Earnings can vary from one state or region to the next, however. With this in mind, the BLS reported that the following states reported the highest mean substance abuse counselor salaries that same year:

- Michigan: $50,890
- Utah: $49,760
- New Jersey: $49,460

Likewise, the following metropolitan areas also reported the highest average addiction counselor salaries in 2013:

- Lansing-East Lansing, Mich.: $66,970
- Springfield, Mass.-Conn.: $55,560
- State College, Pa.: $55,010

Perhaps the biggest factors influencing substance abuse counselors' salaries, however, are training and experience. While there no substitute for experience in the field, candidates who graduate from addiction counseling schools may have an edge over lesser-trained career competition, especially when those programs include clinical components that allow students to work with real patients. Prospective students can contact substance abuse counseling schools to learn more about their options.

Sources:

Schools.com
Summary

Quick Facts: Social Workers

- **2012 Median Pay**: $44,200 per year, $21.25 per hour
- **Entry-Level Education**: See How to Become One
- **Work Experience in a Related Occupation**: None
- **On-the-Job Training**: None
- **Number of Jobs, 2012**: 607,300
- **Job Outlook, 2012-22**: 19% (Faster than average)
- **Employment Change, 2012-22**: 114,100

What Social Workers Do
Social workers help people solve and cope with problems in their everyday lives. One group of social workers, clinical social workers, also diagnose and treat mental, behavioral, and emotional issues.

Work Environment
Social workers are employed in a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, and private practices. They generally work full time and may need to work evenings, weekends, and holidays.

How to Become a Social Worker
Although most social workers need a bachelor's degree in social work, clinical social workers must have a master's degree and two years of post-master experience in a supervised clinical setting. Clinical social workers must also be licensed in the state in which they practice.

Pay
The median annual wage for social workers was $44,200 in May 2012.

Job Outlook
Employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty.

Similar Occupations
Compare the job duties, education, job growth, and pay of social workers with similar occupations.

More Information, Including Links to O*NET
Learn more about social workers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

Suggested Citation:
Pay

The median annual wage for social workers was $44,200 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $27,450, and the top 10 percent earned more than $72,980.

The median annual wages for social workers in May 2012 were as follows:

- $54,550 for all other social workers
- $49,830 for healthcare social workers
- $41,530 for child, family, and school social workers
- $39,980 for mental health and substance abuse social workers

In May 2012, the median annual wages for child, family, and school social workers in the top four industries in which these professionals worked were as follows:

- Educational services; state, local, and private: $54,590
- State and local government, excluding education and hospitals: $44,370
- Health care and social assistance: $36,130
- Religious, grantmaking, civic, professional, and similar organizations: $35,910

In May 2012, the median annual wages for healthcare social workers in the top four industries in which these professionals worked were as follows:

- Hospitals; state, local, and private: $56,250
- Ambulatory health care services: $51,580
- Nursing and residential care facilities: $43,330
- Social assistance: $38,920

In May 2012, the median annual wages for mental health and substance abuse social workers in the top four industries in which these professionals worked were as follows:

- Hospitals; state, local, and private: $47,880
- Ambulatory health care services: $39,840
- Social assistance: $37,170
- Nursing and residential care facilities: $34,950

Social workers generally work full time. They sometimes work evenings, weekends, and holidays to see clients or attend meetings.
Job Outlook

Overall employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty.

Employment of child, family, and school social workers is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed due to rising student enrollments.

However, growth of this specialty may be limited by budget constraints at all levels of government. Specifically, the availability of federal, state, and local funding will be a major factor in determining the employment growth in schools.

Employment of healthcare social workers is projected to grow 27 percent from 2012 to 2022, much faster than the average for all occupations. As baby boomers age, they and their families will require help from social workers to find care, increasing the need for healthcare social workers.

Employment of mental health and substance abuse social workers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance use disorders. In addition, drug offenders are increasingly being sent to treatment programs rather than to jail. As a result, use of substance abuse treatment programs is expected to grow, increasing demand for these specialists.

Employment projections data for social workers, 2012-22

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Note: All Occupations includes all occupations in the U.S. Economy.

SUGGESTED CITATION:
Increased Demand for Substance Abuse Counselors- Training Opportunity

Posted on January 26, 2009

The Bureau of Labor Statistics predicts a 34% increase in the demand for Substance Abuse Counselors between 2006-2016, a much faster growth rate than all other occupations.

This data seems to point to a training opportunity.....

Here are some excerpts from the report......

Bureau of Labor Statistics

U.S. Department of Labor


Counselors

Substance abuse and behavioral disorder counselors help those with alcohol, drugs, gambling, and other addictions identify behaviors and problems, helping them to identify behaviors and problems related to their addiction. Counseling counselors will often also work with family members affected by the addictions of their loved ones. Counselors also conduct programs aimed at preventing relapse.

Employment

Counselors held about 635,000 jobs in 2008. Educational, vocational, and school counselors held about 260,000 jobs in 2008.
Rehabilitation counselors 141,000
Mental health counselors 100,000
Substance abuse and behavioral disorder counselors 83,000
Marriage and family therapists 25,000
Counselors, all other 27,000

Job Outlook

Employment for counselors is expected to grow much faster than the average for all occupations through 2016.

Employment of substance abuse and behavioral disorder counselors is expected to grow 34 percent, which is much faster than the average for all occupations. As society becomes more knowledgeable about addiction, it is increasingly common for people to seek treatment. Furthermore, drug offenders are increasingly being sent to treatment programs rather than jail.

Projections Data

Projections data from the National Employment Matrix

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<td>136,000</td>
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<td>Substance abuse and behavioral disorder counselors</td>
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<td>Educational, vocational, and school counselors</td>
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<td>Marriage and family therapists</td>
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<td>Mental health counselors</td>
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<td>173,000</td>
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<td>Counselors, all other</td>
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<td>27,000</td>
<td>32,000</td>
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NOTE: Data in this table are rounded. See the discussion of the employment projections table in the Handbook introductory chapter on Occupational Information Included in the Handbook.
**Social and Human Service Assistants**

### Summary

**Quick Facts: Social and Human Service Assistants**

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
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<tbody>
<tr>
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<td>$28,850 per year</td>
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<td></td>
<td>$13.87 per hour</td>
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<td>Entry-Level Education</td>
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<td>Work Experience in a Related Occupation</td>
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<td>372,700</td>
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<td>Job Outlook, 2012-22</td>
<td>22% (Much faster than average)</td>
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<tr>
<td>Employment Change, 2012-22</td>
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</table>

**What Social and Human Service Assistants Do**

Social and human service assistants help people get through difficult times or get additional support. They assist other workers, such as social workers, and they help clients find benefits or community services.

**Work Environment**

Social and human service assistants work for nonprofit organizations, for-profit social service agencies, and state and local governments. They generally work full time, and some work nights and weekends.

**How to Become a Social and Human Service Assistant**

The minimum requirement is a high school diploma or equivalent, but some employers prefer to hire workers who have additional education or experience. Without additional education, advancement opportunities are limited.

**Pay**

The median hourly wage for social and human service assistants was $13.87 in May 2012.

**Job Outlook**

Employment of social and human service assistants is projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. There should be good job prospects, because low pay and heavy workloads cause many workers to leave this occupation.

**Similar Occupations**

Compare the job duties, education, job growth, and pay of social and human service assistants with similar occupations.

**More Information, Including Links to O*NET**

Learn more about social and human service assistants by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

---

**Suggested Citation:**

Social and Human Service Assistants

Pay

The median hourly wage for social and human service assistants was $13.87 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $9.34, and the top 10 percent earned more than $22.16.

In May 2012, the median hourly wages for social and human service assistants in the top five industries in which these assistants worked were as follows:

- State and local government: $16.57
- Religious, grantmaking, civic, professional, and similar organizations: $14.77
- Individual and family services: $13.67
- Community and vocational rehabilitation services: $12.49
- Residential care facilities: $11.98

Most social and human service assistants work full time. Some work nights and weekends.

SUGGESTED CITATION:

Publish Date: Wednesday, January 8, 2014
Job Outlook

Employment of social and human service assistants is projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. Growth will be due to an increase in the elderly population and rising demand for health care and social services.

Much of the growth will be due to the needs of an aging population. An increase in number of older adults will cause growth in demand for social services. The elderly population often needs services such as delivery of meals and adult daycare. Social and human service assistants, who help find and provide these services, will be needed to meet this increased demand.

In addition, growth is expected as more people seek treatment for their addictions and more drug offenders are sent to treatment programs rather than to jail. The result will be an increase in demand for social and human service assistants who work in treatment programs or work with people with addictions.

There also will be continued demand for child and family social and human service assistants. These workers will be needed to help others, such as social workers, investigate child abuse cases, as well as place children in foster care and with adoptive families.

Job Prospects

Low pay and heavy workloads cause many workers to leave this occupation, creating opportunities for new workers entering the field.

Employment projections data for social and human service assistants, 2012-22

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Social and human service assistants</td>
<td>21-1091</td>
<td>372,700</td>
<td>453,900</td>
<td>22%</td>
</tr>
</tbody>
</table>

Note: All Occupations includes all occupations in the U.S. Economy.

SUGGESTED CITATION:
IBM SPSS Statistics Grad Pack 22.0 PREMIUM DOWNLOAD - Windows or Mac - 12 month license - can install on up to 2 computers

For academic use only. Teachers, schools, and students must provide proof of eligibility. You may install the software on up to two (2) computers. License is good for 12 months. If a 2 or 3 year version is needed, please click here. Runs on Windows and Mac OS 10.7, and 10.8 (Mountain Lion) computers. For Mac OS 10.9.5 (Yosemite), see notes below.

Attention Mac OS 10.9.5 users: You may need to order the disk in order for this product to install. Or you must change your security settings to allow the programs to install that do not have the identity of the developer attached to the program. Please ask a friend or someone with experience with Mac to help you with this.

After we verify your academic credentials, we will send you an email with your download instructions. Please allow up to one business day after you place your order for processing of your student verification. Business days do not include weekends or holidays. Processing can sometimes be faster, usually the same day if during a business day.

For a comparison of all IBM SPSS versions, please click here.

Includes the following (see below for detailed descriptions of each add-on):

IBM SPSS Base 22
IBM SPSS Advanced Statistics ($1200 value)
IBM SPSS Regression ($1200 value)
IBM SPSS Custom Tables ($1200 value) - note: this add-on requires that you order the DVD.
IBM SPSS Data Preparation ($1200 value)
IBM SPSS Missing Values ($1200 value)
IBM SPSS Forecasting ($1200 value)
IBM SPSS Decision Trees ($1200 value)
IBM SPSS Direct Marketing ($1200 value)
IBM SPSS Complex Sampling ($1200 value)
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IBM SPSS Exact Tests (Windows only)
IBM SPSS Visualization Designer (Windows only)
IBM SPSS SamplePower (Windows only)

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System requirements are at the bottom of this product description

What's New in IBM SPSS Base 22

- Deploy SPSS Statistics output on multiple smart devices (mobile phones and tablets) simultaneously.
- Please note that the SPSS program requires a desktop or laptop for running of the programs itself.
- Improve model accuracy with enhanced Monte Carlo simulation, which includes new features such as heat maps, automatic linear modeling and simulating strings.
- Obtain more accurate results faster, and increase productivity and effectiveness.
- Monte Carlo simulation - Use Monte Carlo simulation techniques to build better models and assess risk when inputs are uncertain.
- Import IBM Cognos Business Intelligence data - Easily import IBM Cognos Business Intelligence data into SPSS Statistics to enhance your analysis. Read custom data with or without filters and import pre-defined IBM Cognos reports.
- Program using a Java plugin - Call SPSS Statistics functionality from a Java application and have SPSS Statistics output appear in the Java application. You can also use Java to control, react to and embed program logic into your SPSS Statistics jobs.

Click here for more details on the new features listed here.

IBM SPSS® Statistics Base is easy to use and forms the foundation for many types of statistical analyses. The procedures within IBM SPSS Statistics Base will enable you to get a quick look at your data, formulate hypotheses for additional testing, and then carry out a number of statistical and analytic procedures to help clarify relationships between variables, create clusters, identify trends and make predictions.

- Quickly access and analyze massive datasets.
- Easily prepare and manage your data for analysis.
- Analyze data with a comprehensive range of statistical procedures.
- Easily build charts with sophisticated reporting capabilities.
- Discover new insights in your data with tables, graphs, cubing and pivoting technology.
- Quickly build dialog boxes or let advanced users create customized dialog boxes that make your organization's analyses easier and more efficient.

Descriptive Statistics

- Cross tabulations - Counts, percentages, residuals, marginals, tests of independence, test of linear association, measure of linear association, ordinal data measures, nominal by interval measures, measure of agreement, relative risk estimates for case control and cohort studies.
- Frequencies - Counts, percentages, valid and cumulative percentages, central tendency, dispersion, distribution and percentile values.
- Descriptives - Central tendency, dispersion, distribution and Z scores.
- Descriptive ratio statistics - Coefficient of dispersion, coefficient of variation, price-related differential and average absolute deviation.
- Compare means - Choose whether to use harmonic or geometric means; test linearity, compare via independent sample statistics, paired sample statistics or one-sample t test.
- ANOVA and ANCOVA - Conduct contrast, range and post hoc tests; analyze fixed-effects and random-effects measures; group descriptive statistics; choose your model based on four types of the sum-of-squares procedure, perform lack-of-fit tests; choose balanced or unbalanced design, and analyze covariance with up to 10 methods.
- Correlations - Test for linear or partial correlation, or for distances indicating similarity or dissimilarity between measures.
- Hypothesis tests - Chi-square, Binomial, Runs, one-sample, two independent samples, K-independent samples, K-related samples.
- Explore - Confidence intervals for means, M-estimators, identification of outliers, plotting of findings.

Tests to Predict Numerical Outcomes and Identify Groups:

IBM SPSS Statistics Base contains procedures for the projects you are working on now and any new ones to come. You can be confident that you'll always have the analytic tools you need to get the job done quickly and effectively.

- Factor Analysis - Used to identify the underlying variables, or factors, that explain the pattern of correlations within a set of observed variables. In IBM SPSS Statistics Base, the factor analysis procedure provides a high degree of flexibility, offering:
  - Seven methods of factor extraction
  - Five methods of rotation, including direct oblimin and promax for nonorthogonal rotations
  - Three methods of computing factor scores. Also, scores can be saved as variables for further analysis.
- K-means Cluster Analysis - Used to identify relatively homogeneous groups of cases based on selected characteristics, using an algorithm that can handle large numbers of cases but which requires you to specify the number of clusters. Select one of two methods for classifying cases, either updating cluster centers iteratively or classifying only.
- Hierarchical Cluster Analysis - Used to identify relatively homogeneous groups of cases (or variables) based on selected characteristics, using an algorithm that starts with each case in a separate cluster and combines clusters until only one is left. Analyze raw variables or choose from a variety of standardizing transformations. Distance or similarity measures are generated by the Proximities procedure. Statistics are displayed at each stage to help you select the best solution.
- TwoStep Cluster Analysis - Group observations into clusters based on nearness criterion, with either categorical or continuous level data, specify the number of clusters or let the number be chosen automatically.
- Discriminant - Offers a choice of variable selection methods. Statistics at each step and in a final summary, output is displayed at each step and in final form.
- Linear Regression - Chooses from six methods: backward elimination, forced entry, forced removal, forward entry, forward stepwise selection and R2 change/RR2 change at a significance level. Produces numerous descriptive and equation statistics.
- Ordinal regression - Performs ordinal logistic regression, fit the linear algorithm used for estimation, to specify numerical tolerance for checking singularity, and to customize output. The list of functions can be used to specify the model.
- Nearest Neighbor analysis - Use for prediction (with a specified outcome) or for classification (with no outcome specified); specify the distance metric used to measure the similarity of cases, and control whether missing values or categorical variables are treated as valid values.

What's New in IBM SPSS Base 22

Compatibility with Mac OS X 10.8

Monte Carlo simulation - Use Monte Carlo simulation techniques to build better models and assess risk when inputs are uncertain.

Import IBM Cognos Business Intelligence data - Easily import IBM Cognos Business Intelligence data into SPSS Statistics to enhance your analysis. Read custom data with or without filters and import pre-defined IBM Cognos reports.

Program using a Java plugin - Call SPSS Statistics functionality from a Java application and have SPSS Statistics output appear in the Java application. You can also use Java to control, react to and embed program logic into your SPSS Statistics jobs.

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Intervention, Treatment, & Recovery

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Personal Information

First Name:

Last Name:

Email Address:

Confirm Email Address:

Address 1:

City:

State:

ZIP Code:

Cell Phone:

Meal Options:

Promo Code:

When
Friday April 17, 2015 at 9:00 PM PDT
-sun
Sunday April 19, 2015 at 2:00 PM PDT

Where
Sheraton Gateway at LAX
6101 W Century Blvd
Los Angeles, CA 90045

Contact
CAADE Conference Event Team
CAADE
767-722-2331
conference@caade.org

https://events.r20.constantcontact.com/register/eventReg?oeidk=a07eeael4ps5e1cfff6&oese... 3/18/2015
Enter Code: 

Fee

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<tr>
<td>Member (Full Conference Registration, Meals Included)</td>
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Badge Information

- Badge Name:

Company/College/Organization:

- Position/Title:

CANCELLATION/REFUND POLICY: If you are unable to attend the conference or have a substitution, please send a written cancellation/substitution notice to CAADE no later than April 1 by 5pm. Please send a notice in writing to OFFICE@CAADE.ORG

Guest Meals:

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Payment

Payment Method
Pay with PayPal or Credit Card

Payment Summary

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All attendees at the APS Annual Convention must register and pay the appropriate registration fees. Convention registration gives full access to the Annual Convention, including the Opening Session and Keynote Address, Presidential Symposium, Bring the Family Address, all educational and poster sessions, and all coffee breaks and receptions open to all attendees. The 27th APS Annual Convention will begin on Thursday, May 21, 2015, and will end on Sunday, May 24, 2015. Name badges and convention materials will be issued on site at the APS Registration Desk.

APS-STP Teaching Institute
APS-SP Teaching Institute registration gives access to the pre-Institute workshop from 8:00 - 8:00 PM on Wednesday, May 20, and the APS-SP Teaching Institute sessions on Thursday, May 21.

APS Member Discount
Current APS membership is required to be eligible for the APS Member or Student Affiliate rates. You can join or renew your membership at the same time that you register for the convention.

ADA Accessibility/Accommodations
APS is committed to ensuring that the convention is fully accessible to all persons. If you have a specific accessibility requirement, please contact Alison Wolock at +1 202,293,9300 before May 1, 2015 and every attempt will be made to accommodate your request.

Refunds

The deadline for refund requests is April 15, 2015. Refunds will be charged a $50 processing fee. No refunds will be processed after this date.

### Registration Rates

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<td>Convention</td>
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<td>Convention &amp; Teaching Institute</td>
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<tr>
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<td>Convention &amp; Teaching Institute</td>
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Workshops

Separate registration is required for Workshops, and is open to Convention and/or Teaching Institute registrants only.

### Workshop Registration Pricing *

<table>
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<th>Workshops</th>
<th>Member Price</th>
<th>Student Price</th>
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<tbody>
<tr>
<td>Workshops</td>
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</table>

* Rates will go up after March 31.
Stress

Increasing Your Emotional Intelligence: Controlling Your Emotions Instead of Them Controlling You
This program teaches how to identify and process emotions to cope with stressors. It provides tips for strengthening interpersonal relationships and discusses techniques for raising emotional intelligence.

**DVD / 30 min / 2005 / LBD4262 - $199**
**DVD + 3 yr Digital License / LBD5418 - $338**

Stress, Health, and Coping
Exploring the relationship between psychology and physical health, this DVD describes the biopsychosocial model of health psychology, it explains how social conditions contribute to stress.

**DVD / 30 min / 2001 / LBD4735 - $149**

15 Ways to Relieve Stress
Explaining that different stress management techniques work for different people, this DVD presents a variety of methods for controlling stress.

**DVD / 14 min / 2007 / LBD4639 - $189**
**DVD + 3 yr Digital License / LBD5419 - $378**

Surviving Student Stress
This DVD teaches practical ways to ease academic stress. It emphasizes the importance of stable study environments and a strong support network and demonstrates time management skills.

**DVD / 21 min / 2008 / LBD4692 - $169**

**COMMUNICATION SKILLS**

Listening
Differentiating between listening and hearing, this program examines different types of listening, including discriminative, comprehensive, critical-evaluative, therapeutic, and appreciative forms, and looks at the elements of the listening process. The DVD also considers barriers to effective listening, defines interpersonal communication, and provides vignettes to demonstrate effective and unsuccessful listening skills.

**DVD / 26 min / 2008 / LBD4710 - $199**
**DVD + 3 yr Digital License / LBD5302 - $398**

The Art of Listening
This program explores the value of silence to listening. It considers gender differences in communication, examines the role of body language in listening, and emphasizes the need to listen for feelings. The DVD also teaches how to take notes.

**DVD / 27 min / 2007 / LBD4692 - $149**
**DVD + 3 yr Digital License / LBD5414 - $298**

Nonverbal Communication and Culture
This DVD examines cultural variances and their effect on nonverbal communication. It differentiates between conscious and unconscious gestures; facial expressions; discusses cultural differences; voice paralanguage, and the use of silence to create space and body distance. The program explores New York University professors, offers insights, and includes student discussions.

**DVD / 20 min / 2005 / LBD3723 - $199**
**DVD + 3 yr Digital License / LBD5400 - $398**

Nonverbal Communication: Body Language, Gesture, and Proxemics
- This DVD explores bodily communication, gestures, and postures; proxemic communicative aspects of body language. It considers common nonverbal forms, explores the role that each form plays in interaction, and offers illustrative vignettes featuring commentary from experts in such fields as business, management, psychology, and more.

**DVD / 28 min / 2010 / LBD4897 - $199**

Generation Cyberbullying: Bullying Without Borders
This program examines cyberbullying, explores the motivations of bullies who use the Internet or electronic media, and shows students how to respond. The DVD also teaches educators how to detect the warning signs of cyberbullying.

**DVD / 21 min / 1006 / LBD4078 - $199**
**Rise of Group Therapy**

*Phases* introduces the first two phases of group therapy and the resulting scenes from unsolicited group sessions. It describes the establishment of a group's work mode in which group members learn to identify and address the process of bonding. It illustrates the emotional leader of the group, considers this person's role, and includes interpersonal closeness.

714699 / 30BD4032 - $199
Digital License / 30BD8662 - $398

*Groups in Action: Evolution and Challenges*

In this DVD, Gerald Corey and Marlene Schneider Corey demonstrate their interactive approach to group work. The DVD provides a group in a set stage and allows you to practice with a variety of techniques and skills.

DVD / 20 min / 2006 / 30BD7073 - $179

**Group Counseling: Strategies and Skills**

This DVD presents the learning strategy of group counseling and provides examples of how to apply each skill in a wide range of group settings.

DVD / 20 min / 2009 / 30BDG636 - $159

**PARES - A Model for Learning Group Process Skills**

This DVD offers a model for training group facilitators to develop personal skills that can be used to facilitate groups of any kind, including experiential education groups, work teams, and counseling groups.

DVD / 36 min / 2006 / 30BD5665 - $179

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**Geriatric Social Work**

**Growing Older**

Exploring stereotypes and misconceptions about the aging process, this DVD considers challenges facing older adults and examines group living options.

DVD / 30 min / 2007 / 30BDG6167 - $109
DVD + 3 yr Digital License / 30BDG742 - $218

**The Last Journey**

Considering the challenges of caring for aging family members, this DVD examines the pros and cons of nursing home and home care options. It offers four European family care histories in which difficult choices had to be made.

DVD / 48 min / 2009 / 30BDG387 - $199
DVD + 3 yr Digital License / 30BDG947 - $338

**Rewarding Challenges: Social Work With Older Adults**

Featuring vignettes, this DVD illustrates fundamental social work skills in such areas as engagement, assessment, intervention, evaluation, and termination and considers their roles in work with older adults.

DVD / 42 min / 2008 / 30BDG7251 - $139
Home Visiting

Home Visiting: Compilation of Short, Teachable Clips
This program features a compilation of home visiting clips that explore such topics as a prenatal visit, development of trust, goal planning, promotion of positive parent-child interactions, work with multiple issues, focus on child development, home safety evaluations, building of child and parenting skills, and balancing of parent and child needs.

IDVD / 32 min / 2002 / #30BD9663 - $119

Home Visiting: Goal Planning
Presenting a home visit to a family with a child, this DVD shows how the home visitor continues to establish trust with the parents and begins the goal setting process to develop an Individual Family Support Plan.

IDVD / 32 min / 2002 / #30BD9400 - $119

Home Visiting: Working with Multiple Issues
This DVD shows how Wendy, a home visitor, works with a young mother of an infant to help her comply with the requirements of child protection services that will allow her two older children to return home. It considers how Wendy provides support for the mother and models positive interactions with the baby.

IDVD / 32 min / 2002 / #30BD9401 - $119

Home Visiting: Focusing on Child Development
This DVD shows how a home visitor works with a single mother of an infant, illustrating how to handle requests for referrals, how to stay informed, and how to empower the mother to take needed steps.

IDVD / 32 min / 2002 / #30BD9402 - $119

Home Visiting: Promoting Positive Parent-Child Interactions
This program shows a home visitor meeting with an 18-year-old mother who is severely brain-injured and who has a prematurely born five-month-old child. The DVD explores the home visitor's role in enhancing the attachment and bonding in the relationship between the parent and child.

IDVD / 32 min / 2002 / #30BD9661 - $119

Home Visiting: Building Child and Parenting Skills
This DVD shows how Debbie, a home visitor who has worked with a family for over two years, applies the Parent as Teacher model to support a child's development and to encourage parent involvement.

IDVD / 32 min / 2002 / #30BD9403 - $119

Home Visiting: Balancing Parent and Child Needs
Demonstrating how to balance the needs of the child, support parent-child interactions, and complete paperwork for an updated Individual Family Support Plan, this DVD features a home visitor working with a child and his mother, who is in recovery from substance abuse. It shows how the home visitor works to relieve the child's anxiety about an impending move.

IDVD / 32 min / 2002 / #30BD9404 - $119

Home Visiting: A Home Safety Evaluation
This program shows a home visitor conducting a home safety evaluation with a physically disabled mother whose 13-month-old child suffers from fetal alcohol syndrome. The DVD looks at how the mother successfully addresses safety issues despite her physical limitations.

IDVD / 32 min / 2002 / #30BD9682 - $119

Field Instruction

Critical Issues in Field Instruction: Developing Field Instructor Competence
Explaining that field experience is critical in order for students to become practitioners, this program helps social workers maneuver the difficult paradigm shift from social work practice to social work education.

IDVD / 50 min / 2003 / #30BD3595 - $189

The Middle Phase of Field Instruction
This DVD shows how to manage student defensive ness and help students make more effective use of field instruction. It features Lawrence Shulman, who explain methods for field instruction conferences, teaches how to use process and audiovisual recordings, and discuss evaluation.

IDVD / 107 min / 1983 / #30BD4788 - $199
IDVD + 3 yr Digital License / #30BD9240 - $398
Dark Days: Shedding Light on Depression
This DVD discusses clinically recognized types of depression and explains which demographic groups are most at risk. It looks at treatments for controlling and curing depression, debunking myths about prevention that prevent people from getting help, and discusses depression in adolescence.

DVD / 22 min / 2011 / #PBD9557 - $149
DVD + 3 yr Digital License / #PBD9600 - $258

The Biological Mind: Deeply Depressed
Considering the evidence that chronic depression is a physical disease, this program explores vulnerability to depression, outlines the symptoms of the disease, and looks at treatments involving psychotherapy and antidepressants. The DVD discusses brain biochemistry and offers stories of individuals grappling with depression.

DVD / 46 min / 2006 / #PBD5606 - $159
DVD + 3 yr Digital License / #PBD9280 - $318

Understanding and Preventing Suicide
Describing risk factors for and warning signs of suicide, this DVD offers expert guidelines for obtaining professional help. It includes interviews with survivors.

DVD / 28 min / 2008 / #PBD6804 - $149

Common Psychological Disorders of Adolescence
This program profiles several teenagers struggling with common adolescent psychological disorders, including anxiety disorders, depression, eating disorders, ADHD, and substance abuse disorders. It looks at whether the disorders are hereditary, considers their prevalence among teenagers, and explores coping mechanisms. The DVD features commentary from the profiled teenagers.

DVD / 27 min / 2010 / #PBD7496 - $169
DVD + 3 yr Digital License / #PBD7633 - $508

Eating Disorders as an Addiction
Using clinical examples, this DVD describes the major eating disorders defined in the DSM. It introduces a theory that presents eating disorders as a form of addiction and looks at a twelve-step model of treatment.

DVD / 44 min / 2009 / #PBD6978 - $179

Personality Disorder
An Introduction to Personality Disorders
This program outlines the teratological and high陮mics of each of the 17 personality disorders, this DVD presents short vignettes that characterize the disorders, their primary traits, and their specific case studies.

DVD / 73 min / 2009 / #PBD6762 - $179
DVD + 3 yr Digital License / #PBD7554

DSM-IV Personality Disorders
Illustrating the primary traits of each of the 17 personality disorders, this DVD presents short vignettes that characterize the disorders, their primary traits, and their specific case studies.

DVD / 77 min / 1999 / #PBD3291 - $199
DVD + 3 yr Digital License / #PBD819

Borderline Personality Disorder
This DVD discusses personality disorder specifically on the symptom borderline personality disorder.

DVD / 20 min / 2005 / #PBD8715 - $59
DVD + 3 yr Digital License / #PBD974

Dissociative Disorder
A Case Study of Multiple The Three Faces of Eve
This recording of a woman with this dissociative identity disorder includes a case background, scenes in which the psychiatrist elicited symptoms, and scenes with the patient after c

DVD / 30 min / 1954 / #PBD4919 - $117

When the Devil Knocks: Dissociative Identity Disorder
This DVD examines how disorphaned the life of Hilary Stant has harbored nearly three dozen alters. It explains that Stanton's childhood animal and sexual abuse and narcissistic personalities, which include dissociation, is assembled from more than 40 psychotherapy sessions with Stan tony, her former therapist. For mature audiences.

DVD / 44 min / 2010 / #PBD9737 - $16

Psychotic Disorders

and disorders and...
Motivational Interviewing

Introduction to Motivational Interviewing:
Three Demonstrations

Motivational Interviewing (MI) is a collaborative, person-centered conversation designed to elicit and strengthen motivation for change while addressing issues of ambivalence to change. This program examines MI principles, OARS, rolling with resistance, and eliciting change talk.

DVD / 44 min / 2012 / #7BD304 - $199

Motivational Interviewing Step by Step

This set introduces the fundamental principles of motivational interviewing, which was originally developed by William Miller as a person-centered approach to working with addictions. It features demonstrations by Miller and therapist Cathy Cole in a variety of settings, ranging from mandated substance abuse counseling to healthcare and school settings.

4 DVD / 475 min total / 2012 / #7BD9076 - $599

Motivational Interviewing

Explaining that motivational interviewing helps clients resolve ambivalence about changing addictive behaviors, this program shows William R. Miller using the approach in an actual counseling session with a client who is considering changing his alcohol use and smoking habits and emphasizes that the therapist creates an atmosphere that is conducive to change by expressing empathy and encouragement, rolling with resistance, and helping the client explore the gaps between his current behaviors and the life he would like to lead. The DVD outlines the key elements of motivational interviewing, considers its relevance in modern addictions counseling, and teaches how to apply motivational interviewing to help clients successfully tackle addictions and life challenges. It features Jon Carlson and Judy Lewis leading a discussion about the further impact and uses of the model.

DVD / 52 min / 2012 / #7BD9077 - $99

Group Counseling Process and Techniques

In this DVD, psychologists present a diverse group of six adults through the middle phases of group interaction, termination, and moving toward the group counselor skills. It provides examples of skill in a wide range of group counseling situations.

DVD / 70 min / 2009 / #7BD228

The Promise of Narrative Therapy: for \textit{him}

The Promise of Narrative Therapy: for \textit{him}

The Promise of Narrative Therapy: for \textit{her}

The Promise of Narrative Therapy: for \textit{children}

The Promise of Narrative Therapy: for \textit{adults}

The Promise of Narrative Therapy: for \textit{families}

The Promise of Narrative Therapy: for \textit{groups}

The Promise of Narrative Therapy: for \textit{organizations}

The Promise of Narrative Therapy: for \textit{community}

Leading a First Actual Married Couple: Beginning Phase in Group and Roles, Encouraging Consensus, and Evolving Professional \textit{roles}

DVD / 88 min / 1980 / #7BD310

The Beginning Phases of group development with \textit{him}

The Beginning Phases of group development with \textit{her}

The Beginning Phases of group development with \textit{children}

The Beginning Phases of group development with \textit{adults}

The Beginning Phases of group development with \textit{families}

The Beginning Phases of group development with \textit{groups}

The Beginning Phases of group development with \textit{organizations}

The Beginning Phases of group development with \textit{community}

DVD / 130 min / 1997 / #7BD307

The Middle Phases of group development with \textit{him}

The Middle Phases of group development with \textit{her}

The Middle Phases of group development with \textit{children}

The Middle Phases of group development with \textit{adults}

The Middle Phases of group development with \textit{families}

The Middle Phases of group development with \textit{groups}

The Middle Phases of group development with \textit{organizations}

The Middle Phases of group development with \textit{community}

DVD / 118 min / 1997 / #7BD309

The End Phases of group development with \textit{him}

The End Phases of group development with \textit{her}

The End Phases of group development with \textit{children}

The End Phases of group development with \textit{adults}

The End Phases of group development with \textit{families}

The End Phases of group development with \textit{groups}

The End Phases of group development with \textit{organizations}

The End Phases of group development with \textit{community}

DVD / 110 min / 1997 / #7BD308

The End Phases of group development with \textit{him}

The End Phases of group development with \textit{her}

The End Phases of group development with \textit{children}

The End Phases of group development with \textit{adults}

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The End Phases of group development with \textit{community}

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The End Phases of group development with \textit{him}

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DVD / 110 min / 1997 / #7BD308
CBT for Anxiety Adolescents
This set illustrates the use of cognitive-behavioral therapy with children and adolescents suffering from anxiety. The first segment shows how to work with issues in younger clients, and the second focuses on the use of cognitive techniques with adolescents.

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<thead>
<tr>
<th>DVD</th>
<th>Duration</th>
<th>Price</th>
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<tbody>
<tr>
<td>2 DVD</td>
<td>90 min each</td>
<td>2003</td>
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<tr>
<td>2 DVD</td>
<td>3 yr Digital License</td>
<td>#7BD3218</td>
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Exposure Therapy for Phobias
In this DVD, Reid Wilson demonstrates exposure therapy through sessions with a patient suffering from claustrophobia. Wilson offers tools for facilitating habituation through exposure therapy techniques.

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<th>DVD</th>
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<tr>
<td>DVD</td>
<td>177 min</td>
<td>2012</td>
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Cognitive-Behavioral Therapy With Older Adults From Diverse Populations Transitioning to Long Care Facilities
This DVD examines the use of cognitive-behavioral therapy in the treatment of older adults. Focusing on individuals with generalized anxiety disorder, it shows the intake process, the development of a treatment plan, and the follow-up.

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<th>DVD</th>
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<th>Price</th>
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<tr>
<td>DVD</td>
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<td>2013</td>
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Cognitive-Behavioral Therapy for Late-Life Depression
In this program, Dolores Gallagher-Thompson demonstrates the technical aspects of cognitive-behavioral therapy for late-life depression, working with an older female client.

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<th>DVD</th>
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<tr>
<td>DVD</td>
<td>100 min</td>
<td>2013</td>
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Demonstration of the Cognitive Therapy of Depression
In this program, Aaron Beck demonstrates his method of cognitive therapy for depression with a female patient. He combines empathy, socialization to the cognitive model, and collaborative rational evaluation.

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<tbody>
<tr>
<td>DVD</td>
<td>40 min</td>
<td>1977</td>
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Cognitive Therapy
In this program, Judith Beck works with an African-American woman in her late 30s who is dealing with depression. The DVD shows how Beck helps the client modify her dysfunctional cognitions through Socratic questioning. The program also features the session with Beck providing voiceover commentary on her work with the client.

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<tbody>
<tr>
<td>DVD</td>
<td>100 min</td>
<td>2005</td>
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</table>
Cognitive Psychology
This program traces the history of cognitive psychology. It explores the interactions between consciousness, sensation, attention, perception, memory models, decision making, language, and thought. The DVD also discusses cognitive neuroscience in animals and humans. DVD / 25 min / 2011 / 2BD7657 - $229
DVD + 3 yr Digital License / 2BD7691 - $458

Out of Control:
The Power of the Unconscious Mind
This DVD probes the dominance of the unconscious mind in how people perceive and react to their surroundings. It explains how the unconscious influences choices, from food preferences to love, and examines what creates a “gut instinct.” DVD / 59 min / 2012 / 2BD9563 - $169
DVD + 3 yr Digital License / 2BD9924 - $338

The Secrets of Your Mind:
The Brain and Food
This ABC News program explores the brain’s complex relationship with food and considers the role of the brain in the U.S. obesity epidemic. It uses sophisticated imaging techniques to show how our bodies respond to fattening foods. The DVD also profiles an overweight woman who has tried multiple options to manage her weight and is now turning to radical brain surgery to help her lose weight. DVD / 53 min / 2009 / 2BD9929 - $169
DVD + 3 yr Digital License / 2BD9933 - $338

Breaking the Wall of Bad Taste:
How Psychophysics and Neurophysiology Can Improve Our Food Choices
In this lecture program, Per Møller of the University of Copenhagen looks at what forms the basis of relationships with food, explores how the memory of odors and flavors is connected to critical periods of growth, and examines what triggers food choice and consumption. Møller considers the roles that psychophysics and neurophysiology can play in food choices. DVD / 38 min / 2010 / 2BD8884 - $169
DVD + 3 yr Digital License / 2BD9938 - $338

Life Sentence:
Using Words to Share Reality
Explaining that the brain is as important to hearing as the auditory senses, this DVD examines the perception of sounds and shows how the brain processes input, even when accents and intonations differ and when only words in a sentence are heard. It considers how semantics, syntax, and grammar enable people to share their perception of reality with others. DVD / 28 min / 1980 / 2BD9906 - $129
DVD + 3 yr Digital License / 2BD9912 - $258

Human Speech: Articulation
This program explores the complex processes involved in human speech. It shows the dynamic qualities of the individual articulators and the articulators in combination. DVD / 30 min / 2003 / 2BD5316 - $229

Why Do We Talk?
The Science of Speech
This program profiles speech researchers and looks at their projects. It discusses Deb Roy and the Human Speech Project; W. Tecumseh Fitch and his study of vocal tract positioning in animals; Cathy Price, who is constructing a speech-related map of the brain; William Filer and his study of language recognition in infants; Ofer Tzernichovski and the “Forbidden Experiment,” Faranah Varga-Khadem and the isolation of speech gene FOXP2; and Simon Kirby, who studies the evolution of language. DVD / 53 min / 2009 / 2BD9929 - $169
DVD + 3 yr Digital License / 2BD9933 - $338

Thinking and Language
In this DVD, Nobel laureate Daniel Kahneman discusses his research in cognitive psychology and Noam Chomsky explains language acquisition. It also tells the story of an abused girl who did not learn language. DVD / 30 min / 2006 / 2BD5158 - $109
DVD + 3 yr Digital License / 2BD9930 - $218

Nonverbal Communication
and Culture
This DVD examines cultural variances and issues that affect nonverbal communication. It differentiates between conscious and unconscious gestures; considers facial expressions; discusses cultural differences in voice, paralanguage, and the use of silence, and explores space and body distance. DVD / 30 min / 2006 / 2BD5158 - $109
DVD + 3 yr Digital License / 2BD9930 - $218
Handling Difficult Situations

How to Handle Conflict and Confrontation

This program teaches how to confront difficult people without causing anger or resentment. It also explains how to deal with substantive, personalized, or communicative conflicts.

DVD / 60 min / 2000 / #7BD9596 - $179

Difficult Clients, Challenging Situations

This program addresses challenging moments in counseling sessions in which a counselor must think quickly and respond appropriately. It features vignettes that depict such situations as a client who wants the counselor to make all the decisions for her; a client who picks up his phone in the middle of a session; a client who makes unintentional racist, sexist, or homophobic remarks in session; a client who talks non-stop without giving the counselor a chance to interject; a client who has inappropriate space boundaries; and a mandated client who won’t talk during a session.

DVD / 30 min / 2011 / #7BD8326 - $199

Awkward Situations in Counseling

Presenting awkward counseling situations, this DVD shows counselors responses that are adequate, but do not fully address underlying issues or feelings. The program then repeats each scene with an alternative response that leads to a more successful outcome.

DVD / 17 min / 1992 / #7BD9602 - $189
DVD + 3 yr Digital License / #7BD9632 - $378

Why Am I Here? Engaging the Reluctant Client

This DVD features scenarios in which social work students interview reluctant clients and then debrief with a supervisor. These vignettes realistically portray the experiences of social work interns working with new clients who resist their interventions.

DVD / 45 min / 2003 / #7BD7397 - $129

Counseling the Antisocial Client: Working With Resistance and Denial

This program shows Norma Glickstein-Packard counseling a court-referred client with an antisocial personality. It demonstrates such skills as attending, questioning, and paraphrasing and teaches how to challenge and confront. The DVD explains how to adapt to difficult situations when working with resistant and antisocial clients.

DVD / 60 min / 2006 / #7BD4667 - $189
Research

How to Read and Understand a Research Study
This DVD teaches how to understand research studies and evaluate the quality of information presented. It outlines the structure of a scientific paper, differentiates among such research method types as observational studies, true experiments, and quasi-experiments, provides examples, and defines key terms, including random assignment, reliability, validity, and p-value.

DVD / 24 min / 2006 / #7BD6538 - $199
DVD + 3 yr Digital License / #7BD8846 - $398

Steps in Planning and Conducting Research
Featuring interviews with experts on research design, concrete examples, and graphs, this DVD examines the steps for planning and carrying out a research study. It differentiates among observational, correlational, and experimental research and explains how to choose a topic, establish a hypothesis, select dependent and independent variables, and choose a research design. The DVD discusses the importance of random assignment and experimental realism; covers one-way and factorial designs and between-subjects and within-subjects designs; and presents an overview of data analysis, looking at the T-test, ANOVA, and measures of central tendency.

DVD / 38 min / 2011 / #7BD7052 - $229
DVD + 3 yr Digital License / #7BD8830 - $458

Qualitative Research: Methods in the Social Sciences
This program introduces the primary methods of qualitative research that are used throughout the social science disciplines. It outlines the types of questions that are addressed using qualitative research methodology; considers problems of validity in the process, protocols, and analysis of qualitative research; and examines forms of qualitative textual analysis, including rhetorical criticism, conversation analysis, and content analysis.

DVD / 20 min / 2006 / #7BD4921 - $199
DVD + 3 yr Digital License / #7BD8238 - $398

How Results Can Be Misleading: Problems in Experimental Methodology
This program explores how the results of experimental research can be misleading, focusing on problems with sample selection and the assignment of participants to groups. It discusses the importance of using random sampling; looks at simple, stratified, and proportional random sampling; and offers tips on the assignment of participants to research conditions.

DVD / 31 min / 2012 / #7BD8581 - $229

Communication Skills

Listening for Understanding
In this DVD, Carl Rogers explains how the ability to interpret messages from others can lead to misunderstandings and a lack of effective communication. The DVD features an interview with a client who shares her understanding of the different roles of the therapist and the listener.

DVD / 28 min / 1981 / #7BD4175 - $199
DVD + 3 yr Digital License / #7BD9105 - $238

Nonverbal Communication: Language, Gesture, and Proxemics
This DVD explores bodily communication, including gestures and postures, proxemics, and kinesics. It explains the communicative functions of each form of communication, examines the role that plays in interpersonal interactions, and discusses cultural differences in nonverbal communication.

DVD / 28 min / 2010 / #7BD7143 - $199
DVD + 3 yr Digital License / #7BD8259 - $398

Nonverbal Communication: Vocal Cues and Facial Expressions
Introducing nonverbal communication, this DVD explores vocal cues, facial expressions, and eye contact, and offers relevant definitions and considerations. It examines the expressive roles and functions of each form of nonverbal communication, and covers such topics as tone, pitch, rate, and intensity of voice, as well as body language and facial expressions.

DVD / 30 min / 2010 / #7BD7142 - $199
DVD + 3 yr Digital License / #7BD9783 - $398

Cross-Cultural Communication: How Culture Affects Communication
Featuring New York University professors, this DVD examines issues in cross-cultural communication and explores the effects of cultural factors such as public behavior, taboos, stereotypes, and prejudice, and the role of communication in socialization, social interaction, and high-context versus low-context cultures. The DVD features case studies and discusses how to handle cross-cultural communication skills.

DVD / 20 min / 2005 / #7BD4142 - $199