Course Syllabus

PROFESSIONAL STUDIES PROGRAM: NDUPROFESSIONALSTUDIES@WORDPRESS.COM

COURSE TITLE: HSP2209-08 Human Services (Upper Division)

DESCRIPTION: This course examines the human service industry – its evolution, role in contemporary society, and anticipated future in relationship with the changing society and the restructuring of community and work organization. Discussions of theory and practice of professional management strategies, clientele characteristics and reactions, as well as future directions for human service program planning and design are presented by guess speakers and analyzed by students in written presentations and verbal presentations.

REQUIRED: APA Writing Style

SEMESTER: Spring 2014 Term I
COURSE START: Wednesday January 15, 2014
CLASS HOURS: 6:00 p.m. – 10:15 p.m.
CLASSROOM: MISSION COLLEGE CLASSROOM

by Marianne Schneider-Covey and Gerald Corey
Cengage Publishing Company,
General Location 1-800-354-9706
Local Location 1-650-595-2350 x O

INSTRUCTOR: Sister Carol Miller
TELEPHONE: 650-508-3468
E-MAIL: CMiller@ndnu.edu
OFFICE HOURS: By Appointments

ACADEMIC HONESTY: Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

PRIVACY AND CONFIDENTIALITY: One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

1.
LEARNING AND OTHER DISABILITIES: If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Program for Academic Support and Services (PASS) to arrange for possible accommodations (650-508-3670).

SYLLABUS UPDATE: Refer to this syllabus for course assignments. However the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified of any changes made to the syllabus. In all circumstances University policies will be strictly adhered to.

CLASS ATTENDANCE: Your attendance is very important to your studies at the University. Non-attendance or lack of participation in the class will be considered during the grading process. Intensive classes require a stringent absence policy since even once absence may significantly affect achievement of course learning objectives. With only 29.75 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student’s responsibility to initiate the drop or withdrawal. There are no exceptions.

WORKLOAD: In addition to class attendance, every Intensive class at NDNU includes assignments estimated to take approximately three or more hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this course will follow that norm, equaling a total of 18 hours a week generally according to the following:

Distribution of Average Weekly Hours of Instruction/Study = Total of 18 hours per week:

- Class Hours in Classroom = 4 hours
- Textbook Reading and Note-Taking = 4 hours
- Research Assignments = 3 hours
- APA Writing, Proof-Reading, Typing = 3 hours
- Prepare/present projects = 4 hours

= 18 total hours for each class

X 7 total number of classes

126 total hours for whole course

WRITTEN ASSIGNMENTS: The NDNU School of Business and Management requires the use of the American Psychological Association (APA) publication guidelines as a standard for all essays. This style uses both parenthetical reference citations within the text of the essay and also a reference list at the end of the essay. Both parenthetical reference citations and references are required in all essays. Essays must be typed with a size 12 font and double-spaced. On the first page, at the top right-hand corner, type your name, assignment title, course number HSP2209-08 and date.

Additionally, all written assignments need paragraphs to be indented with a tab or by indenting five spaces (not less or more). Do not add additional space between paragraphs. Please take time to proof-read your grammar, punctuation, and spelling. Points will be deleted for not following these instructions. If you need help with your writing, please make an appointment at the NDNU Writing Center at 650-508-3670. You can also use the APA Style webpage at www.apastyle.org/previoustips.html.

2.
LATE ASSIGNMENTS: Late homework will not be accepted.

PARTICIPATION: Due to the nature of this seven week intensive course, this course will require augmenting the basic course material. Academic activities such as feedback, mid-term project, reaction papers, class presentations, and a final examination will be given to assess the quality of comprehending the learning outcomes for this course.

EXTRA CREDIT: There is no extra-credit.

COURSE MATERIALS: - Published Textbook Information
In accordance with the federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors, and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk, should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett (650-594-1257).

NDNU Vision Statement: Notre Dame de Namur University Community will be recognized in the San Francisco Bay Area as a leader in integrating community engagement into higher quality academic programs. NDNU's programs will be known highly for their synthesis of liberal arts learning and professionally-oriented learning and core values.

NDNU Mission Statement: Founded upon the values of the International Sisters of Notre Dame de Namur (sndden.org), and rooted in Catholic tradition, Notre Dame de Namur University Community serves its students and the community by providing excellent professional programs and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to apply consistently values and ethics in his or her personal, professional, and public life.

NDNU Hallmarks of Education:

1. We proclaim by our lives, even more than by our words, that God is good.
2. We honor the dignity and sacredness of each person.
3. We educate for and act on behalf of justice and peace in the world.
4. We commit ourselves to community service.
5. We embrace the gift of diversity.
6. We create community among those with whom we work and with whom we stand.
7. We develop holistic learning communities which educate for life.
NDNU Institutional Learning Outcomes (ILOs):

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Scholarship
5. NDNU Hallmarks of Education

NDNU Human Services: Program Learning Outcomes (PLOs):

1. Students will develop the ability to understand and demonstrate adherence to ethical principles.
2. Students will demonstrate analytical, problem solving, and project management skills.
3. Students will develop critical thinking abilities and a foundation of ethical understanding that will allow them to serve people of diverse ethnic, cultural, gender, and other backgrounds.
4. Students will demonstrate a love of the pursuit of continuous learning and an ability to inspire others with that love.
5. Students will be able to communicate effectively, in writing and orally, and will be able to do so with clarity, correctness, and conviction.

NDNU Human Services: Course Learning Outcomes (CLOs):

1. Professional students will be able to identify, describe, and comprehend the variety of jobs that are linked to the helping professions (ILO#5, PLO#3, PLO#4).
2. Professional students will be able to analyze interconnectedness involving human services organizations (ILO#5, PLO#3, PLO#4).
3. Professional students will be able to synthesize components of human services in most employee settings (ILO#4, PLO#1, PLO3).
4. Professional students will be able to evaluate the role of human services in society (ILO#4, PLO#1, PLO#3).
4. CLASSES, LEARNING OUTCOMES, ASSIGNMENTS, AND ASSESSMENT SCALE:

Class 1 – January 15, 2014 – 6:00 p.m. – 10:15 p.m.

Class 1 – The Helping Professions

ILO #1 critical thinking and ILO #3 written communication

Hallmark #6 community and hallmark #7 holistic education

PLO #3 skill development

CLO #4 synthesis

Lesson Plan 1 & Textbook pp. 1-38 = 255 minutes

Review syllabus and academic indexes in Textbook pp. 375-408 (45 minutes)

View this class topic The Helping Professions

  Method auditory = Lecture (45 minutes)

  Method visual = Video #263 Art of Healing (60 minutes)

  Textbook Tables & Figures pp. 2-28 (25 minutes)

  Method kinesthetic = DQ 1-7 Textbook p. 2 (30 minutes)

  Break (15 minutes)

Preview next class topic Know Thyself (30 minutes)

Assessment Scale

<table>
<thead>
<tr>
<th>Homework Assignment</th>
<th>Weak</th>
<th>Acceptable</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Question #6 Textbook p.2</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
Class 2 – January 22, 2014 – 6:00 – 10:15 p.m.

Class 2 – Know Thyself

ILO #1 critical thinking and ILO #3 written communication and ILO #5 NDNU hallmark

Hallmark #1 goodness and hallmark #2 dignity and hallmark #5 diversity

PLO #4 ethics

CLO #2 interconnectedness

Lesson Plan 2 & Textbook pp. 39-96 = 255 minutes

Review last class topic The Helping Professions (15 minutes)

View this class topic Know Thyself

Method auditory = Lecture (45 minutes)

Method visual = Video #630 Trial of Socrates (35 minutes)

Textbook Tables & Figures pp. 39-64 (55 minutes)

Method kinesthetic = DQ 1-9 Textbook p. 40 (30 minutes)

Activity Self-Assessment Inventory Textbook pp. 29-35 (30 minutes)

Break (15 minutes)

Preview next class topics Beginners, Healers, and Theories (30 minutes)

Homework Assignment

Assessment Scale

Reflection Essay

Weak Acceptable Outstanding

1 3 5

Homework Assignment

Assessment Scale

Prepare for Mid-term exam

Weak Acceptable Outstanding

Section I 1 3 5

Section II 1 3 5

Section III 1 3 5

Section IV 1 3 5
6.

**Class 3 – January 29, 2014 – 6:00 p.m. – 10:15 p.m.**

**Class 3 – Professional Beginners, Healing and Theories**

ILO #1 critical thinking and ILO #3 written communications and ILO #4 scholarship

Hallmark #7 holistic education

PLO #1 analysis & problem-solving and PLO #4 ethics

CLO #1 interconnectedness and CLO #3 synthesis

Lesson Plan 3 & Textbook pp. 97-183 = 255 minutes

Review last class topic Know thyself (15 minutes)

View this class topic Beginners, Healers, Theories + Mid-term exam in class

  Method auditory = Lecture (45 minutes)

  Method visual = Textbook Tables & Figures pp. 97-183 (60 minutes)

  Method kinesthetic = DQ 1-10 Textbook p. 185 (30 minutes)

    Midterm in class (60 minutes)

    Break (15 minutes)

Preview next class topic Diversity & Ethics in Human Services (30 minutes)

**Homework Assignment**

**Assessment Scale**

Textbook p. 215 #5

Weak Acceptable Outstanding

1 3 5
Course 4 – February 5, 2014 – 6:00 p.m. – 10:15 p.m.

Class 4 – Diversity & Ethics

ILO #1 critical thinking and ILO # 2 oral communication
Hallmark #3 social justice & peace and hallmark #5 diversity and hallmark #7 society
PLO #2 current events and PLO #1 society

Lesson Plan 4 & Textbook pp.184-253 = 255 minutes

Review last class topic Beginners, Healers, Theories (15 minutes)

View this class topic Diversity & Ethics in Human Services
  Method auditory = Lecture (45 minutes)
  Method visual = The Substitute Teacher http://youtube/Dd7FixvokBW (5 minutes)
                  Textbook Tables & Figures pp. 184-253 (55 minutes)
  Method kinesthetic = DQ 1 -10 Textbook p. 218 (30 minutes)
                  Group Analysis: Codes of Ethics (60 minutes)

  Codes of Ethics R25.E88

  Break (15 minutes)

Preview next class topic Boundaries, Fieldwork, & Supervision (30 minutes)

Homework Assignment

<table>
<thead>
<tr>
<th>Textbook pp. 219-220</th>
<th>Assessment Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes of Ethics</td>
<td>1</td>
</tr>
</tbody>
</table>

Weak Acceptable Outstanding
Class 5 – February 12, 2014 – 6:00 p.m. – 10:15 p.m.

Class 5 – Boundaries & Fieldwork & Supervision

ILO #1 critical thinking

Hallmark #2 dignity and hallmark #7 holistic

PLO #1 problem-solve, analysis and PLO #4 critical thinking & ethics

CLO #2 interconnectedness

Lesson Plan 5 & Textbook pp. 254-303 = 255 minutes

Review last class topic Diversity & Ethics in Human Services (15 minutes)

View this class topic Boundaries, Fieldwork, & Supervision

Method auditory = Lecture (45 minutes)

Method visual = Textbook Tables & Figures pp. 254-303 (60 minutes)

Method kinesthetic = DQ 1-10 Textbook p. 255 (50 minutes)

DSM IV, DSM V (30 minutes)

Break (15 minutes)

Preview next class on topic Community & Society for Human Service (30 minutes)

Homework Assignment

Assessment Scale

Textbook pp. 265-272

Weak Acceptable Outstanding

Case Study or Role Play

1 3 5
Class 6 – February 19, 2014 – 6:00 p.m. – 10:15 p.m.

Class 6 – Stress, Burnout, & Self-Care

ILO #1 critical thinking

Hallmark #2 dignity and hallmark #7 holistic

PLO #1 problem-solve, analysis and PLO #4 critical thinking

CLO #2 interconnectedness

Lesson Plan 6 & Textbook pp. 304-330 = 255 minutes

Review last class topic Boundaries, Fieldwork, & Supervision (15 minutes)

View this class topics Stress, Burnout, and Self-Care

  Method auditory = Lecture (45 minutes)

  Method visual = Video Excerpts #99, #16, #294 Stress; Baraka (45 minutes)

  Textbook Tables and Figures pp. 304-330; Healers (60 minutes)

  Method kinesthetic = DQ 1-10 Textbook p. 305; Stress Reduction Activity (55 minutes)

  Break (15 minutes)

Preview next class on topic Community & Society for Human Services (15 minutes)

<table>
<thead>
<tr>
<th>Homework Assignment</th>
<th>Assessment Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Understanding the Stress of Shelter Workers”</td>
<td>Weak Acceptable, Outstanding</td>
</tr>
<tr>
<td>Professional Psychology, 29, 4:383-385</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework Assignment</th>
<th>Assessment Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for Final exam</td>
<td>Weak Acceptable Outstanding</td>
</tr>
<tr>
<td>Section I</td>
<td>1 3 5</td>
</tr>
<tr>
<td>Section II</td>
<td>1 3 5</td>
</tr>
<tr>
<td>Section III</td>
<td>1 3 5</td>
</tr>
<tr>
<td>Section IV</td>
<td>1 3 5</td>
</tr>
</tbody>
</table>
10.

Class 7 – February 26, 2014 – 6:00 p.m. – 10:15 p.m.

Class 7 – Community & Society

PLO #1 critical thinking and PLO #4 scholarship

Hallmarks #2 dignity, Hallmarks #3 justice & peace, Hallmarks #5 diversity, hallmark #6 society

PLO #2 current events

CLO #2 interconnectedness and CLO #3 synthesis and CLO #4 society

Lesson Plan 7 & Textbook pp. 331-374 = 255 minutes

Review last class topics Stress, Burnout, and Self-Care (30 minutes)

View this class Community & Society for Human Services

Method auditory = Lecture (60 minutes)

Method visual = Textbook Tables & Figures pp. 331-374 (60 minutes)

Method kinesthetic = DQ 1-8 Textbook p. 352 (30 minutes)

Break (15 minutes)

Final exam (60 minutes)

<table>
<thead>
<tr>
<th>Final exam</th>
<th>Assessment Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weak Acceptable Outstanding</td>
</tr>
<tr>
<td>Section I</td>
<td>1 3 5</td>
</tr>
<tr>
<td>Section II</td>
<td>1 3 5</td>
</tr>
<tr>
<td>Section III</td>
<td>1 3 5</td>
</tr>
<tr>
<td>Section IV</td>
<td>1 3 5</td>
</tr>
</tbody>
</table>
### ASSIGNMENTS, VALUES AND DUE DATES:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Pt Value</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 Participation</td>
<td>5</td>
<td>01-15-14</td>
</tr>
<tr>
<td>Class 1 Focus Qt p. 2 #6</td>
<td>5</td>
<td>01-15-14</td>
</tr>
<tr>
<td>Class 2 Participation</td>
<td>5</td>
<td>01-22-14</td>
</tr>
<tr>
<td>Class 2 Reflection Essay</td>
<td>5</td>
<td>01-22-14</td>
</tr>
<tr>
<td>Class 3 Participation</td>
<td>5</td>
<td>01-29-14</td>
</tr>
<tr>
<td>Class 3 Midterm exam in class</td>
<td>20</td>
<td>01-29-14</td>
</tr>
<tr>
<td>Class 4 Participation</td>
<td>5</td>
<td>02-05-14</td>
</tr>
<tr>
<td>Class 4 Skill Inventory</td>
<td>5</td>
<td>02-05-14</td>
</tr>
<tr>
<td>Class 5 Participation</td>
<td>5</td>
<td>02-12-14</td>
</tr>
<tr>
<td>Class 5 Case Study or Role-Play</td>
<td>5</td>
<td>02-12-14</td>
</tr>
<tr>
<td>Class 6 Participation</td>
<td>5</td>
<td>02-19-14</td>
</tr>
<tr>
<td>Class 6 Stress, Fieldwork, Supervision</td>
<td>5</td>
<td>02-19-14</td>
</tr>
<tr>
<td>Class 7 Participation</td>
<td>5</td>
<td>02-26-14</td>
</tr>
<tr>
<td>Class 7 Final exam in class</td>
<td>20</td>
<td>02-26-14</td>
</tr>
</tbody>
</table>

**POINT TOTALS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

### GRADE POINT CONVERSION:

<table>
<thead>
<tr>
<th>Grade</th>
<th>90-97</th>
<th>89-87</th>
<th>86-84</th>
<th>83-80</th>
<th>79-77</th>
<th>76-74</th>
<th>73-70</th>
<th>69-67</th>
<th>66-64</th>
<th>63-60</th>
<th>59 or &lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-97</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
</tr>
<tr>
<td>A-</td>
<td>96-90</td>
<td>B</td>
<td>B+</td>
<td>B</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D</td>
<td>D-</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>
**COURSE ACTIVITIES:**

<table>
<thead>
<tr>
<th>Wk</th>
<th>2014</th>
<th>Topics</th>
<th>Assigned Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01-15</td>
<td>Helping Profession &amp; Values</td>
<td>Chapters 1 &amp; 2 pp. 2-64</td>
<td>Focus Question</td>
</tr>
<tr>
<td>2</td>
<td>01-22</td>
<td>Helper Concerns</td>
<td>Chapters 3 &amp; 4 pp. 65-123</td>
<td>Essay</td>
</tr>
<tr>
<td>3</td>
<td>01-29</td>
<td>Helping Process &amp; Practices</td>
<td>Chapters 5 &amp; 6 pp.124-183</td>
<td>Midterm</td>
</tr>
<tr>
<td>4</td>
<td>02-05</td>
<td>Diversity &amp; Ethics</td>
<td>Chapters 7 &amp; 8 pp.184-253</td>
<td>Skill Inventory</td>
</tr>
<tr>
<td>5</td>
<td>02-12</td>
<td>Boundaries &amp; Fieldwork</td>
<td>Chapters 9 &amp; 10 pp.264-303</td>
<td>Case or Role-Play</td>
</tr>
<tr>
<td>6</td>
<td>02-19</td>
<td>Stress &amp; Groups</td>
<td>Chapters 11 &amp; 12 pp307-350</td>
<td>Focus Question</td>
</tr>
<tr>
<td>7</td>
<td>02-26</td>
<td>Working in Community</td>
<td>Chapter 13 pp.351-374</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

**COURSE FORMAT:** The course format is tailored towards linking the course textbook with real world applications using examples in the textbook and applying them to other Human Services professionals. Handouts, supplementing the course textbook, case studies, guest speakers, lectures, films, and discussions about current issues in the field of Human Service will be the focus of this course. Strong emphasis is placed on theoretical knowledge and student participation.

**COURSE METHODS AND ATTENDANCE REQUIREMENTS:** This course will include the methods of auditory, visual and kinesthetic activities. Additionally, this course will include lectures, small groups, class discussions, written papers, group projects, mid-term exam in class 3, and a final exam in class 7.

**COURSE: INTENSIVE FORMAT:** The NDNU Intensive Courses are 4 hours and 15 minutes each session from 6:00 p.m. – 10:15 p.m. This course is designed to meet the minimum attendance requirements. Our adherence to this requirement helps us maintain our program academic accreditation in the State of California. Therefore, the Intensive Program requires a stringent absence policy. A student who misses more than one class or its equivalent of 4.15 hours must be withdrawn from the course. Prompt arrival is expected and, if you miss a class or you expect to be late, you must let the instructor know as soon as possible. Even one absence can significantly affect course success because it is an Intensive Course.

---

13.

Instructor
Sister Carol Miller

Scholarships: Distribution Fund, Trust Funds (2), Viktor Frankl Institute, Mary Cleary Trust Fund

Degrees: B.A. Social Sciences & Political Sciences, College of Notre Dame; M.A. Education, M.A. Pastoral Counseling, University of Santa Clara; D.Min. Religion and Psychology (Logotherapy), G.T.U. Pacific School of Religion (international, interdenominational, interdisciplinary)

Credentials: Teaching Credential, College of Notre Dame; Administration & Supervision Credential, University of San Francisco; Logotherapy Credential, Institute of Logotherapy

Certificates: Logic-Based Therapy, Purdue University, Indiana; Citizen’s Police Academy, San Jose, CA.; Online Faculty Blackboard Academy, University of San Francisco; Online Faculty Moodle Course, NDND; Executive Priority Management, University of San Francisco; Managing Employees at a Distance, Rockhurst University, New York:


Academic Presentations on Dr. Viktor Frankl: Center for Scholastic Inquiry (April 9, 2014); World Congresses of Logotherapy 1993-2006); International Child Memorial Day, San Mateo Government Center, International Symposium of Police Chiefs

Employment as Educator: Parish schools (4), High School (1), University of San Francisco Professional Students and Graduate Students, University of Santa Clara graduate psychology students, and NDNU traditional students, professional students, and graduate students

Employment as Administrator: Assistant Dean, College of Professional Studies, University of San Francisco; Executive Director, International Sisters of Notre Dame de Namur.

Employment as Counselor: United Way Centre For Living with Dying, Santa Clara County; Burn Unit and Amputation Laboratory, Valley Medical Center, Santa Clara County; Parents of Murdered Children Support Group

Employment as Consultant: Religion Consultant, Hungryminds.com

Volunteer: Children’s Hospital Stanford (1980-2004); Blood Donor, National Conference of Community and Justice; National Geographic Bridge To Asia; Dr. Martin Luther King Commission San Mateo County; Board of Directors, Notre Dame High School, San Jose; Jesuit Foundation, University of San Francisco; Interview Panelist, Police Candidate, San Jose

Awards: Children’s Hospital Stanford; Community Service from Congresswoman Anna Eshoo; Appreciation Letter – Save the Children from Slavery Movement – from Congresswoman Zoe Lofgren; Teacher Excellence Award 1985, University of San Francisco; Teacher Excellence Award 1993, University of San Francisco; Who is Who in Best Teachers 1999, College of Notre Dame, Outstanding Alumna, University of Santa Clara; Woman of Honor Award, Notre Dame High School, San Jose; Excellence Award, Association of Student Body, NDNU.

Hobbies: Gardening, practicing Japanese Aikido, writing a book Dr. Viktor Frankl for Youth

14.