Human Services Student Handbook
2023-2024

Addiction and Recovery Services
Associate in Applied Science (Career Program)

Human Services
Associate in Applied Science (Career Program)

Social Services
Associate in Arts (Transfer Program)

https://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-Service-Social-Services.cfm

www.hacc.edu

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Introduction

Dear Human Services Student,

This Student Handbook has been prepared to acquaint you with information, procedures, and policies in the Human Services program at HACC. The HACC catalog, together with this handbook, will provide you with details about various aspects of the Human Services program. While this handbook is intended as a reference for you to use, we realize that it cannot answer every question, so we urge you to consult with your academic advisor and/or a Human Services faculty member for additional assistance.

HACC Human Services students are trained in a wide variety of helping interventions so that they may provide direct services to individuals or groups that have diverse needs. Graduates of the program are trained in basic skills that are essential to the helping relationship. In addition to skill training, the program provides knowledge, values and competencies as the foundation to the practice of helping skills. A major component of all human service education is experiential learning or "learning-by-doing." Therefore, HACC's Human Services program also provides a 125-hour Field Work Practicum (HUMS 215) that allows students to integrate knowledge and skills, thereby demonstrating competency, in a community agency.

Your professional education is the purpose for our existence and the Human Services program faculty is available to help make your educational experience a positive one. Welcome to the Human Services program and best wishes for your academic success!

The Human Services Faculty

Acknowledgements

This program would NOT continue to be successful if it were not for the efforts of the following groups:
Faculty Members - *Aimee Bollinger-Smith, Matt Braswell, Wendy Bratina, Jennifer Britten, Marva Brown, James W. Eash, Melinda Eash, Sherrill Goodlive, and Sara Smith*.
Faculty members are dedicated to student learning, and their commitment and dedication to the Human Services program at HACC have strengthened the program immeasurably.

The Advisory Committee members who take seriously their responsibility to provide oversight and direction to the Human Services program.

HACC's Administration - *Dr. John J. "Ski" Sygielski* (President), *Dr. Margie Mattis* (Associate Dean), Dr. *David Bailey* (Department Chair), as well as other administrators who patiently and tirelessly continue to provide advice, guidance and support where needed.

What is Human Services?

According to the National Organization for Human Services, "the field of Human Services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery" **(www.nationalhumanservices.org).**

Dr. Harold McPheeters, believed by many to be the founder of the human services movement in the United States, defines Human Services as "the occupation/profession that uses a blend of primarily psychological and sociological theories and skills in preventing, detecting, and ameliorating psychosocially dysfunctioning people and in helping them attain the highest levels of psychosocial functioning of which they are capable" (Woodside & McClam, 2015, p.17).

Generic Human Services Professional Competencies

The following six statements describe the major generic knowledge, skills and attitudes that appear to be required in all human service work. The training and preparation of the individual worker within this framework will change as the function of the work setting, the specific client population served, and the level of organization work change.

1. Understanding the nature of human systems: individual, group, organization, community and society, and their major interactions. All workers will have preparation which helps them to understand human development, group dynamics, organizational structure, how communities are organized, how national policy is set, and how social systems interact in producing human problems.

2. Understanding the conditions which promote or limit optimal functioning and classes of deviations from desired functioning in the major human systems. Workers will have understanding of the major models of causation that are concerned with both the promotion of healthy functioning and with treatment-rehabilitation. This includes medically oriented, socially oriented, psychologically-behavioral oriented and educationally oriented models.

3. Skill in identifying and selecting interventions which promote growth and goal attainment. The worker will be able to conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome. Interventions may include assistance, referral, advocacy, or direct counseling.

4. Skill in planning, implementing and evaluating interventions. The worker will be able to design a plan of action for an identified problem and implement the plan in a systematic way. This requires an understanding of problems analysis, decision-analysis, and design of work plans. This generic skill can be used with all social systems and adapted for use with individual clients or organizations. Skill in evaluating the interventions is essential.

5. Consistent behavior in selecting interventions which are congruent with the values of one's self, clients, the employing organization and the Human Service profession. This cluster requires awareness of one's own value orientation, an understanding of organizational values as expressed in the mandate or goal statement of the organization, human service ethics and an appreciation of the client's values, life style and goals.

6. Process skills which are required to plan and implement services. This cluster is based on the assumption that the worker uses himself as the main tool for responding to service needs. The worker must be skillful in verbal and oral communication, interpersonal relationships and other related personal skills, such as self-discipline and time management. It requires that the worker be interested in and motivated to conduct the role that he has agreed to fulfill and to apply himself to all aspects of the work that the role requires.

   http://www.nationalhumanservices.org/what-is-human-services

Careers

There are a variety of careers related to the Human Services field. We encourage you to explore the different options, such as Counselors, Social and Human Service Assistants, Social Workers, Caseworkers, Rehabilitation Counselors, and many others. Some useful websites include:
  o Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* Social and Human Service Assistants at: http://www.bls.gov/ooh/community-and-social-service/social-and-human-service- assistants.htm and a listing of similar occupations at: https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm#tab-8
  o National Organization of Human Services at: http://www.nationalhumanservices.org/
  o Public Health Career Guide: Human Services at: https://www.publichealthonline.org/human-services/

Human Services Program General Information

Human Services is unique among majors in the Social Sciences Department. It represents professional and personal preparation to work in a field that demonstrates a care and concern for others through practice based on knowledge, values, ethics, and skills that define human services. The Human Services faculty has an ethical and professional responsibility to prepare and motivate students to become competent entry-level Human Service workers, and/or to transfer to a four-year institution to complete a degree in a helping profession.

All students interested in the Human Services (career), Addiction and Recovery Services (career), or Social Services (transfer) major are required to complete the first course in the Human Services sequence of courses – **HUMS 100- Introduction to Human Services**. In this course students will begin the self-reflection, self-development process necessary to become competent Human Service workers. Throughout a student's educational process students are expected to identify areas of growth necessary to successfully complete their degree. Students shall review and sign a Student Acknowledgement form, provided by the Instructor in the HUMS 100 course and again in the HUMS 215 course, to indicate an understanding of the policies and procedures of the Human Services program.

Human Services faculty members will monitor student's motivation, commitment, capacity, and limitations for Human Services practice. The intent of the monitoring process is to assist students in the development of necessary knowledge, skills and attitudes for the Human Services profession. This process acknowledges the importance of producing graduates who are able to meet the challenges within the Human Services profession. In addition, this process supports the commitment of the student to ongoing self-reflection and professional development. The tools used to monitor student success are the *National Organization for Human Services (NOHS) Ethical Standards ("Ethical Standards") and the Essential Qualifications for Programs: Human Services ("EQs").*

The Human Services faculty is committed to each student's academic success and is willing to assist students who are committed to his/her educational process. If, at any time, a student experiences challenges with academic assignments, he/she is strongly encouraged to meet with an academic advisor

and/or any Human Services faculty member to devise a plan of action that will assist in the successful completion of academic course work. Furthermore, if a student is experiencing personal problems that may be impeding the ability to complete academic assignments, students are encouraged to meet with an academic advisor or current Human Services faculty member. Academic Advisors and Human Services faculty have knowledge of resources which can assist in sorting through personal problems. Again, the student is responsible for initiating these discussions.

Please note that although the Human Services faculty are trained in the helping profession, their role and function is to serve as an academic advisor and/or instructor and **not** as your personal helping professional. Therefore, we must insist on maintaining the role as your advisor and/or professor. This separation of roles will include maintaining boundaries between our role of faculty member and our role as helping professional. Moreover, we will NOT act as your counselor, case manager or therapist. **Boundaries** are a concept and skill we teach in Human Services courses; therefore, we will practice this skill.

HACC offers various academic support services and resources that promote educational, professional, and personal excellence to a diverse student body and the College community. These include KEYS, the CARE Center, Learning Commons, tutoring services, online tutoring (SMARTHINKING), and academic success workshops. Please approach a faculty member, advisor, or counselor at your campus to discuss concerns about your academic success at HACC.

Program Website

This website provides a quick reference about the Human Services/Social Services program: http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-Service-Social-Services.cfm

The Human Services Program Philosophical Statement (revised spring 2018)

The Human Services program faculty believe in the value of a healthy community, social justice, and ethical practice. We provide students with a generalist perspective so they may have the skills, knowledge, and attitudes to make a difference in the lives of the clients they serve.

The Human Services Program Mission (revised April 2015)

A skill based educational program that prepares students for professional employment and further education in the field of human services.

Essential Qualifications (EQs) for Programs

HUMAN SERVICES

All individuals, including persons with disabilities, who enter the Human Services program, must be able to perform specific essential functions with or without reasonable accommodation. The following outlines the abilities and behavioral characteristics necessary for the student to be admitted to, continue in, and graduate from, the Human Services program at HACC. **These essential qualifications are standards of the Human Services program**.

The applicant should carefully review the essential qualifications for the program and ask questions if not familiar with the activities or functions listed. The applicant must decide if he or she has any limitations that may restrict or interfere with satisfactory performance of any of the requirements. It is ultimately the applicant's responsibility to meet these essential qualifications when entering into the program.

The applicant should consult with the Program Director to discuss any individual situation if he or she may not be able to meet these essential qualifications. Requests for reasonable accommodation should be made through Student Access Services. Contact the Program Director if you have any questions about this matter.

Communication
Written
1. Demonstrates consistency in written communication at a college level
2. Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure and paragraphing, good organization and follow a logical sequence
3. Demonstrates the ability to write effectively in records
4. Demonstrates command of the English language in all written work
5. Demonstrates the ability to write a research paper in APA (American Psychological Association) format as required by course assignments
6. Demonstrates use of critical thinking skills

Verbal

1. Demonstrates working proficiency of the English language even when English is not the student's primary language
2. Clearly articulates ideas, thoughts, concepts, etc.
3. Accurately comprehends and follows verbal instructions in English
4. Demonstrates proficiency utilizing communication equipment (telephone, computer and other devices)
5. Effectively gives information, instruction, guidance or direction
6. Actively communicates in groups and with individual group members

Physical Skills
Mobility
1. Effectively moves around within an agency environment
2. Attends meetings at the agency and meetings outside the agency site
3. Participates in agency visits
4. Participates in community assessments
5. Sits upright for 2-4 hours at a time

6. Able to respond to emergencies

Visual

1. Able to read records and charts
2. Able to read the notes, directives, and comments of others

Emotional Self-Control and Self-Understanding

1. Functions effectively and displays integrity, poise, and emotional stability in all interactions with peers, clients, staff, and faculty
2. Deals appropriately with issues that arouse emotions and is able to handle discussion of uncomfortable topics
3. Demonstrates an awareness of his/her own personal limits, and is open to, seeks, and utilizes supervision and feedback with regard to emotional self-control and self-understanding
4. Demonstrates appropriate self-disclosure
5. Demonstrates the ability to respect the personal space and boundaries of others and understands the effect of his/her behavior on others
6. Accepts ownership for his/her perceptions and feelings

Intellectual, Cognitive, and Critical Thinking Skills

1. Able to plan and organize work effectively
2. Is self-aware of limitations and knows when to seek supervision
3. Demonstrates the ability and motivation to find solutions when problems are presented as evidenced by leadership skills and following the guidelines of the *Ethical Standards for Human Services Professionals* as outlined by the *National Organization of Human Services*
4. Able to work autonomously or with limited supervision
5. Able to adapt and make changes as circumstances warrant
6. Able to comprehend and interpret client conversation, observe and describe client affect, and knows when to inform supervisor of a difficult or dangerous situation

Behavioral/Social Skills/Ethics

1. Demonstrates a willingness to understand diversity in people regarding race, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, socioeconomic status and population at risk
2. Is tolerant of differences among people and exhibits compassion and empathy for others, and exhibits a willingness to help others.
3. Demonstrates the ability to work cooperatively with others, can work effectively in groups and shows respect for others' opinions
4. Able to conduct him/herself professionally and ethically and can apply the basic *Ethical Standards for Human Services Professionals* as outlined by the *National Organization of Human Services*
5. Refuses to perform or participate in any illegal, unethical, or incompetent acts
6. Consistently maintains confidentiality
7. Demonstrates the ability and motivation to find solutions when problems are presented as evidenced by leadership skills and following the guidelines of The Human Services Ethical Standards
8. Able to work autonomously or with limited supervision
   rev 8/5/15

Human Services, Addiction & Recovery Services, and Social Services Degree Requirements

Students may choose to major in the Human Services AAS (Career), the Addiction & Recovery Services (Career), or Social Services AA (Transfer). The Human Services AAS is designed for the student who wants to earn a degree and immediately begin a career in an *entry level position* in Human Services. The Addiction & Recovery Services AAS is a specialized program that prepares students to enter the workforce as Human Service Professionals who work directly with clients within the drug and alcohol recovery area. The Social Services AA is designed for the student who desires to earn an Associate's degree and then transfer to a four-year school and earn a Bachelor's degree in Social Work, Psychology, or a related major.

Students should consult with their academic advisor and/or Human Services faculty member to discuss degree requirements and major. The degree requirements may be found here: http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-Service-Social-Services.cfm

Students are strongly encouraged to contact the transfer school of his/her choice to confirm their course requirements. It is imperative that students also take the time to meet with a faculty or academic advisor regularly to be best advised on how to complete degree requirements in the expected time frame.

Degree Completion and Course Sequencing

Ideally a student will complete the requirements for an associate's degree in approximately two years by taking a full-time load of course. Students should also note course sequencing requirements when planning degree completion time line.

Human Services Course Descriptions

The most up-to-date course descriptions may be found in the Course Catalog at http://www.hacc.edu/ProgramsandCourses/CourseCatalog/index.cfm. Additional information is noted below.

HUMS 215 - Field Work Practicum

This is the last course in the Human Services program sequence where students will have the opportunity to integrate and apply learning from previous Human Services Courses. Students are to begin the practicum selection process (including obtaining clearances) at least one semester BEFORE the practicum start date. The first step of the process is to complete the **Intent to Enroll** form that is at the top of our program page at: https://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-Service-Social-Services.cfm Practicum students work closely with the Practicum Coordinator to facilitate the practicum process.

Students will complete **125 hours minimum** of field work in a human services agency. In addition, practicum students will participate in a classroom/seminar component which provides an opportunity to integrate classroom learning with practicum experience. The emphasis is on students assuming the human service worker role through working directly with clients. There is also a particular focus on the human services agency as an organization, working with agency staff, and completing goal planning with clients. *Students will be required to obtain and submit current copies of any clearances required by the Practicum Site, such as the Child Abuse Clearance, State Police Criminal Background check, and FBI Fingerprinting, PRIOR to beginning the field work practicum.* Any costs will be absorbed by the student.

The practicum experience should be treated as a regular job: arrive on time, be prepared, and leave at the agreed time (not early). If you cannot avoid being late, or illness prevents you from getting to the agency, you must notify your supervisor before you are expected at the agency. **If you do not show up**

at your practicum site for your scheduled time or stop your participation in hours altogether without notice to the site and/or the practicum instructor, you will be dropped from the course with a grade of "F."

IMPORTANT NOTICE: It is becoming standard that Human Services employers and field practicum sites require that students complete criminal background checks as a condition of employment and/or field placement. Moreover, public Human Service agencies may deny employment and field practicum to any student who has been convicted of a felony and/or combination of misdemeanor offenses. The Human Services program at HACC provides students with information about this issue as an ethical obligation, so that students can make an informed choice about their career pursuit. **Failure to notify the Human Services Program Director or Practicum Coordinator of changes in criminal background may result in an automatic dismissal from the Human Services program.** Refer to the Human Services Clearance Procedure in the Appendix for further information.

Timeline to complete a Degree in Human Services

Due to changes in practice procedures, state laws, etc., students are **strongly encouraged** to complete the Human Services Degree within five years from date of admission. If the student leaves the college and returns within five (5) years, the student will still follow the "five-year rule." If a student returns to the Human Services program after five years the student may be required to meet with the Human Services Program Director, or a Human Services Faculty member to discuss the need to retake core courses. If the student does not complete the Human Services Degree within five years the student may be asked to meet with the Human Services Program Director to discuss a plan or options to complete the Human Services Degree or change of major to a degree that better suits the student's learning needs and career goals.

Graduation Application

To facilitate the degree completion process, each student will be required to submit an online graduation application early in the semester. It is best to meet with an academic advisor **prior** to applying for graduation to be sure course curriculum is complete. Students can apply to graduate through the myHACC portal. Additional information may be found at this link:
https://www.hacc.edu/Students/Commencement/index.cfm

Inappropriate Behavior, Violence, and Harassment

The Human Services program is committed to the education of Human Services students in a safe and conscientious environment consistent with the standards set by the Ethical Standards. In order to provide an environment which is conducive to learning, **any form of aggressive and/or violent behavior will NOT be tolerated at any time and will be grounds for disciplinary action up to and including immediate dismissal from the HUMS program**. This behavior includes but is not limited to practicum, classroom, and outside activities where the student is representing the profession. Moreover, these behaviors will not be tolerated when said conduct reflects upon the college, any dealings with faculty or other students in the program, or any other venue that may be determined by the faculty and/or Program Director.

This policy denotes **zero tolerance** for aggressive and/or violent behavior. The aggressive and/or violent behaviors which will not be tolerated include, but are not limited to:

- Unacceptable verbal conduct, such as screaming, name-calling, or use of profanity
- Physical conduct, such as invading physical space, touching, pushing, hitting, grabbing or throwing items
- Engaging in or threatening to engage in behavior which presents the potential for causing physical harm to self or others
- Harassment (verbal, physical, visual, sexual, or any other legally protected characteristic)
- Inappropriate behavior which interferes with others' opportunity to participate in the class or the

Human Services program

Violation of this policy will also be subject to action by the College in accordance with SGP 592 Student Disciplinary Action, SGP 875 Harassment, and any other relevant policy.

Procedure for Dismissal from the Human Services Program

When enrolled into the Human Services program, students are expected to develop and to demonstrate consistent professional commitment to his/her work and to demonstrate behavior that is appropriate for a developing Human Services Professional. Guidelines for professional behavior can be found in the *Ethical Standards.* Students are expected to have clear knowledge of these guidelines and their applications. Each of these documents will be introduced in the course, HUMS 100 Introduction to Human Services, and reinforced in all subsequent Human Services courses.

The following list is a partial list of serious circumstances that justify immediate dismissal from the program:

- Theft or attempted theft
- Violation of the college drug and alcohol statement which includes being under the influence of drugs or alcohol while attending class or while at the practicum site. If a student is suspected of being under the influence while at the practicum site, the student will immediately be dismissed from the practicum site.
- Alcohol or drug detection or use upon reporting to class, during community assessments, or agency visits
- Falsification of college, healthcare provider or agency records
- Unauthorized possession, copying and or/disclosure of information contained in a client's chart/file
- Breach of confidentially of client information in accordance with HIPAA standards.
- Any willful act or conduct detrimental to client care, agency operations, fellow students or faculty
- Violation of HACC' s college policy on violence
- Violation of any college or agency policy
- Abuse, mistreatment or neglect of clients

A student with any legal charges incurred while in the Human Services program must immediately disclose such charges to the Program Director. Charges will be considered on an individual basis and may result in the student's dismissal from the Human Services program. Students who are dismissed for these and/or other reasons relating to serious misconduct will be immediately removed from all Human Services courses and dismissed from the program.

Violations of the Ethical Standards or EQs

1. The Human Services faculty member will notify the student about violation(s) providing a **verbal warning** about the specific violation and document the notification. This notification becomes a permanent part of the student's Human Services student file.

2. If the student continues to violate the same or other *Ethical Standards (*accrues an additional violation) the faculty member and the Program Director will meet with the student to discuss violation(s). The student may be dismissed from the program, withdrawn from other Human Services courses, and/or another plan may be offered depending on the infraction and severity of the violation of standards. Dismissal from the program does not constitute dismissal from the College. This action will be documented and placed in the student's file and will also be reported to the Behavioral Intervention Team at HACC for further action.

3. If the student disagrees with the outcome of the dismissal from the program (and consequential withdrawal from any Human Services courses), the student has the right to follow the College's appeal of academic decision procedure.

Note: If the violation is determined to be egregious, or in the case where time does not permit adherence to the steps delineated above, immediate dismissal from the program may take place. This determination will be made upon consultation between the faculty member, Program Director, and Associate Dean. The student still maintains the right to file an appeal.

Social Media

The term "Social Media" refers to blogs, social networks such as MySpace, Facebook, LinkedIn, and Twitter, podcasts, video sharing, Really Simple Syndication (RSS) feeds, and on-line collaborative information and publishing systems. Information displayed on these formats is considered public and could be identified as a HIPAA violation.

The student must not disclose or post ANY confidential or proprietary information regarding the Human Services program including, but not limited to instructors, staff, other students, clients, visitors, vendors or practicum sites. The student must, at all times, remain mindful, respectful and professional in refraining from creating a false impression, or posting discriminatory, harassing, abusive, obscene, vulgar, hateful or embarrassing information about the Human Services program or another person or entity.

APA Requirement

The Human Services program requires the use of APA writing style according to the Publication Manual of the American Psychological Association (7th edition). It is strongly recommended that students become familiar with this writing style. Information can be found at the following links:

http://www.apastyle.org/
https://owl.english.purdue.edu/owl/resource/560/01/
https://libguides.hacc.edu/citingsources/apa

Desire to Learn/Brightspace

Brightspace (formerly known as Desire to Learn or "D2L") is a Learning Management System (LMS) that allows students to access course materials. Many of the Human Services faculty use this as a resource for students to view grades, access rubrics, participate in discussions, take exams, and submit assignments, among other features.

The Human Services Student Club

Historically the Human Services program has strived to coordinate with students to maintain an active Human Services Student Club. The Human Services Club is an opportunity for students to participate in service above and beyond volunteer experience or internship/practicum. The Human Services Club also provides an opportunity for students to interact with peers beyond the class room. Furthermore, the Human Services Club provides an opportunity to participate in activities that a student may value as a Human Services major. Some past activities included attending the MACHS (Mid-Atlantic Consortium of Human Service) conference. The MACHS conference is an annual conference hosted by the National Organization for Human Services. There students and faculty have the opportunity to meet, socialize and work with other students and faculty members who are majoring in or teaching Human Services.

If you are interested in starting a Human Services Student club or participating in a Human Services Student Club you are encouraged to speak to your peers or any Human Services faculty member. You should also speak to representatives from Student Involvement office at: https://www.hacc.edu/Students/GetInvolved/StudentActivities/index.cfm to find out about the specific process for beginning a Human Services Club.

Scholarships

HACC offers the opportunity to apply for various scholarships to help students pay for tuition, books, and fees. Please go to this link to apply:
http://www.hacc.edu/Paying/TypesofAid/Scholarships/index.cfm

The Outstanding Human Service Student Award

This award was established in 1982 by the Human Service Advisory Committee, with the first student awarded in 1983. The award is presented to a student who displays exceptional dedication and leadership in the field of Human Services. A student must have successfully completed at least 30 credit hours (15 credits of which are human services courses), have a 3.5 GPA in Human Service Courses, and an overall GPA of 3.0. In addition, eligible students must have successfully completed **or** be enrolled in HUMS 215 (Field Practicum). Finally, students must demonstrate a commitment to the field of Human Services through one or more of the following: personal growth, family life, or paid/volunteer community work.

The Human Service Advisory Committee

The Human Service Advisory Committee is an organization comprised of Human Service Professionals who volunteer time to assist the Human Services program at HACC in maintaining program standards of excellence. This is accomplished by providing feedback regarding local, state, and national trends as well as current needs and policy changes. Moreover, the Advisory Committee acts as an advocate for the Human Services program at HACC. If you or anyone who fits the above outlined description is interested in serving on the Human Service Advisory Committee please contact the Human Services Program Director for more details.

Social Sciences Department Inclement Weather Procedure

This inclement weather procedure is to provide guidance to students who are participating in Internships, Practicums, Observations, and other experiential activities where they are scheduledto be present at an off-campus location (e.g., an agency or Early Childhood center).

For purposes of this procedure, "Student" will be used to refer to students enrolled in one of thedisciplines or programs within the Social Science department requiring an experiential activity (e.g., Education, Human Services, and others). "Site" will be used to refer to these off-campus locations. "Supervisor" will be used to refer to site supervisors, site directors, mentor teachers,site mentors, and those in a similar position providing oversight of the students' learning experience at an off-campus location.

GENERAL PROCEDURE

In the event the college or a campus announces a closure due to a snowstorm or other inclementweather:
> All students will not report to class. Students will follow the guidelines of the site forguidance on whether to attend their experiential activity.

In the event the college announces a delayed opening due to inclement weather:
> Students who are scheduled for classes on campus should follow the college delayedopening schedule per course syllabus.
> Students who are scheduled for an experiential activity will follow the guidelines of the sitefor guidance on whether to attend their experiential activity or to attend with a delayed opening.

In the event the college remains open with inclement weather:
> All students are expected to make every reasonable effort to attend class and their experiential activity. However, **undue risk when traveling is to be avoided**. Students who believe it is not safe to travel should notify the supervisor and their HACC instructor oftheir absence. Students are responsible for making up missed assignments or the time at their site.

WEATHER EMERGENCY ANNOUNCEMENTS

In order to stay informed of cancelations and delays, students may:
- Subscribe to E2Campus for the campus where classes originate and check emails/textmessages for notices of cancellation/delay.
- Listen to designated radio/TV stations or refer to the HACC website at www.hacc.edu.

The Program Director, Practicum Coordinator, and/or Instructor reserves the right to modify or cancel a clinical rotation even if the campus remains open. In the event a student is doing theirexperiential activity at their place of employment, the student should follow the policies of their employer for absences due to inclement weather. **Students are responsible for maintaining accuracy of their contact information with HACC and with their instructor.**

3/03/2021 WDB

Appendix

The History of Human Services at HACC

The original Human Services program began in 1970 with Professor Emeritus Robert Haskell serving as the first Program Director. At that time the Human Services program was referred to as the Mental Health Technology program. Between 1971-1979, under the leadership of Professor Emeritus Ann Lyon (deceased), the Human Services program continued to grow and evolve from the Mental Health and Public Service program into the current Human Services program. These programs were designed for two kinds of students: those who wanted to be workers in Human Service agencies upon graduation and those who wanted to transfer to four-year colleges and universities into fields like social work, sociology, psychology, child development, special education or counseling.

In the fall of 1987, under the leadership of Professor John Heapes, the career and transfer components of the original program split into two separate programs (Human Services Career program and the Social Services Transfer program). Also, in 1987-1988, the Human Services faculty and the Human Service Advisory Committee decided that the career component of the Human Services program should form its own program and seek national approval from the Council for Standards in Human Service Education (CSHSE). Under the continued leadership of Professor John Heapes, the Human Services Career program received accreditation from CSHSE in the spring of 1989.

The Social Services Transfer program was officially recognized by the College in December 1987, during which time John Heapes was the Program Director. In addition to the Human Services Career and the Social Services Transfer program, the Human Services Discipline also offered a 31-credit certificate program designed for individuals not interested in obtaining an Associate's degree.

Professor Nancy Summers revised the Human Services curriculum in 1987 and again in 1997 to reflect the professional skills and information required by local Human Service employers. This curriculum created increased academic rigor in the Human Services program, and better prepared students to work as Human Services Professionals. From 1995-2008 Professor Summers was the Human Services Program Director and during this time the Human Service program received reaccreditation from CSHSE (2007). In addition, the discipline was moved under the Health Careers division. The move to the Health Careers Division strengthened the Human Services program as a discipline within the college, as well as provided strength in recognition within the Human Services profession.

Professor Ruby Porr was the Program Director from 2008-2011 and was instrumental in the 2007 reaccreditation process with CSHSE. She was also instrumental in moving the Human Services department to the Health Careers Division in 2010, bringing the program into compliance under this Division. The Human Services program at HACC was awarded a renewal of accreditation in the spring of 2013 under the leadership of Professor Karen Polite, who served as Interim Program Director following Ruby Porr (deceased).

After 10 years of teaching as an adjunct Faculty member, Wendy Bratina was hired as the Program Director for the Human Services program. During her tenure from 2013-2020, Professor Bratina led the Human Services Discipline through major degree changes, including the addition of the Drug & Alcohol track to the Human Services degree in 2015, alignment of the Human Services and Social Services degrees with the new 2018 requirements (including the conversion of the Human Services AA to an AAS degree), and the creation of a new Addiction and Recovery Services AAS degree proposed for the Fall 2021 semester. Additionally, the Social Services AA degree and the General Human Services track of the Human Services AA degree was reaccredited for the period February 2017 – February 2022 by CSHSE with many strengths noted in the final report.

As part of the College's reorganization beginning in 2020, the Human Service program was moved under the Social Sciences department as part of the School of Liberal Arts. Dr. Bratina was promoted to Associate Dean of Social Sciences in February 2020, and the Human Services program welcomed a new Program Director, Sherrill Goodlive, in March 2020.

Dr. Bratina returned to the Human Services faculty in January 2021, and moved back into her former role as Program Director in May 2021 upon completion of the spring semester. Professor Goodlive continues as a Human Services faculty member on a full-time basis. She was instrumental in working on many curricular changes over a very difficult year with the COVID-19 pandemic in 2020. The program is thankful to her for her hard work during this challenging time.

Additionally, the program faculty decided that the Human Services program will allow the CSHSE accreditation to lapse effective July 15, 2021. This difficult decision was made after multiple conversations, beginning in the fall 2018 semester, with Human Services faculty, administrators, and the Human Service Advisory Committee. This decision will allow our program to decrease the number of hours of our HUMS 215 Field Work Practicum from 255 hours to 125 hours, and to have additional flexibility in our curriculum to pivot to the needs of the Human Services field.

In the fall of 2021, the Human Services program launched the new Addiction and Recovery Services A.A.S. degree program. The A&RS degree is a specialized program that prepares students to work as human service professionals, who work directly with individuals being served through Drug and Alcohol Rehabilitation and Recovery Centers. There were 44 students enrolled in this program in the fall of 2021 semester and 49 students enrolled in the ARS program by the following spring 2022 semester. Our faculty are excited to see our program continue to grow and evolve.

In the 2022-2023 academic year, the Human Services faculty updated the program's assessment plan. This included revisions to the courses' catalog descriptions, learning outcomes, and prerequisites. The three degree programs' competencies were also revised. Our focus has been on delivering a rigorous curriculum that prepares students for the field of human services.

I. Purpose

Outline the steps to be taken for all Human Services/Social Services/Addiction & Recovery Services students regarding background checks for Field Work Practicum (practicum). It is HACC's duty to protect the safety of the client and to uphold the ethics of the HACC programs. Individuals who have committed certain crimes may require special permission from a practicum site for placement. HACC will make every effort to allow students to complete their program of study in the Human Services/Social Services/Addiction & Recovery Services fields but cannot require facilities to accept students for practicum.

II. Definitions

A. <u>Criminal record</u>: Any history of conviction of a misdemeanor or felony crime.
B. <u>Pending charges</u>: Any criminal charges as yet unresolved by the courts.
C. <u>Background check</u>: The process required by HACC for admission into the practicum portion of the Human Services/Social Services/Addiction & Recovery Services programs which include PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check or other checks required by the practicum agency.
D. <u>Conviction</u>: Being convicted, pleading guilty or entering a plea of nolo contendere, or receiving probation without verdict, accelerated rehabilitative disposition (ARD) or receiving any other disposition (excluding acquittal or dismissal) for any criminal offense.

III. Procedure

A. Students must submit background checks to the Practicum Coordinator, at the student's expense, the semester prior to starting the practicum class. The Practicum Coordinator will work with the student and agency to reach a decision on the specific background checks required.
B. A student with any conviction or pending charge cannot be guaranteed that they will be able to complete a practicum in the HACC Human Services/Social Service/Addiction & Recovery Services programs.
C. Falsification of an application or any information related to a conviction will disqualify a student from admission and/or continuation in the Human Services/Social Services/Addiction & Recovery Services programs at HACC.
D. A student who completes the Human Services/Social Services/Addiction & Recovery Services program at HACC, despite criminal convictions, is not guaranteed to be eligible for licensure or credentialing by a governmental body, or will be eligible to work for a particular employer. Licensure and credentialing authorities and employers apply their own standards for evaluating whether criminal convictions are disqualifying. HACC accepts no liability in cases where a third party deems criminal convictions sufficiently serious to cause denial of the applicable license or credential, or to refuse employment opportunities. A student with a conviction or convictions is responsible for contacting the appropriate licensure or credentialing board to investigate eligibility and employability.
E. If a student has a conviction on their clearances, the student will be required to meet with the Human Services/Social Services/Addiction & Recovery Services Practicum Coordinator.
   I. The student is advised that the Practicum Coordinator will make every effort to find a placement site that is willing to provide a practicum experience for the student with this conviction
   II. HACC cannot guarantee a practicum placement. Practicum is a requirement to complete the program, and if a practicum site cannot be secured, the student will be notified and the student will not be able to complete the program.
F. The student may be required to travel in order to complete a practicum at a facility that is willing to accept the student.
   I. A student's inability or unwillingness to travel to a practicum will prevent the student from completing the program.
   II. HACC does not provide transportation to practicum facilities.

National Organization for Human Services (NOHS)
Ethical Standards for Human Services Professionals

Most professions have an organization in which members join and unite to provide a sense of professional identity. The National Organization for Human Services (NOHS) is the professional organization in which HACC's Human Services Programs identifies as the source for current information about Human Services in society. NOHS publishes *The Journal of Human Services* and advocates for various social welfare policies. NOHS sponsors annual conferences where members of the profession gather and discuss, plan and learn information to set the Human Services agenda in the larger society. Membership is open to students, practicing Human Services professionals and Faculty. Lastly, NOHS created Ethical Standards for Human Services Professionals ("Ethical Standards") which are guidelines that have been set to guide our behavior, values, and attitudes as a profession.

As a student you are bound by these Ethical Standards as you develop your professional self here at HACC. It is expected that each student be knowledgeable about the contents of these Ethical Standards and practice them in relationship to your peers, clients, and faculty. Each student shall be introduced to the Ethical Standards in the HUMS 100 course. As you continue your tenure at HACC, you will encounter these Ethical Standards in other Human Services courses. When you graduate with your Associates Degree and begin to work as a Human Services professional you will be expected to continue to practice within the guidelines of the Ethical Standards.

National Organization for Human Services Adopted 2015

Preamble
Human services is a profession developed in response to the direction of human needs and human problems in the 1960's. Characterized by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their communities and environments. Human service professionals and those who educate them promote and encourage the unique values and characteristics of human services. In so doing, human service professionals uphold the integrity and ethics of the profession, promote client and community well-being, and enhance their own professional growth.

The fundamental values of the human services profession include respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness and objectivity.

Human service professionals consider these standards in ethical and professional decision making. Conflicts may exist between this code and laws, workplace policies, cultural practices, credentialing boards, and personal beliefs. Ethical-decision making processes should be employed to assure careful choices. Although ethical codes are not legal documents, they may be used to address issues related to the behavior of human service professionals.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, and professionals in community agencies who identify with the profession of human services. The ethical standards are organized in sections around those persons to whom ethical practice should be applied.

Responsibility to Clients
STANDARD 1 Human service professionals recognize and build on client and community strengths.

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services.

Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

STANDARD 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause serious harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Human service professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STANDARD 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STANDARD 5 Human service professionals recognize that multiple relationships may increase the risk of harm to or exploitation of clients and may impair their professional judgment. When it is not feasible to avoid dual or multiple relationships, human service professionals should consider whether the professional relationship should avoided or curtailed.

STANDARD 6 Sexual or romantic relationships with current clients are prohibited. Before engaging in sexual or romantic relationships with former clients, friends, or family members of former clients, human service professionals carefully evaluate potential exploitation or harm and refrain from entering into such a relationship.

STANDARD 7 Human service professionals ensure that their values or biases are not imposed upon their clients.

STANDARD 8 Human service professionals protect the integrity, safety, and security of client records. Client information in written or electronic form that is shared with other professionals must have the client's prior written consent except in the course of professional supervision or when legally obliged or permitted to share such information.

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society
STANDARD 10 Human service professionals provide services without discrimination or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STANDARD 13 Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups and communities as part of their work.

STANDARD 14 Human service professionals are aware of social and political issues that differentially affect

clients from diverse backgrounds.

STANDARD 15 Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.

STANDARD 17 Human service professionals accurately represent their qualifications to the public. This includes, but is not limited to, their abilities, training, education, credentials, academic endeavors, and areas of expertise. They avoid the appearance of misrepresentation or impropriety and take immediate steps to correct it if it occurs.

STANDARD 18 Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately, supported by data whenever possible.

Responsibility to Colleagues
STANDARD 19 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.

STANDARD 20 When human service professionals have a conflict with a colleague, they first seeks out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

STANDARD 21 Human service professionals respond appropriately to unethical and problematic behavior of colleagues. Usually this means initially talking directly with the colleague and if no satisfactory resolution is achieved, reporting the colleague's behavior to supervisory or administrative staff.

STANDARD 22 All consultations between human service professionals are kept private, unless to do so would result in harm to clients or communities.

Responsibility to Employers
STANDARD 23 To the extent possible, human service professionals adhere to commitments made to their employers.

STANDARD 24 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STANDARD 25 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals work with all involved to manage the conflict.

Responsibility to the Profession
STANDARD 26 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.

STANDARD 27 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge, skill base, and scope of practice.

STANDARD 28 Human service professionals seek appropriate consultation and supervision to assist in

decision-making when there are legal, ethical or other dilemmas.

STANDARD 29 Human service professionals promote cooperation among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

STANDARD 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STANDARD 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are conceptually or evidence based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks.

STANDARD 32 Human service professionals conduct research that adheres to all ethical principles, institutional standards, and scientific rigor. Such research takes into consideration cross-cultural bias and is reported in a manner that addressed any limitations.

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self
STANDARD 34 Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

STANDARD 35 Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

STANDARD 36 Human service professionals hold a commitment to lifelong learning and continually advance their knowledge and skills to serve clients more effectively.

Responsibility to Students
STANDARD 37 Human service educators develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.

STANDARD 38 Human service educators are committed to the principles of access and inclusion and take all available and applicable steps to make education available to differently-abled students.

STANDARD 39 Human service educators demonstrate high standards of scholarship in their scholarship, pedagogy, and professional service and stay current in the field by being members of their professional associations, attending workshops and conferences, and reviewing and/or conducting research.

STANDARD 40 Human service educators recognize and acknowledge the contributions of students to the work of the educator in such activities as case material, grants, workshops, research, publications, and other related activities.

STANDARD 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students experience potentially harmful events during field placements, educators provide reasonable investigation and response as necessary to safeguard the student.
STANDARD 42 Human service educators establish and uphold appropriate guidelines concerning student disclosure of sensitive/personal information which includes letting students have fair warning of

any self- disclosure activities, allowing students to opt-out of in-depth self-disclosure activities when feasible, and ensuring that a mechanism is available to discuss and process such activities as needed.

STANDARD 43 Human service educators are aware that in their relationships with students, power and status are unequal. Human service educators are responsible to clearly define and maintain ethical and professional relationships with student; avoid conduct that is demeaning, embarrassing or exploitative of students; and always strive to treat students fairly, equally and without discrimination.

STANDARD 44 Human service educators ensure students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals

Human Services Faculty

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Human Services/Social Services/Addiction & Recovery Services
Student Acknowledgement Form

_____(Initial) I have read and understand the Student Handbook as posted on the HACC Human Services website.

_____(Initial) I acknowledge that I have read and understand the Essential Qualifications for Programs: Human Services. I also acknowledge that I am capable of performing the essential abilities and skills outlined in the Essential Qualifications with or without reasonable accommodation. I understand that if I am no longer able to meet these Essential Qualifications, I will immediately notify the Program Director. The Essential Qualifications information is located in the Student Handbook.

_____(Initial) I acknowledge that I have read, understand, and will adhere to the National Organization for Human Services (NOHS) Ethical Standards for Human Services Professionals as posted on the NOHS website.

HUMS 215 Field Work Practicum The following statements refer to information about Practicum.

_____(Initial) I understand that it is my responsibility to submit the Intent to Enroll in HUMS 215 Form no later than the published due date of the semester preceding the semester in which I plan to register for the Field Work Practicum (i.e., submit intention in the spring for summer or fall semester; submit intention in the fall for spring semester).

_____(Initial) I understand that all students who are entering HUMS 215 Field Work Practicum must submit any clearances required by the Practicum site, such as a Pennsylvania Child Abuse History Clearance, FBI Check, and State Police Criminal Record Check, at the student's expense, prior to starting the course. If a student has committed certain crimes, that student may require special permission from a practicum site for placement. HACC will make every effort to allow students to complete their program of study in the Human Services/Social Services/Addiction & Recovery Services fields but cannot require facilities to accept students for practicum.

_____(Initial) I understand that some practicum sites do not allow tobacco use, and some practicum sites may require specific testing (e.g., drug testing) at the student's expense.

_____(Initial) I understand that if I do not show up at my practicum site for my scheduled time or stop my participation in hours altogether without notice to the site and/or the practicum instructor, I will be dropped from the HUMS 215 course with a grade of "F."

_____(Initial) I understand that in the event I do not earn a grade of C or higher in the HUMS 215 Field Work Practicum, cannot demonstrate the abilities and skills outlined in the Essential Qualifications, violate the NOHS Ethical Standards, or have a legal violation during the time of enrollment in the course, I will need to meet with the Program Director and/or designee to discuss whether I will be able to repeat the course and/or continue in the program.

_____   _____
Applicant Signature   Date

_____   _____
Print Name   HACC ID

_____   _____
Instructor/Witness   Program/Major

revised 08/22/2023 WDB

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