

**HANDBOOK FOR THE  
HUMAN SERVICES CAREER DEGREE  
SOCIAL SERVICES TRANSFER DEGREE  
&  
THE HUMAN SERVICES CERTIFICATE  
PROGRAM  
8<sup>th</sup> Edition, 2007**

**Division of Communication, Arts, and Social  
Sciences  
Harrisburg Area Community College**

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## **DEDICATION**

This handbook is dedicated to two very important people, Ann Lyon and John Heapes, each of whom devoted time, energy, and devotion to making this the rich and thriving program it is today. Ann Lyon tirelessly worked to start the program and make it important to the community and John Heapes gave his considerable time and thought to reorganization and National accreditation.

## **PROGRAM ACCREDITATION**

The Human Services Program and Harrisburg Area Community College is accredited by the Council for Standards in Human Service Education. Last Accreditation was awarded Spring 2007

## **ACKNOWLEDGEMENTS**

This program would not be successful if it were not for the efforts of the following groups:

The campus Assistant Program Directors: Aimee Bollinger-Smith, Ruby Porr, and Barbara Miller. These individuals, each having worked with the Human Services Program over a number of years, have given countless hours to make the program on their campuses excel.

The adjunct faculty, many of whom, have taught in the program for quite a long time, some over 10 years, and whose work and dedication has strengthened the program immeasurably

The Advisory Committee, many of whom have been on the committee since the inception of the program and whose members take seriously their responsibility to give oversight and direction to the program.

The college administration whose individual members give advice and support when needed.

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# **INTRODUCTION**

**The Human Services Program at Harrisburg Area Community College is an academic program designed to graduate individuals proficient in delivering basic services in a variety of social service settings. Graduates of this program receive both theoretical information and practical skills. Students can choose one of three curricula within the program.**

**This handbook is designed as a comprehensive orientation to the Human Services Career and Social Services transfer Program, as well as the certificate program in human services. In the pages that follow, the reader will learn what human services are, how they came about, and what kinds of employment opportunities are possible for graduates of these programs at HACC.**

**Use this handbook to guide you successfully through the program you choose. Refer to it for information about the program and the curricula you have chosen. Note particularly the expectation for students who have chosen to pursue this course of study.**

**Students who enter the program are welcome. We wish you well in your pursuit of a degree and the faculty and counselors are available to help you accomplish those goals.**

# THE FIELD OF HUMAN SERVICES

## **DEFINITION: WHAT IS MEANT BY HUMAN SERVICES**

According to Dr. Harold McPheeters, who many believe to be the founder of the human services movement in the United States, the human services IS:

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 and McClam, Introduction to Human Services, Brooks/Cole, 1994, p. 15)

Human service, in its broadest sense, occurs whenever one person is employed to be of service to another person or group. The overall objective is to assist people to use society's knowledge, resources, and technology so that they can attain their self-sufficiency.

The human services profession recognizes that people are interdependent with each other and within the total environment. Thus, human services views itself as a bridging mechanism between people and social systems. In a phrase, the human services are committed to the improvement of the human condition. The human services embrace most of what are known as the "helping professions". They are concerned with the welfare of the poor; with the care and treatment of alcoholics and drug users, offenders and ex-offenders; with the development and implementation of childcare services and programs for the elderly; with mental health activities and support of the physically and mentally disabled; with community development, vocational counseling, family assistance, and with a host of other social service activities. These services draw upon the knowledge and skills of academic disciplines including sociology, psychology, history, economics, political science, and biology and social work. They apply the knowledge of these disciplines to assist people in dealing with their problems of living.

## **HISTORY: HOW THE HUMAN SERVICES STARTED**

By definition, societies, such as our own, where economic and human goods and services are distributed unequally, are socially stratified. That is, more goods and services are available to some (the "haves") than to others (the "have-nots"). American society, like many other stratified societies, may view the delivery of human services to have-nots either as a gift or as a fundamental right of every member of their society.

Up until the Depression of the 1930's relief giving in the United State was done primarily by private organizations and was perceived by them as gift-giving. Because of the severity of the Depression, Community Chests and other private charities could not handle the millions of unemployed workers and their families. With his New Deal and its accompanying acts (e.g., The Federal Emergency Relief Act, 1935), Franklin D. Roosevelt introduced a new concept of federal assistance to the needy. The public sector replaced the private arena as primary relief agent in America.

Following World War II the American economy geared up as new technology fostered tremendous economic growth. The gap between the haves and the have-nots grew: In the late 1960's the have-nots began to demand retribution. Popular social

movements (e.g., the civil rights movement, women's and gay movements, and the War on Poverty) and the politicians who worked to establish the Great Society helped to move more of the society's economic resources and human services toward the have nots.

The notion of gifts to the poor began to give way to the recognition of fundamental rights or entitlements to all America's citizens. Residual help, in which helping was viewed as temporary and accompanied by a stigma, gave way to institutional (universal) care, wherein everyone was seen as eligible for a certain standard of care and support depending on their circumstances. The focus of intervention changed from "fixing up" the individual to adjusting society to better meet the needs of the person. (Recently the Human Service field has conceptualized intervention in more balanced terms. Change might occur either with the individual and/or the society or environment) .'

In the late 1950's and early 1960's a number of circumstances came together to create the field of Human Services. First, there was a growing awareness that certain traditional services (for instance, psychotherapy, which only the well off could afford) could not really meet the needs of the society as a whole. These were viewed as inappropriate for lower socio-economic groups whose needs for quick, effective interventions could not be met using traditional methods.

Second, people were developing a strong socio-political awareness. They were concerned that social changes were creating problems for which there was no support. This awareness led to court cases in which the "right to services" or "the right to treatment" were established. People began to lobby for and actively support new programs that would make a wide variety of services available. Much of this work took place in the political arena.

During the Kennedy and Johnson years the Federal government made more money available for new programs. The Community Mental Health Centers and Head Start were just two of the new programs to come about as a result of this new funding

The Human Services movement came into being in response to the need for greater numbers of personnel as the country undertook the War on Poverty. Many indigenous people who worked in this "war" were untrained. They needed such skills as interviewing, organizing, administering and creating grass roots programs to meet community needs. In response to these needs the first Associate degree in human services was offered in 1964 at Purdue University. From that time on hundreds of human services programs developed at the community colleges as well as at four year colleges and universities throughout America.

### **ROLES AND EMPLOYMENT: WHAT DO HUMAN SERVICE WORKERS DO?**

Human service workers with A.A. degrees are found in the following areas; health, education, mental health, welfare, family services, corrections childcare, children's mental health, mental retardation, vocational rehabilitation, housing, community service, drug and alcohol, aging, Ill law. In addition, graduates of our program have found positions outside the traditional field of Human Services, working in human resources, in business and industry, and in communications in a variety of settings.

Within these areas Human Service workers play the following roles outreach workers, brokers of services, advocates for clients and for needed services, evaluators, educators and information specialists, behavior changers, mobilizers, consultants, community planners, care givers, managers, administrators, case managers, or

assistants to specialists. They enter these professional roles and serve in the capacity of case managers, program staff, and crisis workers.

Human Service workers with A.A. degrees have found jobs as

- direct care service providers,
- activity aides in nursing facilities,
- peer counselors in mental health or women's programs,
- crisis intervention workers,
- aides to special needs children and their families,
- outreach workers
- assistants in physical health centers,
- childcare center workers,
- case managers
- intake workers
- referral specialists

Today Human Service AA graduates can expect to earn between \$22,000 to \$30,000 as starting salaries. The starting salaries depend on how the position is funded. There are, however, exceptions to this. Students who are employed in business and industry can expect to earn more.

Moreover, prospective Human Service students can be encouraged in knowing that there is a career ladder in the field. They need not remain in entry-level positions throughout their career in the Human Services. For example, the trend seems to be that A.A. graduates begin working at entry level positions early in their educational career and are well-placed for advancement when the opportunity presents itself, particularly if the person has continued academic work toward a Bachelors degree.

Students seeking employment in the Human Services field are assisted by job information provided to them by the Director of the program, the campus assistant directors on the branch campuses, and by the Career and Transfer Center on the second floor of the Cooper Center on the Wildwood campus. Each campus has a bulletin board for ,posting job opportunities that come into that campus for human services positions. The student needs to know where that information is posted.

# **HACC'S HUMAN SERVICES CAREER PROGRAM, SOCIAL SERVICES TRANSFER PROGRAM AND HUMAN SERVICES CERTIFICATE PROGRAM**

## **ORIGIN: HOW THESE PROGRAMS STARTED AT HACC**

From January 1973 until Spring 1988 there was one Human Service Program at HACC. This program, which began in 1973 as an outgrowth of the former Mental Health Technology and Public Service programs, was designed for two kinds of students: those who wanted to be workers in the human services agencies upon graduation from HACC 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.

Starting in the Fall of 1987 the career and transfer components of the original Human Service Program split into two separate programs. They are the Human Services Career Program and the Social Services Transfer Program. The faculty in these programs and the advisory committee decided that the career component should form its own program and that it should seek national approval from the Council for Standards in Human Service Education (CSHSE). The Human Service Career Program received approval from CSHSE in the Spring of 1989. That approval was recently renewed in 2006. The Social Services Transfer Program was officially recognized by the college in December 1987.

In addition, the program offers a 30 credit certificate for individuals not interested in a degree. This certificate does not generally allow graduates to take as much responsibility in social service agencies as those with AA degrees do, but the certificate program is set up so that a student who has obtained the certificate can easily continue in one of the degree programs.

## **CHOOSING BETWEEN PROGRAMS: WHICH ONE IS RIGHT FOR YOU?**

Many students interested in helping people may know that they want to be in the Human Services field, but are confused about which HACC Program to enter: The Human Services Career Program or the Social Services Transfer Program.

Deciding which program to enroll in depends upon the student's plans after graduating from HACC. If a student wishes to seek employment in the Human Services field and does not want to go on to earn a Bachelor's degree at a four-year college or university then the Human Services Career Program is the correct choice. If, however, a student wants to continue with his or her education in Human Services or a related field after graduating from HACC, then the Social Services Transfer Program would be the best choice.

All the students in the program take the same human service courses with some minor differences in electives. For this reason, an undecided student has until the end of the first year to make the decision.

In recent years the demand for graduates of the program has been greater than in the past. At times employers call the program seeking applicants for entry level positions. As a result, the trend is that nearly all graduates seek employment and most students continue their education at a later time, if not immediately after graduation from HACC.

This means, in effect, that many students are doing both. They are going to work and continuing their education. In this current job market, students intending to go immediately to work after graduation from HACC and not transfer until much later are strongly advised to consider the Human Services Transfer Program which fully prepares students to accept professional responsibilities within the community and continue their education when they are ready at a later time in their lives

### **STRUCTURE: HOW THE COLLEGE IS ORGANIZED**

Harrisburg Area Community College is a hierarchically ordered organization.

- The Board of Trustees makes policy
- That policy is implemented by an administrative staff headed by the president of the college, Dr. Edna Baehre.
- The Vice President of Academic Affairs and Enrollment Management, oversees the Implementing of academic programs and the maintenance of academic standards
- The college is further divided into academic divisions. The Human Services Program, while considered a health career is housed in the Communications, Arts, and Social Sciences and into support services.
- Another part of the college, Office of Student Affairs, supports students as they work toward their academic goals. Housed in that part of the college are career and transfer services, counseling, financial aid, veterans affairs and tutoring services.

### **HOW THE HUMAN SERVICES PROGRAM IS ORGANIZED**

#### ***The Advisory Committee***

An important part of the Human Services Program is the Advisory Committee. This group of community people, most social service employers, serves as a link between this program and the community. The committee helps to determine community needs, reviews curriculum changes, identifies areas of employment for students, guides and supports faculty, and assists in promoting the programs in the community.

The Advisory Committee has made several contributions to the Human Service Programs. Most notable among them are the assistance they gave in organizing the 1984 and the 1992 MACHS Conference (Mid-Atlantic Consortium of Human Services). This committee selects and presents an annual award to the Outstanding Human Service Student. In addition, this committee was instrumental in getting HACC's annual career day off the ground.

On each regional campus the Program Assistant meets with community advisors in order to better integrate the Human Services Programs on that campus into that community. These committees sometimes hold receptions to meet students.

#### ***Program Director and Campus Assistants***

The Program director is responsible for designing and maintaining the specific academic standards for the Human Services Program, as well as handling student complaints and grievances. Faculty meetings of all faculty from all campuses, visits to regional campuses, and work on maintaining accreditation are all part of the Program Director's responsibilities.

Campus Assistants, located on each regional campus, oversee academic standards on their campuses, recruit students from and do outreach to community

organizations, hire faculty and advise students. Campus Assistants contribute ideas and stability to a program spread across 5 different regional campuses.

***Human Service Faculty***

The faculty in the Human Services program, many of whom have been with the program for 10 years or more, contribute to the classroom experience and the construction of courses that adhere to the stated academic outcomes for that course. They make themselves available to advise the program and to support students in achieving their academic goals.

***Advisors***

The Human Services program has counseling advisors in the counseling office as well as program advisors within the program, generally faculty. Students are advised to seek the input of their counselors when choosing their courses and developing personal goals for work in the human services field.

## Requirements for Admission to the Human Services Program

In order to enter the Human Services Program you will need to be qualified to do so. Anyone interested in the human services program will begin by taking Human Services (Hums) 100, Introduction to Human Services.

While in this first course, you will begin completing your qualifications for admission to the Human Services Program by:

- Writing an in-class essay on your decision to go into Human Services
- Submitting a State Police Criminal Background Report
- Submitting a Child Abuse Clearance
- Meeting personally with your instructor.
- Passing this course with a C or better

In addition, before entering the program you also will need to complete English 101 and have a GPA of 2.0 or better.

At the end of Hums 100, you will receive a letter from the Director of the Human Services Program informing you of your admission to the program. If you have passed Hums 100 with a C or better, have a 2.0 GPA and have taken English 101 and passed that with a C or better you will be admitted to the program.

### ***The Criminal Background Check and Child Abuse Clearance***

A criminal background does not automatically mean you will be dismissed from the course or that you will be barred from taking any further Human Services courses. Except for individuals with a history of pedophilia, who would automatically be excluded from further Human Services studies, all other students will be given an opportunity to meet with the instructor to look at where you might work following graduation and how your history might be an obstacle to your employment in this field.

***It is wise to start early, even before the class starts, obtaining your background clearances. Sometimes these do not come in during the semester and for that reason the student cannot complete the course and receives an I for the course.***

If your clearances do not come in during the semester that you are taking HUMS 100, but otherwise you have a passing grade in the class, you have completed English 101 with a C or better, and you have a GPA of 2.0 or better, a human service faculty member on your campus can waive the requirement that you complete HUMS 100 for one more semester and provide overrides to allow you to continue in the human services curriculum.

### ***If You Have Not Completed English 101***

If you have successfully completed Hums 100 and **have not taken English 101** or if you have taken this course but did not receive a grade of C or better, you will want to take care of this requirement first. Once you have completed this course, bring this to the attention of The Human Services Assistant Chair on your campus for admission to the program the next semester.

***If Your GPA is below 2.0***

In order to graduate from the college a student must have a GPA of 2.0 or better. In order to remain in the Human Services Program, a student must maintain a GPA of 2.0 or better. Students with GPAs below 2.0 may not take Human Services courses during the following semester unless approved by your campus assistant program director on your campus.

If your GPA falls below a 2.0 you will be contacted by the Human Services Program Director or by your campus assistant program director. You will be invited to meet with your campus assistant director to formulate a plan to stay in the Human Services Program and to remain successfully in school. Formulating a plan can involve such things as repeating a course, taking a lighter load, taking a course in math anxiety, or taking care of a personal problem.

Sometimes it becomes clear that at the end of the current semester your GPA will be 2.0 or better and you may continue taking human services courses. This may be because you are bringing your GPA up during the current semester. In other cases, students may have a low GPA due to courses they took some time ago when they were less prepared for college. Perhaps a student withdrew from classes and received an F in that process.

If you are doing well with your current set of courses and well on the way to raising your GPA, you will be allowed to continue taking human services courses. If you are not going to have a GPA of 2.0 or better at the end of the current semester you will be asked to refrain from taking further human services courses while you work on bringing up your GPA.

After you and your campus assistant director work out a plan it becomes your responsibility to follow the plan and return to talk to your campus assistant director or your counselor to make adjustments to the plan as needed.

While you may have to stop taking human services courses temporarily, the goal is to have you complete the program and all your coursework effectively so that you can graduate successfully from the college and assume work as a human service professional.

## Once Admitted to the Human Services Program

Once you are admitted to the program you may take other human service courses, those courses with a Hums prefix. The exceptions are Skills and Methods II and your fieldwork.

Hums 121, Skills and Methods I, is a required course for Hums 122, Skills and Methods II, and both of these are required before you can begin your fieldwork course, Hums 215.

While this will be discussed in further detail in the handbook, you will also be expected to demonstrate professional commitment to your work and behavior appropriate for a professional person.

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### ***Changes in Your Criminal Background***

Should there be changes in your criminal background between the time you successfully complete Hums 100 and the time you take your fieldwork course you will need to report those changes to the Program Director or the Assistant Program Director on your campus. Failure to do so will result in your dismissal from the program. A disclosure form can be found at the back of this manual.

A number of fieldwork sites will require a second background check prior to your working in their agency or facility.

### ***Program Committee of Oversight on Your Campus***

Students, many of whom have good academic standing, may have behavioral, legal, attitude, or emotional issues that interfere with the students' abilities to carry out professional responsibilities. The following steps will be taken to address these concerns should the faculty on your campus feel that one of these is interfering with your ability to complete the curriculum:

- Any faculty member who becomes concerned about a student's ability to function professionally will sit down with that student and discuss the concerns.
- If this step does not adequately address the problem, the faculty member can approach the campus Assistant Program Director about the student, requesting the formation of a committee.
- The campus Assistant Program Director will convene a committee of 2 or 3 individuals drawn from faculty, administration, or counseling. Faculty serving on the committee can be from any discipline. Usually the people on the committee will have some acquaintance with the student.
- First, the committee will review the concerns raised about the student and can seek additional input from the student's other instructors.
- Next, the committee will meet with the student to go over the issues and concerns raised. The committee will develop with the student a remedial plan for the student to address those issues that are obstacles to the student's ability to perform professionally.
- Where needed students in need of personal or legal help will be given assistance in locating providers

If after a stipulated amount of time, the issue has not been addressed by the student, dismissal from the program will be considered.

The function of this committee is to act as a problem-solving group with the student, rather than as a disciplinary entity. The goal is to retain the student in the program. The committee will seek resolutions to problems working with the student, rather than taking punitive measures. When a student is unwilling to work with the committee, the faculty member concerned has the option to use AP 592 related to student disciplinary action.

### ***Completion Within 5 Years***

Due to changes in procedures, state laws, and regulations, student will have 5 years to complete the degree or certificate from the date of admission to the program. Students who do not complete their coursework for graduation within 5 years will need to start their human service coursework again.

. If a student drops out of college within 5 years of admission and returns within 5 years of admission, the student has only the years remaining from the date of the original admission to complete the program.

If a student returns after 5 years the student must begin the core curriculum again.

### ***Repeating Courses***

A student who maintains a GPA of 2.0 but receives a D or F in a single core Human Service Course may repeat that course according to AP 668 but, cannot take that course in the semester immediately following,

### ***Missing More Classes than the Minimum Allowed***

While you will not be dropped from the program, you will be dropped from any human service course in which you miss more than 15% of the classes. This means that:

- If your course meets only once a week, you are missing the equivalent of three classes when you are absent one evening. Therefore, you can miss 2 classes and 2 hours of a third class period before being dropped from the course
- If your course meets twice a week you may miss up to 7 classes before being dropped from the course
- If your class meets three times a week you may miss up to 8 classes before being dropped from the course

## Reasons for Dismissal From the Human Services Program

A student will be asked to leave the Human Service Program for one or more of the following:

- Changes to background clearances that were not reported to the Human Service Campus Assistant by the student
- Failure to maintain a GPA of 2.0 or better
- Violation of the policies of the Practicum site
- Failure to behave responsibly at the practicum site (such as coming late, failure to show up when scheduled to be there, leaving before work is completed or reviewed by another person, denigrating clients, coming to the site while under the influence of drugs or alcohol or using them on the site, and other violations of professional practice).
- Violation of the college drug and alcohol statement as outlined in the *Student Handbook* to include being under the influence of drugs and alcohol while at the practicum site. If a student is suspected of being under the influence while at the practicum site he or she will immediately be dismissed from the practicum site, and therefore the program
- Violations of confidentiality
- Plagiarism or academic dishonesty. Administrative Procedure 594 defines Academic Dishonesty as
  - Cheating in which a student gives or receives answers, unauthorized possession of examinations.
  - “Plagiarism – the offering of someone else’s work, words, idea as one’s own or using material from another source without acknowledgement”
  - “Interfering without permission with the work of another student either by obtaining, changing, or destroying the work of another student.”
  - “Buying or selling term papers, homework, examinations, laboratory assignments, and computer programs, etc.”
  - “Falsifying of one’s own or another’s records”
  - “Knowingly assisting someone who engages in” any of the above.
- Excessive absences from class. (Note: each human service core course will now employ the AP 661 on absences from class and students will be dropped from any human service core course once they have missed more than the minimum hours stipulated in the AP.)
- Failure to complete coursework for a degree within 5 years of admission to the college
- Violence or threats of violence toward instructors, students, or clients if a grievance was filed and found to be substantiated.
- Intimidation of instructors, students, or clients if a grievance was filed and found to be substantiated.

- Harassment of instructors, students, or clients if a grievance was filed and found to be substantiated.
- Forming a dual relationship with clients

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Failure to meet with or to follow the recommendations of the faculty Committee of Oversight convened to address student behavior, attitudes,

- or personal issues that appear to interfere with the student's ability to function professionally.
- Violations of ethical guidelines as learned in HUM 121, Skills and Methods I

A list of students dismissed from the program on each campus will be submitted to the Program Director at the end of each semester. A full list of all dismissals will be compiled and distributed to campus Assistants.

## Upon Dismissal

When a student is recommended for dismissed from the program the Assistant Campus Program Director will submit to the Program Director

1. The name of the student
2. The reasons for dismissal
3. A statement verifying that the student was made aware of the grievance process

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## Grievance Procedure

If you were not admitted to the program or you were dismissed from the program and you wish to file a grievance related to your situation, follow the following grievance procedure:

- Meet with the Program Director and discuss your concerns and bring your concerns in writing.
- The Program Director will make a decision, based on the student's description of events, the interview with the student, and contact with those who made the decision concerning the student.
- If the student disagrees with the decision of the Program Director, you have the right to pursue your grievance using the college grievance procedure, AP 591. This procedure stipulates that the student must submit a formal written appeal within 15 college working days of the meeting with the Program Director. This statement should be filed with either the Chief Student Affairs Officer or the Chief Regional Campus Administrator. Students who wish to further appeal program decisions should obtain a copy of Administrative Procedure 591
- If the matter involves an academic decision, the student must use college grievance procedure regarding academic decision, AP 663. In this case students should follow the Administrative Procedure rather than beginning with the program director. The college has a procedure for examining academic decisions with which the student disagrees. This procedure is very thorough and gives the student opportunity to air the grievance.

## Requirements for Re-Admission to the Program

A student dismissed from the program may not apply for re-admission in the semester in which the student was dismissed. In other words, a student dismissed from the program will need to wait another semester before being readmitted, with the option of taking other courses. Thus, for example, if a student is dismissed during the fall semester the student would re-apply in the following spring semester and would not return to the program before the following summer. A student dropped from the program in the spring would not be able to re-apply until the following summer and could not take classes in the Program until the next fall. (see chart below)

Dropped from the Program in Fall Semester	May reapply in the following Spring semester	May resume coursework in the following summer or fall semester
Dropped from the Program in the Spring semester	May Reapply in the following summer	May resume course work in following fall
Dropped from the Program in the spring semester	May reapply in the following fall semester	May resume course work in the following spring semester
Dropped from the Program during the summer	May reapply during the following fall semester	May begin coursework in the following spring semester

In order for students to be re-instated in the program students must complete the following *prior to* the semester in which he or she wishes to be re-instated:

- Meet with the Human Service Campus Assistant on their campus
- Obtain a letter from the Campus Assistant containing recommendations regarding the students' readmission to the program.
- Write an essay regarding the reasons for the original dismissal and the circumstances that have changed or that warrant reconsideration for re-admission. The essay must be submitted no later than 45 days prior to the beginning of the fall, spring, or summer semester. The essay must be a minimum of 3 pages, typed, 1.5 spacing, in paragraph form. It will be submitted to the Program Director at the time of reapplication.
- Send two documents (the letter from your campus assistant and your essay to the Program Director no later than 45 days before the beginning of the semester in which the student wishes to be reinstated
- The Human Service Program Director will notify the student of the decision within 3 weeks. The student will be notified in writing. The Program Director may ask to meet with the student prior to making the final decision.
- Campus Assistants will keep records of all dismissals and reinstatements of students in their campus programs.

- Students may follow the grievance procedure detailed above.

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### ***Repeating Courses***

When you are re-admitted you must repeat any Human Service core course in which your grade was a D or an F. A second grade below C required for that specific course will result in permanent dismissal from the program.

### ***Re-Admission After Five Years***

If you could not complete the program in 5 years you will need to wait a year and reapply to start over from the beginning of the program's core courses, starting with Hums 100. This is done to be sure that students have the latest information regarding the field of human services. Laws change, new procedures are put in place, different thinking or research is adopted in the span of 5 years.

## Professional Behavior and Commitment

Unlike the study of an academic discipline, such as history, sociology, or English, students in the Human Services Program are preparing for a profession from the start. This preparation begins the day a student is admitted to the program and continues until the student graduates.

For that reason, your instructors will be supporting your advancement in professional knowledge and skills. What you, as a student must bring to this process is professional attitudes and behavior.

Your instructors will observe you as you take these courses to evaluate whether or not you would be able to offer services to individuals and groups in a completely professional manner. Students who are outstanding students can have behavior, attitude, or personal problems that interfere with their capacity to act independently in a professional manner after graduation.

The 5 general areas below are the areas in which you will be observed. When problems arise you may be asked to talk with the Committee of Oversight on your campus to find ways to resolve the problems and move you toward your goals more effectively. The 5 areas of observation are

### 1. STUDENTS ARE EXPECTED TO BE RELIABLE

- The student has homework and other assignments completed on time.
- The student is on time for class.
- The student misses the minimum number of hours of class time permitted.
- The student remains in the classroom for the full period.
- The student helps out without being asked, if the need arises.
- The student is prompt in returning to class at the end of breaks.
- The student refrains from doing other work or sleeping in class.
- The student has read orientation material for the Program
- The student keeps appointments with the advisor and others
- The student does not forge the name of an advisor or instructor.
- The student does not copy work from texts or others and submit it as His or her own.

### 2. STUDENTS ARE EXPECTED TO BE WARM AND ACCEPTING OF OTHERS

- The student introduces people who do not know each other.
- The student assists visitors to the campus.
- The student speaks to people using their names.
- The student carefully observes confidentiality (unless illegal activity or harm to self or others is involved)

- The student waits until class is dismissed before beginning to leave.
- The student is attentive during class time.
- The student expresses thanks for assistance given.
- The student asks others if this is a good time to talk

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- The student is able to use active listening and use "I" messages when giving feedback to others.
- The student is friendly and receptive to others.
- The student uses verbal and non-verbal means of encouraging others.
- The student does not use sexist, ageist, or racist language or engage in sexist, ageist, or racist behavior

### **3. STUDENTS ARE EXPECTED TO BE CONCERNED ABOUT THE EMOTIONAL AND PHYSICAL NEEDS OF OTHERS**

- The student refers fellow students who are having personal problems to appropriate counseling.
- The student wipes up spills or debris that might cause another to fall.
- The student observes "no smoking" rules.
- The student assists those with handicaps when appropriate to do so.
- The student does not whisper in the presence of others or during class time.

### **4. STUDENTS ARE EXPECTED TO USE FEEDBACK CONSTRUCTIVELY AND TO LOOK AT PERSONAL FEELINGS, VALUES, AND BEHAVIORS**

- The student is not defensive when feedback is given.
- The student is able to use active listening and use "I" messages when receiving feedback
- The student takes responsibility for his or her behaviors.
- The student takes ownership of his or her perceptions and feelings.
- The student does not attempt to blame others when feedback is given.
- The student expresses a genuine desire to change constructively.
- The student recognizes personal deficiencies in understanding those who are different and addresses these deficiencies.

### **5. STUDENTS ARE EXPECTED TO BE ETHICAL**

- The student is careful to observe confidentiality (unless illegal activity or harm to self or others is involved).
- The student submits his or her own work
- The student does not cheat on tests
- The student does not betray confidences
- The student does not gossip about others

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***What Your Instructor Sees***

When a student is glancing at their cell phone or texting others during class time, your instructor sees a person who will only partially be committed to consumers in the future

When the student uses class time to get information to solve his or her own problems, your instructor sees a person who has not been able to move to focusing on the needs of other people

When the student calls consumers, encountered during the course of study , denigrating names and diminishes the seriousness of the person's problems, your instructor sees a person who will likely denigrate consumers in the future.

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When the student does not come on time, forgets assignments or hands in assignments late, your instructor sees a person who may be too disorganized to take responsibility for the life of another person.

When a student uses their own life story or experiences in class more than once, your instructor sees a person who has either not healed from his or her own problems or has a need for attention that would interfere with helping others.

### ***Trust***

Trust is the most important aspect of any professional relationship. Most of us know whom we would trust to care for our children or our parents. For faculty, who might write a reference for a student, this feeling of trust is enormously important. After working with students in class, faculty members know whether they would feel comfortable or uncomfortable with the student as the caretaker of vulnerable family members. Students, when evaluating their own behavior, should assess the degree to which they are trustworthy and convey this trustworthiness to others.

# **Ethical Standards of Human Service Professionals National Organization for Human Services Council for Standards in Human Service Education**

## **Adopted 1996**

Content: Preamble | Section I - For Professionals | Responsibilities To Clients | To Community and Society | To Colleagues | To the Profession | To Employers | To Self | Section II - For Educators

## **Preamble**

Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

The ethical guidelines presented are a set of standards of conduct which the human service professionals and educators consider in ethical and professional decision making. It is hoped that these guidelines will be of assistance when human service professionals and educators are challenged by difficult ethical dilemmas. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

## **Section I - Standards for Human Service Professionals**

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator and administrator.[1.] The following standards are written with these multifaceted roles in mind.

## **The Human Service Professional's Responsibility to Clients**

**STATEMENT 1** Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.

**STATEMENT 2** Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

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

**STATEMENT 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 seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

**STATEMENT 5** Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

**STATEMENT 6** Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

**STATEMENT 7** Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in STATEMENT 6 (above).

**STATEMENT 8** The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

**STATEMENT 9** Human service professionals recognize and build on client strengths.

### **The Human Service Professional's Responsibility to the Community and Society**

**STATEMENT 10** 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.

**STATEMENT 11** Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

**STATEMENT 12** Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

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**STATEMENT 13** Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

**STATEMENT 14** Human service professionals represent their qualifications to the public accurately.

**STATEMENT 15** Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

**STATEMENT 16** Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

**STATEMENT 17** Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

**STATEMENT 18** Human service professionals are knowledgeable about the 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 individuals and groups, their cultures and beliefs.

**STATEMENT 19** Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

**STATEMENT 20** Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

**STATEMENT 21** Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client populations.

### **The Human Service Professional's Responsibility to Colleagues**

**STATEMENT 22** 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.

**STATEMENT 23** When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

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**STATEMENT 24** Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the Professional organization(s) to which the colleague belongs.

**STATEMENT 25** All consultations between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

### **The Human Service Professional's Responsibility to the Profession**

**STATEMENT 26** Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

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

**STATEMENT 28** Human service professionals act with integrity, honesty, genuineness, and objectivity.

**STATEMENT 29** Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

**STATEMENT 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.

**STATEMENT 31** Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

### **The Human Service Professional's Responsibility to Employers**

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

**STATEMENT 33** Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

**STATEMENT 34** When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

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### **The Human Service Professional's Responsibility to Self**

**STATEMENT 35** Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

**STATEMENT 36** Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors .

**STATEMENT 37** Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

### **Section II - Standards for Human Service Educators**

Human Service educators are familiar with, informed by and accountable to the standards of professional conduct put forth by their institutions of higher learning; their professional disciplines, for example, American Association of University Professors (AAUP), American Counseling Association (ACA), Academy of Criminal Justice (ACJS), American Psychological Association (APA), American Sociological Association (ASA), National Association of Social Workers (NASW), National Board of Certified Counselors (NBCC), National Education Association (NEA); and the National Organization for Human Services (NOHS).

**STATEMENT 38** Human service educators uphold the principle of liberal education and embrace the essence of academic freedom, abstaining from inflicting their own personal views/morals on students, and allowing students the freedom to express their views without penalty, censure or ridicule, and to engage in critical thinking.

**STATEMENT 39** Human service educators provide students with readily available and explicit program policies and criteria regarding program goals and objectives, recruitment, admission, course requirements, evaluations, retention and dismissal in accordance with due process procedures.

**STATEMENT 40** Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of

Human Services and in teaching effectiveness, for example learning styles and teaching styles.

**STATEMENT 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 professional identity and skill development.

**STATEMENT 42** Human service educators participate actively in the selection of required readings and use them with care, based strictly on the merits of the material's content, and present relevant information accurately, objectively and fully.

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**STATEMENT 43** Human service educators, at the onset of courses: inform students if sensitive/controversial issues or experiential/affective content or process are part of the course design; ensure that students are offered opportunities to discuss in structured ways their reactions to sensitive or controversial class content; ensure that the presentation of such material is justified on pedagogical grounds directly related to the course; and, differentiate between information based on scientific data, anecdotal data, and personal opinion.

**STATEMENT 44** Human service educators develop and demonstrate culturally sensitive knowledge, awareness, and teaching methodology.

**STATEMENT 45** Human service educators demonstrate full commitment to their appointed responsibilities, and are enthusiastic about and encouraging of students' learning.

**STATEMENT 46** Human service educators model the personal attributes, values and skills of the human service professional, including but not limited to, the willingness to seek and respond to feedback from students.

**STATEMENT 47** Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.

**STATEMENT 48** Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.

**STATEMENT 49** Human service educators are aware that in their relationships with students, power and status are unequal; therefore, human service educators are responsible to clearly define and maintain ethical and professional relationships with students, and avoid conduct that is demeaning, embarrassing or exploitative of students, and to treat students fairly, equally and without discrimination.

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

**STATEMENT 51** Human service educators demonstrate professional standards of conduct in managing personal or professional differences with colleagues, for example, not disclosing such differences and/or affirming a student's negative opinion of a faculty/program.

**STATEMENT 52** Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

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**STATEMENT 53** Human service educators are aware of all relevant curriculum standards, including those of the Council for Standards in Human Services Education (CSHSE); the Community Support Skills Standards; and state/local standards, and take them into consideration in designing the curriculum.

**STATEMENT 54** Human service educators create a learning context in which students can achieve the knowledge, skills, values and attitudes of the academic program.

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## SUGGESTED COURSE SEQUENCES BY SEMESTER HUMAN SERVICE CAREER PROGRAM

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
English 101	English 102	Free Elective	Soc 211	<b>HUMS 215</b>
<b>HUMS 100</b>	<b>HUMS 206</b>		Soci 205	PE
Psyc 101 (Core B)	<b>HUMS 121</b>		<b>HUMS 122</b>	Free Elective
Free Elective	Soci 201		Speech 101	Free Elective
Math (Core C)	<b>HUMS 120</b>		Core A	Free Elective

### HUMAN SERVICES CERTIFICATE

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer</u>	<u>Fall</u>
English 101	Soci 205	<b>HUMS 122</b>	<b>HUMS 215</b>
<b>HUMS 100</b>	Soci 211		
Psych 101 (Core B)	<b>HUMS 121</b>		
Elective	Soci 201		
Core C Math	<b>HUMS 206</b>		

### SOCIAL SERVICES TRANSFER PROGRAM

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
English 101	English 102	Transfer Elective	Soci 211	Core C Science
<b>HUMS 100</b>	<b>HUMS 120</b>		<b>HUMS 122</b>	Gen Ed Transfer

Psych 101 (Core B)	<b>HUMS 121</b>		Core A	<b>HUMS 215 (4)</b>
Transfer Elective	Soci 201		Speech 101	Transfer Elective
Core C Math	<b>HUMS 206</b>		Core C Math or Science	PE

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### ***Differences Among the Curricula***

The difference between the Human Service career Curriculum and the Social Service Transfer Program is this: Career students have 5 free electives which the student can take in related disciplines. Social Service Transfer students have 4 electives, but these are used to satisfy requirements of the school to which the student is transferring. In addition, students in the transfer curriculum must take more math and science.

The Certificate curriculum is only 37 credits as compared to the other two curricula of 62 credits. Students intending to take the Certificate curriculum can readily change into one of the other two curricula based on the work already completed in the work completed toward the certificate.

See Appendix for the check sheets that you will need to monitor your own progress through the program you have chosen. Use these to track what you have taken and what you still need in order to graduate. If you are transferring to a 4 year institution for a Bachelors degree, use check sheets from the transfer school of your choice to learn what general education courses this school is requiring and fill these requirements in on your check sheet where you have free elective and transfer electives.

Your counselor can help you make good decisions about what is needed and where you might transfer.

***Catalog descriptions of each course can be found on-line at the HACCC Website***



**Signature**

**Date**

***Submit this form to your campus assistant or the Program director and make an appointment to discuss these changes.***