

Human Services Admission Criteria

This is a selective and competitive admission program. Admission to the college doesn't guarantee admission to the clinical component (practicum) of the program.

Advising: Students meet with Human Services advisors

For appointments:

Gettysburg - (717) 337-3855 x 113001

Harrisburg - (717) 780-2498

Lancaster - (717) 358-2988

Lebanon – (717) 270-6300, option 3

York - (717) 718-0328 x 3513

ADDITIONAL REQUIREMENTS PRIOR TO STARTING HUMS 215 FIELD WORK PRACTICUM

See [Field Work Practicum Manual](#) on the Human Services website.

Failure to provide all the necessary documentation before the established deadline could lead to denial of admission into the practicum. The following must be completed (at your own expense) after you have been selected for, but prior to starting the clinical portion of the program:

Background Checks

All students who are entering HUMS 215 must undergo a Pennsylvania Child Abuse History Clearance, FBI Check, and State Police Criminal Record Check, at the student's expense, the semester prior to starting the Field Work Practicum class. If a student has committed certain crimes, that student may require special permission from a practicum site for placement and will be required to meet with the Human Services/Social Services Director of Field Placement. HACC will make every effort to allow students to complete their program of study in the Human Services/Social Services fields but cannot require facilities to accept student for practicum.

Any candidate not meeting these criteria will be denied admission into the program.

Council for Standards in Human Service Education Adopted 1996

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.

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.

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

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.

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.

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.

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

ESSENTIAL QUALIFICATIONS FOR HEALTH CAREERS PROGRAMS

HUMAN SERVICES

All individuals, including persons with disabilities, who apply for admission to 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 admission.**

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 if accepted 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 the 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

Human Services/Social Services Student Acknowledgement Form

As an applicant to this program or student in this program, I acknowledge that I have read and understand the program admission material and the Essential Qualifications for Health Careers Programs: Human Services (hereafter referred to as "Essential Qualifications"). This information is on the Health Career Program Clinical Admission Criteria webpage at <http://www.hacc.edu/NewStudents/Apply/HowtoApplyandRegister/Health-Career-Admissions.cfm> and the Essential Qualifications information is located at:

<http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/upload/HUMSadm.pdf>

- a) I have read and understand the program admission criteria as posted on the HACC Health Careers website. _____ (Initial)
- b) I acknowledge that I am capable of performing the essential abilities and skills outlined in the Essential Qualifications with or without reasonable accommodation and understand that my status as a student in this program depends on my continued ability to successfully demonstrate these abilities and skills. _____ (Initial)
- c) I understand that if I am no longer able to meet these Essential Qualifications, I will immediately notify the Program Director. _____ (Initial)

As an applicant to this program or student in this program, 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](#). _____ (Initial)

I have read and understand the [Student Handbook](#) as posted on the HACC [Human Services website](#). _____ (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 it is my responsibility to submit the Intent to Enroll in HUMS 215 Form no later than midterm 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 and 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 and will be required to meet with the Program Director and/or Director of Field Placement. HACC will make every effort to allow students to complete their program of study in the Human Services/Social Services fields but cannot require facilities to accept students for practicum. _____ (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. _____ (Initial)

I understand that intentional deceit or falsification on this document will disqualify me from admission and/or continuation in any health career program at HACC. _____ (Initial)

Have you ever been admitted to a clinical health career program at HACC from which you did not graduate? (Initial one) _____ I have not _____ I have (Good Standing Form to be completed)

Applicant Signature

Date

Print Name

HACC ID

Witness/Instructor

Program/Major