



Social Services

Associate in Arts (Transfer Program)

Human Services

Associate in Applied Science (Career Program)

STUDENT HANDBOOK

2018-2019



ACCREDITED BY THE COUNCIL FOR STANDARDS IN HUMAN SERVICE EDUCATION (CSHSE)

www.hacc.edu/healthcareers

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Introduction

Dear Human Services Student,

This 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 manual 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 255-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

Program Accreditation

The Social Services AA degree and the Human Services AAS (General track) degree program at HACC is accredited by the Council for Standards in Human Services Education (CSHSE). The last accreditation was awarded for the accreditation period February 2017-February 2022.

Acknowledgements

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

Faculty Members - *Deborah L. Bauer, Aimee Bollinger-Smith, Matt Braswell, Wendy Bratina, Jennifer Britten, Marva Brown, Stacey Burroughs, James W. Eash, Melinda Eash, Jeffrey Glass, Lisa Hanna Witmer, Tammy Hendrix, Angela Keen, Nicole Matero, Karen Polite, Alaysha Rector, Butch Romanoski, Lori Shoemaker, Jennifer Wallitsch and Joseph Winterhalter.* 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.

The College’s Administration - *Dr. John J. "Ski" Sygielski* (President), *Megan Brightbill* (Associate Dean), *Melinda Eash* (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:

- 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>
- National Organization of Human Services <http://www.nationalhumanservices.org/>
- Public Health Career Guide: Human Services <https://www.publichealthonline.org/human-services/>

Human Services Program Information

General Information

Human Services is unique among majors in the Health and Public Service 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 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 the Human Services or Social Services degree.

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 Health Careers Programs: Human Services (“EQs”)*.

The Human Services faculty is committed to each student’s academic success and are 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 many Academic Advisors and 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! Counseling services are available at each of HACC’s campuses.

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 tutoring services, online tutoring (SMARTTHINKING), and academic success workshops. Please approach a faculty member, advisor, or counselor at your campus to discuss concerns about your academic success at HACC.

Some general requirements of the program are as follows:

- Students are required to review and comply with the *Ethical Standards for Human Services Professionals*.
- Students are required to review the Human Services Student Handbook that is available at: <http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-Service-Social-Services.cfm>.
- 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.
- Students will meet with their HUMS 100 Introduction to Human Services instructor to discuss their goals, concerns, Human Services Clearance Procedure (if applicable), the self-awareness essay, and the Ethical Standards.

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.

Harrisburg Area Community Colleges Mission

Creating opportunities and transforming lives to shape the future - TOGETHER. (www.hacc.edu).

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.

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. The admission criteria may be found at this link:

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

on the **Health Career Program Clinical Admission Criteria** webpage

(<http://www.hacc.edu/NewStudents/Apply/HowtoApplyandRegister/Health-Career-Admissions.cfm>).

Please note the additional requirements prior to enrolling in the HUMS 215 Field Work Practicum. Also see the [Field Work Practicum Manual](#) on the Human Services website.

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 Office for Disability 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

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Human Services Program Course Attendance Policy

For the Human Services courses, instructors will determine what counts as an excused vs. unexcused absence, which will align with College procedures. Please see the syllabus to familiarize yourself with the instructor's specific policy.

When a student has excessive unexcused absences (defined as missing 15% of any course which is 6 hours of a 3-credit course or 8 hours of a 4-credit course) the student will be withdrawn from the course by the instructor. In addition, when excessive absences (excused and unexcused) preclude the possibility of a student attaining the stated learning outcomes of the course, the student will be withdrawn from the course. This policy applies to day, evening, full-term, late-start, and part of term courses.

Situations and emergencies do and will happen; therefore, students are expected to use professional judgments when the need arises to be absent from class. When the student is dropped from the course for excessive unexcused absences, the student will NOT be permitted to continue in the course and will need to retake the course in the future. A withdrawal from the course is simply a reflection of the need to take the course when the student is in a better "life space." This is to ensure your successful completion of the required course material and preparedness for the subsequent courses. This policy is to assist you with your success in the Human Services program (See SGP Credit Enrollment, Withdrawal, Attendance, and Refunds).

Human Services and Social Services Degree Requirements

Students may choose to major in Human Services Career Track or Social Services Transfer. The Career Track degree 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 Social Services Transfer degree 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. However, the student should note that he/she will need to complete at least 12-15+ credits **each** semester **and** 2 or 3+ summer courses to accomplish the task of an associate's degree in two years. Students should also note course sequencing requirements when planning degree completion time line.

The advising check sheets may be found here:

Human Services AAS -

http://www.hacc.edu/ProgramsandCourses/Human-Services-New-Fall-2018-5556.cfm?cssearch=504972_1

Social Services AA –

<http://www.hacc.edu/ProgramsandCourses/Social-Services-5060.cfm>

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. More specifically, the Council for Standards in Human Services Education states that "Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the educational process" (CSHSE, 2013).

Students are to begin the practicum selection process (including obtaining clearances) at least one semester BEFORE the practicum start date. Practicum students work closely with the practicum instructor to facilitate the practicum process.

The current practicum instructors and their respective campus locations are as follows:

Professor Melinda Eash- Harrisburg Campus - mmeash@hacc.edu

Professor Tammy Hendrix – Lancaster and York Campus- thendrix@hacc.edu

Professor Aimee Bollinger Smith – Gettysburg and York Campus- abolling@hacc.edu

Practicum Students will complete **255 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 meet on campus weekly 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 Child Abuse Clearances, State Police Criminal Background checks and FBI Fingerprinting PRIOR to beginning the field work practicum. Students are expected to absorb the cost (approximate \$50) for the three clearances. Clearances are considered current if obtained within one year.

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 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.

GPA Requirements

Students should refer to Administrative Procedure 638 regarding the College's procedures for academic probation, suspension, and reinstatement of suspended students.

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. 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.

Eligibility for Credentials

Upon successful completion of the program you will:

- Earn a Human Services Associate in Applied Science degree or a Social Services Associate in Arts degree
- Be eligible to sit for the **Human Services-Board Certified Practitioner (HS-BCP) exam.**

Repeating Human Services Courses

A student who maintains a GPA of 2.0 but receives a D or F in any core Human Services required course will be allowed to repeat the course according to SGP 668. If a student repeats the core human services course and again earns a grade of D or F the student may be dismissed from the Human Services program. The rationale is that if a student cannot complete a core Human Services course after a second attempt the student may not be able, willing and/ or prepared to move forward as a Human Services Professional. This student will be encouraged to seek an alternative major that may better suit his/her learning needs and career goals.

Repeating HUMS 215 Field Work Practicum Course

If a student receives an F grade in HUMS 215 due to behavioral misconduct, unethical actions, failure to communicate absences from the practicum site, or other egregious acts or circumstances, the student will be dismissed from the Human Services program. If a student receives a grade of W or F for other reasons (e.g., inability to complete assignments on time, death/medical event in the family, life circumstances that posed a barrier to the student's success, etc.), the student will be required to meet with the Program Director and/or Director of Field Placement prior to repeating the course for a second time.

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, 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 students are admitted into the Human Services program (via completing all requirements of the HUMS 100 course), 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 confidentiality 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. This action will be documented and placed in the student's file and may also be reported to the Behavioral Intervention Team at HACC for further action.
3. If after the student has completed the above outlined process and 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 appeal of academic decision procedure outlined in the Student Handbook.

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 dean. The student still maintains the right to file an appeal.

Readmission to the Human Services Program

If a student is dismissed from the Human Services program the student must wait one full year before applying for readmission into the Human Services program. During this time the student will **NOT** be permitted to enroll or complete any course(s) in the Human Services program. Furthermore, the student cannot apply for readmission into the Human Services program until the student has completed any recommendations of the Program Director. The procedure for readmission is as follows:

- a. Before the student can be reinstated into the Human Services program the student must meet with the Human Services Program Director.
- b. In addition, the student must type and submit an essay regarding the reason (s) for dismissal from the Human Service program and the circumstances that have changed that warrant reconsideration for re-admission. The essay must be submitted no later than 60 days prior to the beginning of the semester the student wishes to return. The essay must be a minimum of three (3) double-spaced typed pages. After the student meets with the Program Director, the Program Director will notify the student of the readmission decision within 30 days.
- c. The Program Director will notify all campuses of all dismissals and reinstatements.
- d. **Application for readmission to the program does NOT guarantee acceptance.**

Social Media

The term "Social Media" refers to blogs, social networks such as MySpace, Facebook, 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.

Good Standing Procedure

In order to protect the safety of the client and the ethics of its health career programs it is HACC's position that students who have previously withdrawn or have been dismissed from a clinical program be evaluated for violation of the code of ethics. The Good Standing Form is required for a student who was previously admitted to a health career program at HACC from which he/she did not graduate. The form should be given to the student during his/her first health career advising session. Please use the link below to locate the most current form and procedure:

<http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/upload/Good-Standing-Form-and-Procedure.pdf>

APA Requirement

The Human Services program requires the use of APA writing style according to the Publication Manual of the American Psychological Association (6th 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/>
- <http://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. The students and faculty members who attend the MACHS conference reside in and/or attend a community college in Delaware, New Jersey, Maryland, New York, Pennsylvania and Washington D.C. Each year a different school hosts the conference at their respective school.

If you are interested in starting a Human Services Student club or participating in a Human Services Student Club at your campus you are encouraged to speak to your peers or any Human Services faculty member. You should also speak to representatives from the Student Activities Office (SAC) at your campus 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.

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. Professor Ruby Porr was the Program Director from 2008-2011 and was instrumental in the 2007 reaccreditation process. 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. This change strengthened the Human Services program as a discipline within the college, as well as provided strength in recognition within the Human Services profession. The Human Services program at HACC was awarded a renewal of accreditation in the spring of 2013 under the leadership of Professor Karen Polite. The Human Services program welcomed a new Program Director, Wendy D. Bratina, in February 2013.

The Human Services program continues to grow and evolve. In the fall of 2015, the program began to offer a Drug and Alcohol track for students who would like to focus in this area. 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.



Human Services/Social Services Clearance Procedure

I. Purpose

Outline the steps to be taken for all Human Services/Social 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 fields but cannot require facilities to accept students for practicum.

II. Definitions

- A. Criminal record: Any history of conviction of a misdemeanor or felony crime.
- B. Pending charges: Any criminal charges as yet unresolved by the courts.
- C. Background check: The process required by HACC for admission into the practicum portion of the Human Services/Social Services programs which include PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check. These checks are only good for one year from date of issue.
- D. Conviction: 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 complete background checks, at the student's expense, the semester prior to starting the practicum class.
- B. All background check forms must be submitted to the Director of Field Placement
- C. Students must have a PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check to fulfill the requirements of the practicum sites.
- D. 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 Services programs.
- E. 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 programs at HACC.
- F. A student who completes the Human Services/Social 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.
- G. If a student has a conviction on their clearances, the student will be required to meet with the Human Services/Social Services Director of Field Placement
 - I. The student is advised that the Director of Field Placement 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.

- H. 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.

The Council for Standards in Human Services Education (CSHSE)



CSHSE is a national organization which assures that the program and courses at HACC meet national standards for Human Services Education. More specifically, the program and each course are specifically designed to meet the Human Service fields' standards. What this means to you as a student is that the Human Service program and its courses adequately prepare you for an entry level position in Human Services. The Council for Standards in Human Services Education has set forth 20 standards by which HACC's Human Services program is evaluated. Human Services Faculty members continuously assess, review and modify the Human Services Program and course content to remain current with CSHSE and the human services fields' standards. You will find key components of each of the 20 standards integrated to different degrees into the Human Services program as well as into your Human Service Courses. **Standards 1- 10** are more relevant to the Human Services program and faculty; however, it is important to list these standards as they are a part of what makes the Human Services program here at HACC so successful. **Standards 11-20** are most relevant to you as a student because these standards are about your curriculum/course work. In short, the twenty (20) standards as set forth by CSHSE are as follows:

Standard 1. The Primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.

Standard 2. The program shall have an explicit philosophical statement and clearly defined knowledge base.

Standard 3. The program shall include periodic mechanisms for assessment of and response to changing policies, needs and trends of the profession and community.

Standard 4. The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field and result in modifications to the program as necessary.

Standard 5. The program shall have written standards and procedures for admitting, retaining, and dismissing students.

Standard 6. The combined competencies and disciplines of the faculty for each program shall include a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.

Standard 7. The Program shall adequately manage the essential program roles and provide professional development opportunities for faculty and staff.

Standard 8. Evaluations for each faculty and staff member shall reflect the essential roles and be conducted at least every two years.

Standard 9. The program shall have adequate faculty, staff and program resources to provide a complete program.

Standard 10. Each Program shall make efforts to increase the transferability of credits to other academic programs.

Standard 11. The curriculum shall include the historical development of Human Services

Standard 12. The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

Standard 13. The curriculum shall address the scope of conditions that promote or inhibit human functioning.

Standard 14. The curriculum shall provide knowledge and skills in information management.

Standard 15. The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

Standard 16. The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

Standard 17. Learning experiences shall be provided for the student to develop his or her interpersonal skills

Standard 18. The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Standard 19. The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.

Standard 20. The program shall provide field experience that is integrated with curriculum.

***For more detailed information visit <http://www.cshse.org/standards.html>**

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 a scholarly journal *The Journal of Human Services*, in addition, NOHS advocates for various social welfare policy. 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 a Code of Ethics which are guidelines that have been set to guide our behavior, values and attitudes as a profession.

As a student you are bound by this Code of Ethics as you develop your professional self here at HACC. It is expected that each student be knowledgeable about the contents of these code of ethics and practice them in relationship to your peers, clients, and faculty. Each student shall receive a copy of this Code of Ethics in the Hums 100 course where your instructor will highlight the contents of this Code of Ethics. As you continue your tenure at HACC you will encounter this code of ethics in ALL other Human Services Courses as well. 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 Code of Ethics. The Code of Ethics is as follows:

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 be 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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EEOC/PHRAAct/PFEOAct Statements

STUDENTS IN NEED OF ACCOMMODATIONS:

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed at: <http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm>

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act ("PHRAAct") prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act ("PFEOAct") prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us.

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 all students who are entering HUMS 215 Field Work Practicum must submit 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 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 a student does 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, violates the NOHS Ethical Standards, or has a legal violation during the time of enrollment in the course, the student will need to meet with the Program Director and/or designee to discuss whether the student 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 a student 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

revised 7/6/18 WDB

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