

HUMAN SERVICES PROGRAM
STUDENT HANDBOOK

2016 - 2018



**Washtenaw
Community
College**

**Associate in Arts Degree in Human Services
(AAHUST)**

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2016-2017
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WASHTENAW COMMUNITY COLLEGE HUMAN SERVICES PROGRAM

I. Mission of the Program

The Human Services program seeks to prepare students for a career in the helping professions. It culminates in an Associate in Arts Degree in Human Services (AAHST).

II. Program Objectives

Students who complete the associate degree curriculum will:

- understand the basic concepts, guiding principles and realities of contemporary human services;
- comprehend the principles of a variety of helping theories; develop basic helping skills;
- develop competence in basic helping skills through supervised service-learning experiences in community agencies;
- be able to write clear, objective reports;
- achieve a greater awareness of their values and their reactions to those whom they would be helping; and
- learn the ethical standards of persons in the helping professions.

III. Admission Philosophy

The faculty and administration reserve the right to admit and retain only those students who, in their judgment, possess academic and personal suitability for the Human Services program. Suitability criteria are provided in the Retention and Dismissal Policy in the Human Services Handbook. Student assessment is carried out by the faculty on an ongoing basis.

IV. Guidelines for Applying for Admission into the Human Services Program

- 1) Students in good academic standing will be invited to apply for admission into the Human Services program starting at the midpoint of the semester in which they're enrolled in HSW 100.
- 2) Those who already have passed HSW 100 with the grade of "C" or better may apply for admission immediately. You must be accepted into the Human Services program prior to enrollment into HSW 230 (Field Internship & Seminar I).
- 3) Students whose academic performance is satisfactory, and who demonstrate appropriate interpersonal communication skills (conflict resolution, respect, etc.) both in and outside of the classroom, can expect to be admitted to the program.

- 4) Acceptance into the program means that the student will be eligible to: (a) participate in the internship course, and (b) complete the program. *Under no circumstances* will a non-admitted student be allowed to achieve either of those two objectives.

NOTICE: THE APPLICATION PROCESS WILL BE PHASED OUT AND REPLACED BY A REQUIRED HSW 229 COURSE. STUDENTS ENROLLED IN HSW 100 STARTING FALL OF 2017 MUST COMPLETE THE HSW 229 COURSE. STUDENTS ENROLLED IN HSW 100 PRIOR TO FALL OF 2017 HAVE THE OPTION OF COMPLETING THE BELOW APPLICATION PROCESS OR COMPLETING THE HSW 229 COURSE PRIOR TO ENROLLING IN HSW 230.

- 5) **Students wishing to apply for admission will need to complete the following three steps and submit all paperwork in ONE packet.** Items submitted separately (with the exception of mailed instructor evaluations) will not be considered. The steps are:

Step 1: Submit a letter to the Human Services Advisory Committee. The letter should include a brief statement addressing the following items: (a) their reasons for applying for admission, (b) their sense of how they may be personally suited for a career in human services, and (c) their current career goals or aspirations. This letter **MUST** be typed, with an original signature and a current mailing address. Unsigned letters will **NOT** be considered.

Step 2: Students will also need to submit a letter of recommendation written by a person outside of their family. There is no specific format for this letter. However, the writer of the letter should address how the student's character, values and personality attributes are well-suited for the field of human services. This letter can be hand written or typed, but must have an original signature. Unsigned letters will **NOT** be considered.

Step 3: In addition to the two above requirements, as of January 2012, all students seeking admittance into the Human Services program, as evidenced by enrollment in/successful completion of HSW 100, will be required to submit ONE Student Recommendation Form in a sealed, signed envelope. Students may ask any instructor, other than a Human Services instructor, that they currently have or have had in the past to complete the form. Forms not submitted in a sealed, signed envelope will **NOT** be considered. Both pages (signature sheet and evaluation itself) of the form must be submitted. The two-page form can be found in the Human Services Handbook (Appendix IV, pg. 39) or obtained from a Human Services instructor.

- 6) Applicants will receive a letter of acceptance or denial after all forms have been submitted and reviewed. Acceptance will be pending evaluation of the three previously mentioned items, which should all attest to the positive character and professional nature of the applicant. This letter will instruct students as to the next step of their educational process. Applications are reviewed at the end of each semester (Fall, Winter, & Spring/Summer).

- 7) Students must have this letter of acceptance a minimum of ONE semester prior to applying for the HSW 230 (Field Internship and Seminar I) course. Students must be accepted to the program prior to obtaining an internship placement.
- 8) Those students who are admitted into the program are expected to maintain satisfactory academic and behavioral standards, as detailed in the program's Retention and Dismissal Policy and college guidelines. Students who fail to meet these standards will be subject to a review of status which could result in dismissal from the program.

V. Retention and Dismissal Policies

When a student is informed of her or his admission into the program, he or she will also be expected to consistently demonstrate an acceptable level of performance criteria in order to be retained in the program. Continuing to pursue the Human Services degree program indicates that the student has been informed of the standards required for retention. The standards for progression in the program are as follows.

- 1) The student must maintain a satisfactory academic class performance, as evidenced by a minimum cumulative 2.0 GPA. The student must receive at least a "C" in each of the HSW courses.
- 2) The student must maintain at least an 80% rate of attendance in class and in an internship placement.
- 3) A student intern must honor the agreement with her or his host agency.
- 4) The student must maintain ethical behavior as defined in the National Organization for Human Service's "Ethical Standards for Human Services Professionals."
- 5) Students must display acceptable classroom behavior in their interactions with other students and with faculty, as well as adhere to all campus policies.

Examples of appropriate behavior include:

- listening to the views of others with consideration and respect;
- treating others with courtesy and sensitivity;
- being tolerant of the views and values held by those of other cultures; and
- skillfully managing disagreements with others.

Examples of unacceptable behavior include:

- displaying inappropriate attention-seeking behavior;
- treating others with rudeness and disrespect, as evidenced by...
- interrupting others;
- speaking dismissively to others;
- being argumentative with others; and
- making insulting or derogatory comments to or about others.

If evidence arises that the student's status in the program needs to be formally reviewed, full-time HSW faculty will conduct an interview with the student. Agency personnel charged with supervising the student may also be consulted, if the student is serving a field placement. However, the authority to make decisions concerning the student's status in the program will reside with the HSW faculty. The student will be allowed to present her or his own observations in the interview.

If the student fails to maintain one or more of the standards listed above, HSW faculty may elect to send to the Dean the recommendation to dismiss the student from the program. The student will be notified of the decision in writing. The student retains the right to appeal the decision within thirty days of notification.

VI. Program Notes

- (1) Admission to the Human Services program is not a prerequisite to taking academic courses in the core curriculum. Non-program students may enroll for SOC 220, HSW 200, PSY 210 and SOC/HSW 225 as long as they meet the academic prerequisites for those courses, or have the consent of the instructor.
- (2) HSW faculty members are under no obligation to grant a non-program student's request to simultaneously apply for admission to the HSW program, and enroll in HSW 230. Faculty will take such time as is needed to review the student's performance at WCC and his/her suitability for the program.
- (3) HSW 100: "Introduction to Human Services" is the gateway course to the Human Services program. In addition to its academic objectives, HSW 100 has the further objective of assisting students in making an informed decision with regard to pursuing a human services career. It is particularly important for students to express their career questions and concerns in this course.
- (4) The program requires that students be able to write effectively.
- (5) Transfer students who have received credit for Human Services courses at another college are not guaranteed admission in the WCC Human Services program. Transfer students should contact Human Services faculty and apply for admission into the program as early as possible.

VII. Position on Nondiscrimination

Washtenaw Community College does not discriminate on the basis of religion, race, color, national origin, age, sex, height, weight, marital status, disability, veteran status, or any other protected status as provided for and to the extent required by federal and state statutes, nor does the college discriminate on the basis of sexual orientation, gender identity or gender expression. WCC is committed to compliance in all of its activities and services with the requirements of the Title IX of the Educational Amendments of 1972, Public Act 453, Section 504 of the

Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, Public Act 220, and the Americans with Disabilities Act of 1990.

Facility access inquiries:

V.P. for Facilities, Grounds and Campus Safety, PO 112, 734-677-5322

Employment compliance inquiries:

V.P. for Human Resources, BE 120, 734-973-3497

Title IX or ADA/504 inquiries related to programs and services:

V.P. for Student and Academic Services, SC 247, 734-973-3536

WASHTENAW COMMUNITY COLLEGE

HUMAN SERVICES CORE CURRICULUM

HSW 100. INTRODUCTION TO HUMAN SERVICES. 3 credit hours

This course is an introduction to basic human services. It includes discussions of major target populations, the major helping professions, the social context and the history of helping, roles performed by professional helpers, intervention skills, values and ethical and legal considerations. Students are challenged through group discussions to determine whether the field is suitable for them and whether their values are congruent with values espoused by human service professions.

SOC/HSW 220. GROUP DYNAMICS & COUNSELING. 3 credit hours

[FORMERLY HSW 150: HELPING APPROACHES FOR GROUPS]

Prerequisite: HSW 100 or SOC 100, or consent of instructor.

In this course, students are introduced to using small groups to promote change. Group dynamics and developmental theory are studied in depth. Concepts such as norms, conformity, cohesion and patterns of interaction are covered. Problems such as scapegoating and triangulation are analyzed. The following competencies are taught: screening candidates, composing the group, attending to thoughts and feelings, linking, observing group process, using activities and exercises, and ethical group practice.

HSW 200. INTERVIEWING AND ASSESSMENT.

Prerequisite: HSW 100. 3 credit hours

This course introduces the student to basic interviewing skills in the helping profession, as well as the process of individual needs assessment. Students will learn both attending and influencing skills. In addition, they will learn how to write goals, objectives and program notes in the context of a client intervention strategy.

PSY 210. BEHAVIOR MODIFICATION. 3 credit hours

Prerequisite: HSW 100 or PSY 100.

In this course, students are introduced to basic behavioral principles and their applications to individuals in need of behavior intervention (i.e., mentally ill, developmentally delayed, problems with daily living, and general behavioral struggles). Students will learn to recognize and interpret behavior patterns, recall the impact of different intervention strategies and determine an effective behavioral modification plan. Students will be asked to design, implement and evaluate the impact of a personal behavioral modification plan.

SOC/HSW 225. FAMILY SOCIAL WORK. 3 credit hours

Prerequisite: HSW 100 or SOC 100.

This course introduces students to the theory and practice of social work with families. Students will learn how to describe American families as social systems, how to describe the structure of a family and how to identify common patterns in family functioning. Common problems and special circumstances in family functioning will be addressed. Students will learn to identify effective ways to engage families. Basic social work interventions with families will be described.

HSW 229. HUMAN SERVICES SUCCESS SKILLS 3 credit hours

Prerequisites: HSW 100, HSW 200, SOC/HSW 220. (May take while enrolled in 200 & 220)

In this course, students review and evaluate necessary skills that will be utilized in human services employment settings. Topics covered will include ethics, data collection, professional behavior, documentation, employment opportunities and several other areas of professional concern.

HSW 230. FIELD INTERNSHIP AND SEMINAR I. 3 credit hours

Prerequisites: HSW 100, SOC/HSW 220, HSW 200, permission of instructor, and 2.0 GPA in all HSW core curriculum courses. Students must be accepted to the program prior to applying for this course. (See Appendix I for HSW 230 forms, pg. 24.)

15 weeks, 12 field work hours per week; 1 classroom hour per week.

This course integrates students into the working world by having them complete field work in human service agencies. The students have an opportunity for a variety of experiences based on their placement. The field work will be integrated with course work during a one hour seminar. Learning objectives will be individualized according to the field internship and career goals of each student. Instructor approval for enrollment in this course will be based on previous course completion, documented acceptance to HSW program, exhibiting behaviors as described in the HSW student handbook and a secured placement.

**THE INTERNSHIP PARTNERSHIP
HUMAN SERVICES PROGRAM**
Internship Expectations

I. Responsibilities of the Internship Student

The student should provide the organization with:

- A. A schedule of regular hours which will be devoted to internship activities: a total of 180 hours minimum for the semester. This is 12 hours per week for a 15 week semester.
- B. A rough draft, then a finalized version, of a learning contract for the semester. This will include a list of learning objectives and a list of desired work activities which will help the student accomplish his or her objectives.
- C. Assurance that he or she will abide by the organization's personnel policies and will be an asset to the organization.
- D. Cooperation with the internship by appearing regularly as scheduled, completing assignments and reports, and actively participating in supervisory discussion.
- E. Notification of any circumstances preventing his or her carrying out expected tasks at the agency.
- F. Communication of any difficulty, concerns or questions directly to the internship supervisor and/or to the seminar instructor.

II. Responsibilities of the Internship Site

Once it is decided that a student will be placed with a particular human services organization, it is that organization's responsibility to provide the student with:

- A. An orientation to the organization, including its philosophy, goals, services, and clientele.
- B. Information about and experience in specific methods of organization functions, personnel rules and policies, description of duties, and a mutually agreed upon set of tasks which will meet both the needs of the organization and those of the student.
- C. A regular period of supervision with a supervisor who is agreeable to working with a student and who is accessible and interested in the student's progress.

- D. An evaluation, made on a form supplied by the school, at the semester midpoint and during the final week of the internship. A grade for the student may be suggested.
- E. The opportunity for face-to-face contact with clients.
- F. The opportunity to be involved in conferences and staffing, and to contribute to them when appropriate.

III. Responsibilities of the Seminar Instructor

The Seminar Instructor is responsible for:

- A. Meeting with all internship students on a regular basis, through the seminar class and individual appointments.
- B. Helping the student secure an internship if the student has not already done so.
- C. Providing the internship supervisor and student with information on procedures and expectations for the internship.
- D. Providing the student with course expectations, assignments, and grading procedures.
- E. Contacting and/or visiting each agency two times during the semester.
- F. Providing the internship supervisor with a format for evaluation of the students.
- G. Providing the student with an opportunity to evaluate her or his experience.
- H. Submitting the final grade.

THE INTERNSHIP EXPERIENCE

Supervised experience in a human services agency is an essential part of the program. Once students have successfully completed HSW 100 (“Introduction to Human Services”), SOC 220 (“Group Dynamics & Counseling,” [formerly HSW 150, “Helping Approaches for Groups”]), and HSW 200 (“Interviewing and Assessment”), they are eligible to take HSW 230 (“Field Internship and Seminar I”). HSW 230 involves spending, on average, twelve hours per week in a supervised field placement at a local human services agency. The student intern will have the opportunity to (1) learn first-hand how a human services agency operates; (2) provide services to agency clientele; and (3) receive supervision from the agency. HSW 230 also involves a seminar—as a student intern, you will meet weekly on campus with other Human Services program interns to share your internship experience.

The value of the experiential learning provided by field work is difficult to overstate. The purpose of the internship is to expose the student to “real world” situations, for it is only in this way that the skills, attitudes and knowledge needed for competent practice can be fully learned. Through field work, the student learns how services are provided, the characteristics of the populations served, and problems related to the people being served. As an intern, you are given the opportunity to apply your academic learning to actual problem situations. The internship may also be regarded as a rehearsal for your future employment.

The purpose of the weekly seminar is to give students the opportunity to share field work experiences with other interns, to make sense of the internship experience, and to find solutions to problems which arise in the field work. The seminar helps pull together the formal academic learning of prior and concurrent Human Services courses with the actual performance of duties.

Here are the most frequently-asked questions about the Human Services internship program.

- Question: How do I know if I’m eligible to do an internship?
Answer: Admission into the Human Services program (see page 3), and completion of HSW 100, SOC/HSW 220, HSW 200 with a “C” or better grade, will qualify you for a Human Services internship (HSW 230). A student who has not been accepted into the Human Services program (as evidenced by the letter of acceptance) will under no circumstances be allowed to register for HSW 230.
- Question: How many hours of field work am I required to perform?
Answer: 180 hours.
15 week class = average of 12 hours per week
10 week class = average of 18 hours per week
- Question: I currently work at a human services agency. Will I be able to count my work experience toward the internship requirement?
Answer: Discuss this issue with the course instructor.

Question: I worked for a human services agency last year, but I no longer work there. Can I use this experience to satisfy part of the requirement?

Answer: No. Work experience must be performed concurrently with the semester in which HSW 230 is taught. The reason for this is that the experiential learning, whether paid or unpaid, needs to be integrated with formal academic learning in order to be truly effective.

Question: How do I “get placed” at an agency?

Answer: The HSW faculty and the Student Services staff will assist you in your effort to find a suitable placement if you are unable to independently obtain a placement. You will be given contact information for those agencies that have entered into a service-learning partnership with the College. You are also encouraged to learn more, on your own, about agencies you are interested in. It is important to note that internship sites must be approved by the HSW faculty.

When you have decided which agencies you are interested in, one or more interviews will be scheduled with the prospective internship supervisors. Students should consider this interview much like a job interview. Accordingly, you will be expected to prepare and submit a resume to the potential internship site. In this, as in other stages of the process, the College staff will actively assist you. However, the responsibility for finding the placement will be yours. There are two advantages of this arrangement to you. First, you will be able to seek out agencies that perform the specific kind of work that you’re most interested in. Second, the experience of actively seeking your field placement will be a valuable “dress rehearsal” for seeking future employment.

Question: What if I want to be placed at an agency that is not on your list of approved agencies?

Answer: Talk to us. We would be happy to review the agency to determine whether it meets our criteria for a field placement. We need to make sure that they can offer you an effective learning experience.

When a human services agency wishes to take students, and when it meets our criteria, Washtenaw Community College signs an affiliation agreement with that agency. This is a formal agreement which spells out the responsibilities of all three parties involved: the student, the agency, and the College.

Question: How do I know just what’s expected of me?

Answer: The specific expectations and responsibilities of the student, the agency, and the College can be found on pages 9-10.

Question: I’m apprehensive when I think about doing actual work in the field! Is there hope for me?

Answer: Yes - this is a very common, and natural, feeling! Almost everyone who has gone into the human services field has experienced a certain degree of “stage fright.” Remember that each intern is assigned a supervisor at the placement agency: someone who will oversee the intern’s work and help the intern solve any problems that might arise. The HSW faculty will also be available for problem-

solving. It is also helpful to keep in mind that, upon the placement of a student as an intern at an agency, one of the Human Services instructors will contact the site during the semester to talk with the intern's supervisor. The primary purpose of the contacts is to ensure an effective learning experience for the student intern. Remember, also, that the ability to manage apprehension is part of every human services worker's "standard operating equipment." The internship experience will give you an early start on developing coping skills that work for you.

Question: What else should I know about field work?

Answer: Keep in mind that agencies, like people, are different. For instance, each agency will have its own standards, whether formal or informal, about what sort of clothing is appropriate for the type of work performed. As you are making initial contacts with an agency, assess whether it feels like a "good fit" for you. Once you agree to be an intern at a particular agency, you are also agreeing that you will abide by that agency's policies and procedures.

When you begin your internship, you will be expected to work with your supervisor, as well as your seminar instructor, in developing a learning contract for the internship experience. The intent is to give both the student and the supervisor a sense of direction for the internship. It should include a job description and a list of concrete learning objectives. Copies will be retained by you, your supervisor, and by the seminar instructor. The contract will be used as a basis of evaluating progress at the end of the semester.

You may be asked to keep a journal of your internship experience. Confidential information should not be included. Since the journal is a diary of events at your internship site, you should include what you have done each day and how you felt about doing it. You may also include interactions with others, interactions with your supervisor, questions for your seminar instructor, policy questions, and so on. The journal can be a good record of progress throughout the semester. It is also intended to keep the seminar instructor aware of what is happening in your internship. Normally, the journal will only be read by your instructor. If an internship supervisor would like to read the journal, he or she may do so only with your agreement. Also, each day that you attend your internship site, there is a need to document the date, the hours worked, and the total hours for that day.

Virtually every human services agency has a written code of ethics, and strict policies governing confidentiality. It is imperative that you learn and abide by the codes and policies established by your host agency.

EXAMPLE:

**WASHTENAW COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM**

**Crane Liberal Arts and Sciences Building: LA 330
(734) 973-3341**

TIME VERIFICATION FOR SEMESTER

Student: _____

Agency: _____

Agency Supervisor: _____

Week Beginning	Day(s)	Hours	Total Hours Per Week
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Total for Semester _____

Signature of Student: _____ Date: _____

Signature of Agency Supervisor _____ Date: _____

(Sign at the end of the Semester)

PLEASE NOTE: This form is only a sample. If the agency uses a different form/format, please attach it to this form. Please make sure the date(s), student's signature and agency supervisor's signature all appear somewhere on the form.

WASHTENAW COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM

Crane Liberal Arts and Sciences Building: LA 330
(734) 973-3341 FAX (734) 973-3522

INTERNSHIP PLACEMENT EVALUATION (completed at end of semester)

Student: _____ Agency: _____

PURPOSE OF EVALUATION: (Which should be discussed with student.)

To take a professional inventory of the student's strengths and weaknesses as exhibited in this placement.

EVALUATION CRITERIA:

	Evaluation Criteria	Performs Beyond Expectations	Meets Expectations	Needs Improve- ment	Not Able to Evaluate
1.	Student can accurately and clearly communicate with others.	_____	_____	_____	_____
2.	Student completes assigned tasks.	_____	_____	_____	_____
3.	Student demonstrates initiative.	_____	_____	_____	_____
4.	Student demonstrates ability to work productively with other staff.	_____	_____	_____	_____
5.	Student can demonstrate knowledge of agency purposes.	_____	_____	_____	_____
6.	Student demonstrates ability to relate positively to clients.	_____	_____	_____	_____
7.	Student demonstrates appropriate work habits. (on time, calls if ill)	_____	_____	_____	_____
8.	Student dresses appropriately for setting.	_____	_____	_____	_____
9.	Student attends to instructions.	_____	_____	_____	_____
10.	Student has the skill and ability to express thoughts on paper, reports, and projects.	_____	_____	_____	_____
11.	Student demonstrates organizational skills and foresight.	_____	_____	_____	_____
12.	Student demonstrates ability to use supervision well.	_____	_____	_____	_____

Evaluation Criteria	Performs Beyond Expectations	Meets Expectations	Needs Improve- ment	Not Able to Evaluate
13. Please evaluate how well the student has met his/her learning objectives.	_____	_____	_____	_____
Comments:				

Subjective Evaluation (optional): Please comment below on any additional aspects of this student's performance that you feel are important in assessing his/her performance at your agency. Did this performance improve during the course of the internship?

Agency Supervisor Signature: _____ Date: _____ Phone: _____

Student Signature: _____ Date: _____

**TO BE RETURNED BY THE STUDENT TO THE INTERNSHIP SEMINAR INSTRUCTOR,
WASHTENAW COMMUNITY COLLEGE.**

ADDITIONAL COMMENTS (optional):

Form is subject to change.

WASHTENAW COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM
Crane Liberal Arts and Sciences Building: LA 330
(734) 973-3341

EXPECTED ATTITUDES AND ETHICS

It is expected that students in the Human Services program will demonstrate the following attitudes and ethics during their field internships and in any future jobs:

- belief in the value of choosing the least intrusive intervention in the least restrictive environment;
- belief in client self-determination;
- respect for the personal values of the client;
- respect for the confidentiality of personal information;
- recognition of the worth and uniqueness of the individual;
- belief that individuals can change;
- belief that social and service systems can change;
- willingness to work with other professionals on behalf of clients; and
- personal commitment, conscientiousness, and willingness to fulfill all aspects of the job (including working at inconvenient times, working with “undesirable” clients, and doing distasteful aspects of physical care).

WASHTENAW COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM
Crane Liberal Arts and Sciences Building: LA 330
(734) 973-3341

HEALTH RELATED ISSUES

1. The Human Services program will comply fully with the Washtenaw Community College Policy on chronic communicable diseases.
2. Each student is encouraged to obtain his/her own health insurance. It is the responsibility of the student to do so. Some agencies may require you to have health insurance and take a T.B. test. Health insurance information can be obtained by going to the Student Resources Center on the second floor of the Student Center building.
3. Each student should consider obtaining Hepatitis B vaccination depending on the population(s) with whom s/he will be working.
4. Each student is required to read the following five (5) pages. In reading these pages, the HSW student should appreciate that much of the policy is directed at Health Occupations students—e.g. in nursing, in dental assisting program, etc. Depending on the field internship site and internship population, the HSW student may find this policy equally relevant and important.

**OFFICE OF THE PRESIDENT
WASHTENAW COMMUNITY COLLEGE**

POLICY ON CHRONIC COMMUNICABLE DISEASES

The College shall comply with all applicable Federal and State laws governing the admission of students or employment of persons diagnosed as having a chronic communicable disease and shall ensure their rights to privacy in accordance with these laws.

In responding to the knowledge that an employee or student has been infected with a chronic communicable disease, Washtenaw Community College will be guided by its adherence to the individual's rights of privacy and confidentiality while exercising the utmost regard for public health interests on the College community at large.

I. General Admission/Employment Criteria

The College has a legal obligation toward individuals with a chronic communicable disease. In accordance with sections 503 and 504 of the Rehabilitation Act of 1973, we will not discriminate against any individual who has contracted a chronic communicable disease, nor anyone who is perceived to be infected or who is an individual in a category of persons at risk of infection, or because of an individual's familial responsibility for or relationship with a person in one of the above categories. In general, the College will not discharge or demote an employee or limit educational access for a student who is physically and mentally capable of satisfactorily performing her/his job or studies in a manner which presents no real threat to the safety of the public, merely because that individual has a chronic communicable disease condition. Just as the College will reasonably accommodate the workplace limitations of other handicapped individuals, the College will attempt to reasonably accommodate employees or students infected with a chronic communicable disease virus. The College may deny employment or educational opportunities to any individual who cannot meet the demands of the job or program due to any physical or mental condition or who presents an immediate and real risk to the health or safety of others. Decisions shall be made on a case-by-case basis.

Co-workers or co-students of an employee or student who has a chronic communicable disease or a related condition should be counseled that a chronic communicable disease is not easy to catch in the academic setting. The fear surrounding these diseases can be managed within the College setting through education and understanding.

A. Admission of Students with Chronic Communicable Diseases

Students with identified chronic communicable diseases may attend college whenever, through reasonable accommodation, the risk of transmission of the disease and/or the risk of further injury to the student is sufficiently remote in such setting so as to be outweighed by the detrimental effects resulting from the student's exclusion from college. Placement decisions will be made by using this standard in conjunction with current, available public health department

guidelines concerning the particular disease in question. Individual cases will not be prejudged; rather, decisions will be made based upon the facts of the particular case in accordance with procedures implemented by the College.

The College shall respect the right to privacy of any student who has a chronic communicable disease. Inasmuch as all confidential medical information is protected by statute, unauthorized disclosure may result in serious criminal penalties. Therefore, the College prohibits disclosure by College employees of information pertaining to individuals with communicable diseases in all cases, except to the Department of Health.

B. Employment of Individuals with Chronic Communicable Diseases

Employees with identified chronic communicable diseases shall be permitted to retain their positions whenever, through reasonable accommodation of the employee's physical condition and without undue hardship to the employer, there is no reasonable risk of transmission of the disease to others. Such employees shall remain subject to the Board's employment policies, including, but not limited to the current collective bargaining agreement in effect, the Employee Assistance Program sick leave, physical examinations, temporary and permanent disability and termination.

Employment decisions will be made by utilizing the general legal standard in conjunction with current, available public health department guidelines concerning the particular disease in question. Individual cases will not be prejudged; rather, decisions will be made based upon the facts of the particular case. The determination of an employee's continued employment status will be made in accordance with procedures implemented by the College.

The College shall respect the right to privacy of any employee who has a chronic communicable disease. Inasmuch as all confidential medical information is protected by statute, unauthorized disclosure may result in serious criminal penalties. Therefore, the College prohibits disclosure by College employees of information pertaining to individuals with communicable diseases in all cases, except to the Department of Health.

C. The Infected Person as the Coworker/Student

Current knowledge indicates that students or employees with any form of HIV infection do not pose a health risk to other students or employees in an academic setting. HIV is transmitted by intimate sexual contact and by exposure to contaminated blood. There has been no confirmed case of transmission of HIV by any household, school, or other casual contact. The U.S. Public Health Service states that there is no risk increased by living in the same place as an infected person; caring for an AIDS patient; eating food handled by an infected person; being coughed or sneezed upon by an infected person; casual kissing; or swimming in a pool with an infected person.

II. Blood, Saliva, or Other Body Fluids Disease Standard for Students (Health Occupations Programs)/Employees

Since transmission of several human diseases capable of causing significant illness and death may occur from direct contact with "blood, saliva, or other body fluids", their droplets, aerosols, and possible contaminated laboratory wastes, it is essential that standards of practice which will protect health students, their families, and patients be put in place and enforced.

The realization of the risk of contracting BSOBF-borne diseases from patients should motivate health students to use the recommended preventive measures which have been designed to minimize the risk of occupational transmission of these potentially serious diseases.

A. The Standards for such protection shall include:

1. A basic premise that all patients, real or simulated, should be considered potential carriers of contagious disease.
2. The strong recommendation that all students obtain immunization, if available, against known diseases transmitted by direct contact with blood, saliva, or other body fluids to help prevent disease transmission.
3. The use of "Universal Precautions" including, but not limited to, the use of gloves, masks, eye protection, appropriate clothing, and hand washing techniques, to be used at all times when working with any real or simulated patient.
4. The reduction of cross-contamination between treatment areas and non-treatment areas such as home and school. Examples include, but are not limited to, wearing uniforms from a clinical area to the grocery store or the movies, wearing a lab coat from a college class to another public place and so forth.
5. The proper aseptic management of contaminated environmental surfaces
6. The proper sterilization or high-level disinfection of contaminated reusable instruments.
7. The proper use, care, and disposal of sharp instruments and needles.
8. The proper management of contaminated waste materials.

B. Hepatitis B Virus

Hepatitis B Virus (HBV) infection is a major cause of acute and chronic hepatitis world-wide. The U.S. Center for Disease Control recommends that "persons at substantial risk of acquiring HBV infection who are demonstrated or judged likely to be susceptible should be vaccinated. They include: (among others) health-care workers. It is recommended that vaccination be completed during training in schools of medicine, dentistry, nursing, laboratory technology, and other allied health professions." (Center for Disease Control, MMWR, "Morbidity and Mortality Weekly Report", Vol. 34, No. 22, 1985, page 322.)

Washtenaw Community College therefore strongly recommends that every Health Division student be inoculated with the Hepatitis B vaccine before or during his/her first semester in a WCC Health Program. The cost of such vaccination shall be the responsibility of the student. Students who are unwilling to be vaccinated will be asked to sign a statement indicating that they understand the high-risk situation they are entering, but that they are declining the vaccine, nevertheless. Students would also be informed that they may be excluded from certain clinical areas if they have not been vaccinated.

College employees exposed to blood and other body fluids by nature of their position functions shall be provided with Hepatitis B Vaccine at time of placement into such position; the College shall bear the cost of vaccination.

C. Acquired Immunodeficiency Syndrome and AIDS-Related Complex

There is no evidence that the Acquired Immunodeficiency Syndrome (AIDS) or ARC is spread by ordinary interpersonal contact. The causative virus, Human T-Lymphotropic Virus, Type III (HTLV-III), is quite fragile and will not survive on environmental surfaces, in the atmosphere, on personal articles, or on eating utensils.

The transmission of AIDS requires the exchange of body fluids, such as occur in intimate sexual relationships, or an exposure to blood or blood products from an infected person. Although the virus has been detected in a variety of bodily secretions, there is no evidence that casual contact with someone with AIDS virus is a means of spread; unfortunately, some infected people are healthy and are not aware of carrying the virus. There is no current evidence that people who are infected spread the infection by casual, ordinary contact. Accordingly, there is no reason to exclude AIDS victims or carriers from campus academic, social, or cultural activities. Shared classrooms, study areas, libraries, theaters, etc., do not represent problems. Although the AIDS virus has been found in tears and saliva, there is no evidence that anyone has been infected with AIDS by the tears or saliva of someone else. There is no current evidence that AIDS is transmitted by sneezing, coughing, shaking hands, or hugging. It cannot be obtained from toilet seats, door knobs, eating utensils, plates and glasses, clothing, books, or furniture.

The appropriate areas of concern are those shared needles and sexual relationships with those in risk groups. Washtenaw Community College recommends to all students and employees that caution in both of these practices is not only warranted, but essential.

III. Blood, Saliva, or Other Body Fluids Disease Standard for Employees

Proper housekeeping including maintaining sanitary conditions throughout and proper disposal of contaminated wastes are required. Blood and other body fluid spills must be cleaned immediately with a chemical germicide or bleach. Contaminated wastes must be in leak proof receptacles (puncture resistant in the case of sharp objects such as needles) in accordance with public health and environmental regulations.

All hazardous substances shall be tagged as appropriate: "Solid Waste, Medical Waste, or Waste Oil." Employees must be trained in the biohazards of their particular workplace.

The HIV antibody test for detection of infection is recommended only with informed consent, on a case by case basis and in the management of punctures, mucous membrane exposures and high risk skin exposures.

The College shall adhere to these guidelines in developing and implementing work-related and instruction-related operating procedures for all tasks in employment or instructional areas of risk.

APPENDIX I:
HSW 230
INTERNSHIP
FORMS

FORM ACCEPTANCE DATES
STARTING:

WINTER--November 15 (or Friday before)

SPRING/SUMMER--March 15 (or Friday before)

FALL--July 15 (or Friday before)



Washtenaw Community College

STUDENT ID: _____

WASHTENAW COMMUNITY COLLEGE HUMAN SERVICES PROGRAM

Crane Liberal Arts and Sciences Building: LA 330
(734) 973-3341

INTERNSHIP JOB DESCRIPTION

Agency: _____

Student: _____

Address: _____

Address: _____

_____ ZIP

_____ ZIP

Telephone: _____

Home Telephone: _____

E-mail: _____

Work Telephone: _____

Supervisor: _____

Semester/Year: _____

Supervisor's Degree: _____

Specific days and times of work per week at agency:

Title: _____

Total hours per week: _____

JOB DESCRIPTION

1. Student Job Title: _____

2. Description:

PLEASE NOTE: If the agency has a job description in another format, then simply attach it to this form. Please use the back side of this form if there is insufficient room.



Washtenaw Community College

WASHTENAW COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM
Crane Liberal Arts and Sciences Building: LA 330
(734) 973-3341

STUDENT LEARNING OBJECTIVES/ASSIGNMENTS

Each student is expected to develop a minimum of three specific objectives/assignments that are unique to his/her placement site. These objectives should be developed in conjunction with the agency supervisor and seminar instructor. IT IS THE STUDENT'S RESPONSIBILITY TO COMPLETE THIS FORM AND MAKE SURE THAT THE AGENCY SUPERVISOR AND SEMINAR INSTRUCTOR RECEIVE A COPY OF THE COMPLETED FORM.

Student: _____

Student Job Title: _____

Internship period from: _____ to _____

Agency Supervisor & Title: _____

Seminar Instructor: _____

Developing learning objectives is an important part of the internship experience. Learning objectives help to focus on what you, your supervisor, and your seminar instructor want you to gain from the internship experience and will provide part of the basis for your final grade.

In developing learning objectives for your internship, you should consider: what tasks you will be doing, what you expect to learn and how you will learn it. The objectives should be approved by your seminar instructor and also shared with your agency supervisor. Please attach additional pages as needed.

Objective/Assignment #1:

Objective/Assignment #2:

Objective/Assignment #3:

In addition to signing this form acknowledging the learning objectives the agency is agreeing to work on with the above student, the agency acknowledges that Washtenaw Community College has not performed any form of background screening/check on said student. It is acknowledged that said agency will ascertain this student's legal status if needed and provide adequate screening for the population(s) the student will be working with.

Student Signature

Date

Agency Supervisor

Date

Seminar Instructor

Date



Washtenaw Community College

WASHTENAW COMMUNITY COLLEGE HUMAN SERVICES PROGRAM

**Crane Liberal Arts and Sciences Building: LA 330
(734) 973-3341**

LETTER OF AGREEMENT: THE HUMAN SERVICES INTERNSHIP PROGRAM

The Washtenaw Community College Human Services program requires each Student in the program to serve a field internship of 180 hours over the course of a semester. The following outlines the specific agreement that Student interns enter into with the College with regard to this program.

1. The College agrees to facilitate Student internships at appropriate human service settings. The ultimate responsibility for finding an internship, however, rests with the Student.
2. The Student intern agrees to abide by the College rules and regulations and by the rules and regulations of the site(s) at which they are placed.
3. The College agrees to mediate, if necessary, between the Student intern and the placement site in the event that there is a dispute between the Student intern and the Agency which cannot otherwise be settled.
4. The Student intern agrees to establish, in consultation with the Agency supervisor, regular hours at the placement sites and to report to the placement sites during these hours. The number of hours shall not be less than 180 hours over a semester.
5. The Student acknowledges that, depending on the particular internship site, there may be certain risks inherent in practicing at that site. The Student agrees to work with the Agency supervisor in identifying and taking proper precautions in minimizing such risks.
6. The Student agrees to notify his/her faculty advisor if, for any reason, the Student feels that the Agency placement involves an unreasonable risk of his/her health or safety.
7. The Student acknowledges that he/she may be removed from the placement at the request of the Agency.

I agree to work at _____ in the,
(Placement Site)

_____ semester beginning _____.
(Semester) (Date)

The person I will report to is _____.
(Agency Supervisor)

My faculty advisor/seminar instructor will be _____.
(Faculty Advisor/Seminar Instructor)

(Signature of Student)

(Date)



Washtenaw Community College

AFFILIATION AGREEMENT BETWEEN WASHTENAW COMMUNITY COLLEGE AND

This Agreement is made and entered into as of _____, by and between Washtenaw Community College (“College”) and _____ (“Agency”) acting by and through their duly qualified Administrators.

WHEREAS, the College has established a Human Services Internship Program which requires each participant to serve a field internship(s) of 180 hours;

WHEREAS, the Agency has an interest in and facilities for providing field experience to College students;

NOW, THEREFORE, in consideration of the covenants, conditions and stipulations hereinafter expressed and in consideration of the mutual benefits to be derived therefrom, the College and Agency agree as follows:

AGENCY RESPONSIBILITIES

1. The Agency will provide appropriate clinical learning opportunities for and supervision of the students placed at the Agency, including assigning an Agency supervisor for each student.
2. The Agency supervisor will confer with the student’s faculty supervisor regarding the student’s attendance, activities, and performance.
3. The Agency will inform and instruct the student regarding its rules, regulations, procedures, and safety precautions applicable to its practice.
4. The Agency will retain primary responsibility for the supervision of patient or client care that is performed by the student.

COLLEGE RESPONSIBILITIES

5. The College will recommend students who have satisfactorily completed the necessary prerequisites to intern at the Agency and will consult with the Agency regarding the assignments.
6. The College will designate a faculty supervisor who will confer with the Agency and the student regarding the student’s attendance, activities, and performance.
7. The College will provide the Agency with appropriate information regarding its curriculum, rules and regulations, and program as requested by the Agency.
8. The College will work with the Agency to resolve any performance or administrative problems which may arise in the course of any internship, and will remove any student, at the request of the Agency, whose performance is unsatisfactory to the Agency.

MUTUAL RESPONSIBILITIES

- 9. In the performance of obligations under this Agreement, the College and the Agency agree not to discriminate against any person on the basis of race, color, religion, age, sex, sexual orientation, national origin, marital status, or disability.
- 10. The College and the Agency agree that the number of students to be placed at the Agency and the scheduling of their internship hours shall be mutually agreed upon.
- 11. The College and the Agency agree to work together to coordinate and improve the program and to cooperate in ongoing evaluation of the operation and effectiveness of the program in meeting the needs and expectations of the parties.
- 12. The College agrees that statutory and common law theories and principles of indemnification, contribution, and equitable restitution shall govern and apply to claims, costs, actions, causes of action, losses or expenses (including attorney fees) resulting from or caused by the actions or omissions of the College, its employees and students pursuant to this Agreement. The Agency agrees that statutory and common law theories and principles of indemnification, contribution, and equitable restitution shall govern and apply to claims, costs, actions, causes of action, losses or expenses (including attorney fees) resulting from or caused by the actions or omissions of the Agency or its employees pursuant to this Agreement.

MODIFICATION AND TERM OF AGREEMENT

- 13. This Agreement may be modified by the parties in writing, signed by both parties.
- 14. This Agreement is for a term of three (3) years beginning on _____, 20__.
- 15. This Agreement shall be renewed by mutual written consent of the parties for an unlimited number of renewal terms of two (2) years each.
- 16. This Agreement may be terminated upon providing at least thirty (30) days' written notice to the other party prior to the beginning of the next academic term. Notwithstanding any such termination, any student already enrolled and participating in the clinical program shall have the right to fully complete the course.

IN WITNESS WHEREFORE, the parties hereto have executed this Agreement as of the day and year first above written.

Agency: _____
Signed: _____
Print: _____
Title: _____
Date: _____

Washtenaw Community College

William L. Johnson
Vice President & Chief Financial Officer
Date: _____

APPENDIX II:
ETHICS
STANDARDS

Ethical Standards for Human Service Professionals

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.

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**APPENDIX III:
MINIMUM STUDENT
PERFORMANCE
CRITERIA**

WASHTENAW COMMUNITY COLLEGE HUMAN SERVICES PROGRAM

Minimum Student Performance Criteria

- I. The student must maintain a satisfactory academic class performance, as evidenced by a 2.0 GPA or higher. The student will achieve the grade of “C” or better in each of the HSW courses.
- II. The student must maintain at least an 80% rate of attendance in class and fieldwork placement.
- III. Upon placement, the student must honor the agreement made with the internship agency.
- IV. The student must maintain ethical behavior as defined in the National Organization for Human Service’s “Ethical Standards for Human Services Professionals.”

Student should understand that continuing enrollment in the Washtenaw Community College Human Services program is contingent upon meeting the above standards as well as the Ethical Standards for Human Service Professionals provided in this manual.

**APPENDIX IV:
STUDENT
RECOMMENDATION
FORM**



STUDENT RECOMMENDATION FORM

Page 1 to be completed by student and attached to page 2 (completed by instructor).

Read and sign:

Under provisions of Public Law 93-310, the Family Educational Rights and Privacy Act of 1974, a student (defined as any person admitted and registered at Washtenaw Community College) has the right to review recommendations made on his/her behalf unless the student waives the right at the time the recommendation is solicited. As an applicant of the Human Services Program at Washtenaw Community College, I understand I have the right to review my recommendation if I choose to do so. I also understand that if I waive the right to review the letter, it will be considered confidential and not accessible to me.

_____ I waive the right to review my letter of recommendation

_____ I do not waive the right to review my letter of recommendation

Applicant Signature

Date

Applicants Name (Printed):

The above student is currently in the process of applying for acceptance into the Human Services Worker (HSW) program at Washtenaw Community College. A part of that acceptance process involves obtaining ONE evaluation from a past or present instructor. The HSW program is a pre-social work program that helps students obtain valuable experience and insight into the helping professions. At the conclusion of this program, this student will also be required to complete a community placement working with various client populations. The HSW program strives to admit students who are capable of demonstrating appropriate professional and interpersonal skills, as each student needs to possess a level of decorum that is conducive to the helping profession. On the next page is a list of characteristics that the HSW program deems as important when working with clients and colleagues. Please take a few minutes to reflect on this student and rate them for each of the characteristics listed. Upon completion of this two-page form, you are invited to return it to the student in a sealed envelope with the seal signed or mail the completed form to:

Washtenaw Community College
Human Services Program, LA 330
4800 E. Huron River Dr.
Ann Arbor, MI 48105-4800

CHARACTERISTICS	Out-stand-ing	Very Good	Good	Fair	Poor	Unable to Judge
MOTIVATION: Genuineness and depth of commitment to helping others						
MATURITY: Personal development, ability to cope with life situations						
INTERPERSONAL RELATIONS: Ability to get along with others, rapport, cooperation, attitude						
EMOTIONAL STABILITY: Performance under pressure, mood stability, consistency in ability to relate to others						
JUDGMENT: Ability to evaluate a problem involving people, common sense, and decisiveness						
RELIABILITY: Dependability, sense of responsibility, promptness, conscientiousness						
COMMUNICATION SKILLS: Verbal skills, written expression, articulateness						
ATTITUDE: Open to new experiences, capable of accepting critiques						
CLASSROOM BEHAVIOR: Respectful to students and instructor, on task, participates, insightful						

Please describe the applicant in 3-5 words:

Additional Comments:

What course(s) has this student had with you? Also, how long have you known this student?

Signature of Reference: _____ Date: _____

Printed Name: _____

Please place this evaluation form in an envelope with the seal signed and return to student or mail directly to the address listed on page 1.