

Great Basin College
Human Services Program Handbook

This Handbook is designed for use by students, faculty and community practicum site supervisors, so that all parties are aware of the rights, roles and responsibilities that belong to each participant.

Mary Ray, RN, PhD
Human Services Program Coordinator

Revised: March, 2012

Diversity Statement

Great Basin College (GBC) and the communities of the Great Basin are comprised of a highly diverse population of students, faculty and staff. It is the philosophy of the Human Services Program that every person be treated with dignity and respect, and with an appreciation for the unique qualities that each and every individual brings to the human experience.

Statement Concerning Students with Disabilities

The Human Services Program personnel strictly adhere to the philosophy and practices of Great Basin College regarding students with disabilities. For specific information, please note the specific GBC policies and services for students with disabilities which are described in the current GBC Catalog. For information and assistance regarding disabilities please contact the Director of Services for Students with Disabilities and course instructors.

Statement of GBC Policies and Procedures

All policies, rules, regulations, stipulations and academic requirements listed in the current GBC Catalog will apply to students participating in the Human Services Program courses.

Affirmative Action Statement

Great Basin College is an equal opportunity, affirmative action institution.

Program Revision Disclaimer

The Human Services Program Coordinator reserves the right to change program policies/procedures on or before the first day of each semester.

Table of Contents

Mission and Philosophy Statements	4
Welcome Letter from the Program Coordinator	5
Program Overview	7
Associate Degree Program	8
Certificate Degree Program	9
Substance Abuse Counselor Training Certificate	10
Course Descriptions	11
Behavioral Expectations	13
Legal/Ethical Considerations	14
Human Services Consortium	15
Practicum Agreement	16
Practicum Self-Evaluation (Student)	18
Practicum Evaluation (Site Preceptor)	19
Practicum Evaluation (Instructor)	20
Practicum Site Evaluation Form/Student	21
Practicum Site Evaluation Form/Preceptor	22
Practicum Site Evaluation Form/Instructor	23
Learning Contract/Portfolio/Handbook Statement	24
Field Experience Site Time Sheet	25
Human Services Standards of Practice	26
Addendum 1: Bridge to Social Work Program	31
Addendum 2: FOG Level I	32
Addendum 3: FOG Level II	33
Addendum 4: Guidelines for Practicum I and II	34
Addendum 5: Student Drug Screening Consent Form	35
Addendum 6: Student Conduct Review Policy and Procedure	36
Addendum 7: Notification of Counseling Form	37
Addendum 8: Policy: Human Services Program	38
Addendum 10: Human Services Program Application	39

Mission and Philosophy Statements

The mission of the Human Service Program parallels that of Great Basin College in terms of providing a student-centered curriculum which can be utilized to pursue opportunities for increasing knowledge, personal development, and service to the community.

Specifically, the mission of the Human Services program is to provide students with the opportunity to acquire comprehensive, evidence-based information and the interpersonal skills needed to function as effective client advocates.

The philosophy that students grow personally and professionally when learning to appreciate individual and cultural diversity through understanding the dynamics involved in interpersonal relationships in society underlies the mission of the Program. The highly interdisciplinary nature of the human services profession sets it apart from other science-based helping professions; human services is a generalist preparation that draws from the behavioral, social, medical, and psychological sciences, including relevant business and office technologies.

Most human service occupations require self-examination and a high degree of consistent empathy, compassion, and evidence-based insights into the holistic, as well as specific, aspects of human functioning. The GBC Human Services program staff and faculty are committed to supporting students in developing “people” skills such as communicating assertively, assessing and cultivating individual strengths, and demonstrating a commitment to serving others.

Statement of Program Goals

The essential goals of the Human Services Program are to not only develop student appreciation for the bio-psychosocial and cultural needs of clients, but also to provide support for students as they process personal, professional, and career development issues.

Welcome Letter from the Program Coordinator

Dear Student:

Thank you for your interest in the Human Services Programs!

GBC offers a Certificate of Achievement and an Associate of Applied Science degree (AAS) in Human Services, and a Certificate of Achievement in Substance Abuse Counselor Training. These certificate and degree pathways are designed for entering and enriching careers in the helping professions.

Human services work can be most rewarding. Offering compassionate help to another human being can bring joy and satisfaction to both the caregiver and the client. The demand for skilled human service providers is growing, especially as our population ages.

Although most human services providers require additional education and training, there are basic skills common to the social services that are utilized with most clients. Effective interpersonal communication—or “people” skills—can be applied to virtually any work environment. Some specific examples of areas of human services employment include the following:

- Social services case management
- Substance abuse education, prevention and treatment
- Child and elder care
- Public welfare and assistance
- Corrections, juvenile and adult probation, and law enforcement
- Hospitality industry services (restaurant/hotel/resort operations)
- Health care delivery
- Mediation and legal work
- Faith-based community and social services implementation
- Housing assistance and emergency shelter management
- Personal care services delivery (massage therapists, health spa managers)
- Family advocacy
- Domestic violence prevention
- Health education, dietary and wellness education

People from all vocational backgrounds—from high school students with little or no human services employment experience, to seasoned human services professionals who desire to advance existing careers and/or obtain additional college education and advanced degrees—are cordially invited to enroll in the degree or certificate programs. Enrollment is permitted into the introductory courses level without prior coursework or prerequisites.

Introduction to Human Services (HMS 101) and Introduction to Counseling (HMS 102) are designed to support students in the process of exploration of vocational preferences while increasing skill levels and incorporating prior knowledge. In addition to identifying a career that involves employment in the helping professions, students will learn stress management skills, communication techniques, and participate in a variety of personal development activities.

The practicum portions of the program involve student visits to sites where human services workers assist clients within a community setting. The goal of the human service work is based on a common theme: to help people achieve their potential by strengthening their physical, psychological, and social (bio-psycho-social and spiritual) functioning.

The Human Services Seminar (HMS 250) is required for degree-seeking students, but is open to any student who is interested in creating a career plan for future employment in the human/social services. Each student will build a resume' and create a portfolio using computer and web-based technologies which reflects personal strengths, and professional competencies.

We welcome everyone who wishes to explore potential for human services work to join us on this challenging career path that leads to many rewarding opportunities to serve others.

Please contact me about this excellent opportunity for enjoying personal and professional growth!

Sincerely,

Mary Ray, PhD
Human Services Program Coordinator
Department of Health Sciences and Human Services
Great Basin College
(775) 753-2005

Program Overview

The Associate of Applied Science (AAS) degree in Human Services contains a general education core, prescribed courses in the social sciences, and specific human services courses. The degree and certificate programs offer opportunities to learn client services skills, strengthen interpersonal communication abilities, and to participate in practical application experiences within community social services agencies. The AAS degree requirements include two semesters of practicum coursework (10 credits consisting of 360 hours of field experience). Additionally, human services courses can offer a supportive environment for personal growth and professional development for non-degree students, or students seeking degrees outside of the Human Services Program.

The Certificate of Achievement in Human Services is a shorter version of the degree program. In the Introduction to Human Services (HMS 101) course, students explore areas of interest in the helping professions and develop skills needed for entry-level positions in the workplace. This Certificate program contains a 5-credit practicum course requirement consisting of 180 contact hours of community agency field experience. Coursework in the Certificate program courses can be applied toward the AAS degree.

The Certificate of Achievement in Substance Abuse Counselor Training is comprised of human services courses and additional specialized coursework for those students pursuing a career in substance abuse counseling. Students in other health and social sciences programs such as in social work and nursing can also benefit from completing classes related to substance abuse counseling, prevention, intervention and treatment.

Additionally, courses of study can be designed for students wishing to transfer to upper division degree programs, such as: social work, criminal justice, education, counseling psychology, business, and nursing. Students are strongly urged to seek academic advisement prior to enrollment, before each new semester, or more often, when personal and/or academic goals change.

Students must complete all of the coursework, or the equivalent, that is listed in the GBC Catalog in order to earn a Certificate and/or AAS Degree. Approval of a formal, written application is required to enter the advanced levels of coursework, the Practicum I and II and seminar courses. Equivalent and substitute courses may be accepted on an individual basis by the Department of Health Sciences and Human Services and/or the GBC Registrar. The Human Services Practicum I and II must be completed while the student is enrolled in GBC; current/prior work or volunteer experience will not be accepted in lieu of these courses.

Students are required to complete at least 180 hours of unpaid course-related experiences within the Practicum I course in order to qualify for the Certificate of Achievement. At least 180 hours of additional unpaid field experience in the Practicum II course (for a combined total of 360 hours) is required for the AAS degree. The practicum/field experience courses must be completed with a grade of a "B-" or higher, in order to receive a Certificate of Achievement in Human Services. To qualify for the AAS degree in Human Services, each practicum/field experience courses must be completed with a grade of "B-" or higher.

Program Requirements: AAS Degree in Human Services

The AAS degree program is comprised of 61.5 hours of coursework, including classroom instruction, interactive clinical laboratory sessions, practicum experiences at clinical sites, and a seminar course in which students prepare a focused plan to enter the workforce. Students planning to complete an Associate in Applied Science degree in Human Services must complete the following program, or the equivalent, as determined by the GBC Registrar and/or program coordinator.

FALL/First Semester

INT 100	GBC Orientation	0.5
ENG 101 or 107*	English requirement	3
MATH 120**	Mathematics requirement	3
HMS 101	Introduction to Human Services	3
HMS 102	Introduction to Counseling	3
CPD 116	Substance Abuse Fundamentals	3
Total		15.5

SPRING/Second Semester

ENG 102 or 108*	English requirement	3
PHIL 102	Critical Thinking and Reasoning	3
PSY 101	General Psychology	3
HMS 200	Ethics in Human Service	3
HMS 106***	Human Services Practicum I	5
Total		17

FALL/Third Semester

SOC 101	Introduction to Sociology	3
BIOL 100	General Biology for Non-Majors	3
IS 101	Introduction to Information Systems	3
HMS 206***	Human Services Practicum II	5
HMS 107	Small Group Interaction	3
Total		17

SPRING/Fourth Semester

HDFS 201	Human Growth and Development	3
HMS 250	Human Services Seminar	3
PSC 101	Principles of American Constitutional Government	3
CPD 116	Substance Abuse Fundamentals	3
Total		15

Total for AAS Degree **61.5**

*ENG 102 is suggested, as it is required for social work, nursing, radiology and other advanced degree programs. Credit for prior equivalent coursework at GBC or other institutions may be considered, per GBC policies. Please see the registrar, academic counselor, and/or program adviser for more information.

**Math 120 or higher. Please see adviser.

***IMPORTANT NOTE: Approval of a written application for program admission is required prior to taking the Practicum I and II and the Human Services Seminar (HMS 250) courses

Program Requirements: Certificate of Achievement

Students planning to complete a Certificate of Achievement in Human Services must complete the following program, or the equivalent, as determined by the GBC Registrar and/or the program coordinator. Participation in the GBC Advisement process prior to enrollment, before beginning each semester at GBC, and as needed, is highly recommended. See the GBC Catalog for additional information concerning program and general education requirements.

Certificate of Achievement in Human Services Course Requirements

First Semester		Credits
INT 100	GBC Orientation	0.5
ENG 101 or 107*	English Requirement	3
PSY 101	Introduction to Psychology	3
HMS 101	Introduction to Human Services	3
HMS 102	Introduction to Counseling	3
SOC 101	Principles of Sociology	3
Total:		15.5
Second Semester		
CPD 116	Substance Abuse/Fundamentals	3
MATH 116 or 120**	Fundamentals of College Math	3
IS 101	Intro to Information Systems	3
HMS 106***	Human Services Practicum I	5
HMS 200	Ethics in Human Services	3
Total:		17
Total for Certificate		32.5

***ENG 101 or 100 is recommended, as these courses are required for social work, nursing, radiology, and other degree programs. Please see your program adviser.**

****MATH 120 is recommended, as it is required for social work, nursing, radiology, and other degree programs. Please see program your adviser.**

*****IMPORTANT NOTE: Approval of a written application for program admission is required prior to taking the Human Services Practicum courses.**

(A 2.0 or more grade average is required for the completion of a certificate of achievement.)

Certificate of Achievement: Substance Abuse Counselor Training

First Semester

INT 100	GBC Orientation	0.5
ENG 101 or 107*	English Requirement	3
PSY 101	Introduction to Psychology	3
HMS 101	Introduction to Human Services	3
HMS 102	Introduction to Counseling	3
CPD 116	Substance Abuse Fundamentals	3
Total:		15.5

Second Semester

HMS 105	Substance Abuse Counseling Methods	3
HMS 107	Small Group Interaction Techniques	3
MATH 116 or 120**	Math Requirement	3
IS 101	Introduction to Information Systems	3
HMS 200	Ethics in Human Services	3
Total:		15

Certificate Program Total 30.5

* **ENG 101 or 100 is recommended, as these courses are required for social work, nursing, radiology, and/or other degree programs. Please see your program adviser.**

****Math 120 is recommended, as it is required for social work, nursing, radiology, and/or other degree programs. Please consult your academic/program adviser.**

At least 15 hours of coursework must be successfully completed at Great Basin College (GBC). Substitutions/credit for prior, equivalent coursework may be permitted, at the discretion of the Department of Health Sciences and Human Services, and/or the GBC Registrar.

A 2.0 or more grade average is required for completion of a certificate of achievement.

IMPORTANT NOTE: Please check with the Nevada Board of Examiners for Alcohol, Drug and Gambling Counselors or counselor licensing/certification boards in Nevada (or in other states, if applicable) about the acceptability of these academic courses PRIOR to beginning any course, as individual or state licensing and/or certification requirements may vary. Participation in the GBC Advisement process prior to enrollment, before beginning each semester at GBC, and as needed, is highly recommended. See the GBC Catalog for information concerning program and general education requirements.

Human Services Program Course Descriptions

HMS 101 Introduction to Human Services (3 Credits)

An overview of the human services as a profession, including the exploration of the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Emphasis is on employment in the human services, self-reflection activities, and the development of interpersonal skills common to human service providers.

Prerequisites: None

HMS 102 Introduction to Counseling (3 Credits)

Assessment, interviewing, intervention, referral, and documentation skills related to human services client communications will be emphasized. Students will receive HIPPA training in basic patient/client confidentiality. This course is a prerequisite for HMS 106: Human Services Practicum I.

Prerequisites: None

HMS 105 Substance Abuse Counseling Methods (3 Credits)

Addiction counseling theories, intervention applications and treatment methods for addiction counselors, social services/human services/health sciences students, or for students interested in developing skills specific to assisting individuals, couples, and families with substance abuse issues. Prior completion of HMS 102, or the equivalent, is highly recommended.

Prerequisites: None

HMS 106 Human Services Practicum I (5 Credits)

Students complete coursework within community-based agencies. Includes one (1) lecture contact hour and twelve (12) clinical practice hours per week (a total of 180 unpaid hours of field practicum observation and study). This course must be completed with a grade of "B-" or better in order for a student to be eligible for the Certificate of Achievement or an AAS degree in Human Service.

Prerequisites: HMS 101 Introduction to Human Services, HMS 102 Introduction to Counseling, instructor permission, and an approved Human Services Program application*

HMS 107 Group Interaction Techniques (3 Credits)

Theory and methods of group dynamics and group interaction applications in social/human services settings are explored. Group counseling approaches related to addiction treatment, relapse prevention, grief and loss adjustment, and personal development are emphasized.

Prerequisites: None

HMS 200 Ethics in Human Service (3 Credits)

“Real life” applications of personal and professional boundaries, beliefs, ethics, values, morals, codes of conduct in human relationships using ethical decision-making, problem-solving, and critical thinking activities for interacting with potential clients, customers, patients, students, subordinates, co-workers and supervisors. This course may be repeated up to three times for continuing education credit. (Students should check with individual licensing boards regarding approval for continuing education credit prior to enrollment.)

Prerequisites: None

HMS 206 Human Services Practicum II (5 Credits)

Continuing human services skills development through interaction with clients, client support systems and with other human service professionals within community agencies. Includes one (1) lecture contact hours and twelve (12) clinical practicum hours per week (a total of 180 unpaid hours of field experience hours). This course must be completed with a grade of “B-“ or better in order for a student to be eligible for the Certificate or the AAS degree in Human Services.

Prerequisites: HMS 101 Introduction to Human Services, HMS 102 Introduction to Counseling, HMS 106 Human Services Practicum I, instructor permission, and an approved Human Services Program application*

HMS 250 Human Services Seminar (3 Credits)

Students will explore emerging issues and current trends in human services employment as they relate to the student’s goals, interests, and abilities. This course is required for students seeking an AAS degree in human services, but it is open to any student who is/desires to be involved in human or social services work. Students also create a career plan and develop a resume based on skills, training, employment experiences and current job opportunities in addition to job interviewing practice.

Prerequisites: HMS 101 Introduction to Human Services, HMS 102 Introduction to Counseling, or instructor permission.

***See policy and procedures for program application at the end of this Handbook.**

Behavioral Expectations

The Human Services program faculty reserves the right to withhold, delay or to terminate practicum placement, and/or dismiss the student from the Human Services Program and/or individual courses, due to inappropriate behavior in a class, or in program-related activity, either on, or off, the GBC campus. One or more of the following may lead to dismissal, termination and/or instructor-initiated withdrawal from a course, and/or the program:

- Endangering, threatening, disrespecting, abusing or violating the physical or psychological safety of a client, or of any other person, or their property;
- Supplying intentionally false information at any time, including failing to report committed, observed or suspected client abuse and/or neglect, or to report errors related to client care;
- Demonstrating excessive, unexcused absenteeism, including repeated, unexcused tardiness;
- Failing to observe HIPPA laws and/or to maintain confidentiality;
- Altering, unauthorized disclosing and/or misusing client documents and records.
- Reporting to the practicum site visit or to class under the influence of a mind-altering substance as evidenced by: frequent tardiness (with no documented medical reason), drowsiness or sleepiness, smell of alcohol on breath/body, increased inability to meet deadlines, slurred/incoherent speech, unexplained mood changes, changes in appearance, lack of manual dexterity, decrease coordination, and/or unexplained work-related accident or injury.
- Possessing or using dangerous drugs and/or narcotics except as legally prescribed, and/or participating in the illegal sale of drugs.
- Unauthorized removing or theft of items belonging to GBC or to the clinical practicum site;
- Demonstrating a significant lack of emotional stability and/or displaying insufficient coping skills when in stressful situations.
- Soliciting clients encountered in the practicum for any form of personal gain, including the selling of goods, the promotion of political causes and/or the offering of services.
- Cheating, plagiarizing, or misrepresenting work.
- Disrupting the teaching/learning process, sabotaging the work of others, and/or intentionally allowing work to be used by others.
- Intentionally exaggerating, misrepresenting or altering information or data, whether it be written, verbalized or demonstrated.

Ethical/Legal Considerations

Background Checks and Health Screenings

Agencies serving as clinical practicum sites generally require one or more types of security clearances, criminal history reports, health and/or tuberculosis (TB) screening, and/or background checks. Felony and/or misdemeanor convictions, and/or illness with TB and/or another communicable disease, can affect eligibility to participate in some or all of the field practicum experiences, and/or may delay/inhibit a student's progress. Background checks and health screenings are conducted by external vendors at the student's expense. Practicum agency personnel will evaluate the information and make the final determination as to each student's ability to participate in specific field experiences based on these findings and the individual agency's requirements. The Human Services Program Coordinator/Instructor will attempt to arrange alternate, equivalent, relevant practicum experiences when/if possible. Students are asked to help facilitate this process when circumstances necessitate alternative practicum placement.

Academic Honesty/Issues

Students will demonstrate personal and educational integrity as evidenced by practicing academic honesty by not cheating, plagiarizing, or misrepresenting their coursework. Please see the GBC Catalog for current policies. Students will maintain requirements for being a student in good standing at Great Basin College. A student will be dismissed from the Practicum portion of the human services program if his or her conduct creates the following sanctions as identified in the GBC catalog and/or administrative policies: probation, suspension or expulsion.

Human Services Code of Ethics

Students will be expected to learn and to observe the Human Services Code of Ethics as published by the National Organization for Human Services (NOHS), and to practice only within the scope allowable by law. When participating in the Practicum, the student shall act in the role of a student, even if the student is licensed and/or experienced in another profession such as nursing, social work, counseling, radiology, etc.

Grievance/Appeals Procedures

As in any human endeavor, differences of opinion arise among people in the human services field. It is the policy of this Program and the Department of Health Sciences and Human Services that individuals are encouraged and empowered, when appropriate, to attempt to resolve a difficulty through assertive communication at the level in which it has occurred. If this is not possible or appropriate, the issues should be brought to the immediate attention of the student's preceptor, instructor, the Human Services Program Coordinator and/or the Dean of Health Sciences and Human Services Department. A meeting at the Departmental level (Admissions and Progression Committee) may be scheduled for the purpose of resolving the conflict, establishing a behavior contract, and/or solving the issue. If a resolution is not achieved to the satisfaction of the

participants, then the appeals and/or student conduct management/referral procedures as outlined in the GBC Catalog and in the GBC Administrative Guidelines will be followed.

Drug and/or Alcohol Screening

Great Basin College must assure that its students and on-site faculty participating in all clinical/practicum rotations shall, if requested by a clinical facility/agency, submit to “for cause” drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student or on-site faculty.

Community Advisors and Preceptors

Community members assist the GBC Human Services with curriculum development and program evaluation, as well as preceptors in field practicum sites. It is vital that community agencies play a role evaluating and providing input into the human services program so that we can better meet the needs of students, staff, and clients. The Department of Health Sciences and Human Services meets with community providers and interested members of the community once per semester to discuss and review Human Services Program and general departmental issues. A partial listing of community advisory committee members include:

P.A.C.E. Coalition

Family Resource Center

University of Nevada School of Medicine

Elko County Juvenile Probation

Elko Band Counsel

Highland Manor Extended Care Facility

Northwestern Regional Medical Center

Communities in Schools

A partial listing of contracted practicum sites include:

Bright Path Adult Enrichment Center

Elko County Juvenile Justice Department

UNSOM Telemedicine Clinics

P.A.C.E. Coalition for Substance Abuse Education and Prevention

Elko Family Resource Center

Maple Star Family Services

Elko Band Council

Vitality Center

Northeastern Nevada Medical Center

Humboldt General Hospital, Winnemucca

Evergreen Care Center, Pahrump

Communities in Schools, Elko and Winnemucca

Nye County Coalition, Pahrump

Practicum Agreement

Student Name: _____ **Date:** _____
Semester: _____ **Year:** _____

Learning Contract Participants:

Student:

Instructor:

Practicum Site Supervisor:

Other:

2. Student Responsibilities

- ✓ Complete all health screenings, background checks and/or legal requirements of the Practicum site prior to beginning the Practicum experience, and be responsible for any/all lab fees.
- ✓ Perform only those tasks outlined by the instructor and/or site Practicum preceptor.
- ✓ Regularly attend the site during the hours agreed upon.
- ✓ Arrive at the Practicum site on time.
- ✓ Maintain professional appearance and dress appropriate for the site. Jeans will not be worn. Shoes will have covered/closed toes.
- ✓ Document goals and provide a copy to instructor and Practicum site preceptor.
- ✓ Practice confidentiality and all other relevant ethical and legal considerations.
- ✓ Attend weekly Practicum class meetings and complete assignments within the established due dates.
- ✓ Demonstrate the receipt and application of feedback and guidance without defensive words, attitudes or behaviors.
- ✓ Sign and obtain required signatures for this agreement and on time records.
- ✓ Report all problems related to course or to the Practicum site to instructor and/or instructor as soon as possible upon realization.

3. Instructor Responsibilities

- ✓ Approve of student's Practicum site.
- ✓ Provide the Preceptor with an agency agreement for signature.
- ✓ Outline for the agency, the roles of the practicum student and provide site orientation information.
- ✓ Maintain lines of communication between GBC, the agency and the practicum student
- ✓ Negotiate problems arising from student placement.
- ✓ Determine semester grade for student based on the preceptor's evaluation, attendance, instructor observations and student assignments.

4. Practicum Site Supervisor Responsibilities

- ✓ Agree to host student for specified time/visits
- ✓ Outline expectations for student participation
- ✓ Report problems with student placement as soon as possible to student and/or instructor.
- ✓ Assist instructor with site orientation of student
- ✓ Negotiate problems arising from student placement
- ✓ Monitor student progress
- ✓ Provide feedback to student/instructor regarding progress
- ✓ Complete written evaluation of student

Signature designates an agreement to above terms.

Signatures:

Date:

(Student) _____

(Practicum Supervisor) _____

(Instructor) _____

Student Practicum Performance Self-Evaluation Form

Student Name:

Date of Site Visit:

Course:

Instructor:

Site Location:

Site Preceptor Name:

Student Learning Objectives (2 or more):

(To be completed *before* EACH Practicum site visit)

Student Reflections (2 or more):

(To be completed *after* EACH visit.)

1.

3.

2.

4.

Additional student comments:

PERFORMANCE

DOCUMENTATION

5. Utilizes knowledge of client issues to identify intervention(s).

Yes____ No ____ N/A.____

6. Verbalizes and applies knowledge of client strengths.

Yes____ No____ N/A.____

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.

Yes____ No ____ N/A.____

Conduct is respectful to self, client, and agency personnel.

Yes____ No____ N/A ____

Cites textbook/relevant research findings.

Yes____ No____ N/A.____

10. Utilizes therapeutic communication skills with clients and staff.

Yes ____ No ____ N/A ____

Score (10 points possible): _____

Preceptor Evaluation of Student Practicum Performance Form

Student Name:

Date of Site Visit:

Course:

Instructor:

Site Location:

Site Preceptor Name:

Student Learning Objectives (2 or more):

(To be completed *before* EACH Practicum site visit)

Student Reflections (2 or more):

(To be completed *after* EACH visit.)

1.

3.

2.

4.

Additional preceptor comments:

PERFORMANCE

DOCUMENTATION

5. Utilizes knowledge of client issues to identify intervention(s).

Yes____ No ____ N/A.____

6. Verbalizes and applies knowledge of client strengths.

Yes____ No____ N/A.____

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.

Yes____ No ____ N/A.____

Conduct is respectful to self, client, and agency personnel.

Yes____ No____ N/A ____

9 Cites textbook/relevant research findings.

Yes____ No ____ N/A.____

10 Utilizes therapeutic communication skills with clients and staff.

Yes ____No____ N/A ____

Score (10 points possible): _____

Instructor Evaluation of Student Practicum Performance Form

Student Name:

Date of Site Visit:

Course:

Instructor:

Site Location:

Site Preceptor Name:

Student Learning Objectives (2 or more):
(To be completed *before* EACH Practicum site visit)

Student Reflections (2 or more):
(To be completed *after* EACH visit.)

1.

3.

2.

4.

Additional instructor comments:

PERFORMANCE

DOCUMENTATION

5. Utilizes knowledge of client issues to identify intervention(s).
Yes____ No ____ N/A.____

6. Verbalizes and applies knowledge of client strengths.
Yes____ No ____ N/A.____

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.
Yes____ No ____ N/A.____

Conduct is respectful to self, client, and agency personnel.
Yes____ No ____ N/A ____

Cites textbook/relevant research findings.
Yes____ No ____ N/A.____

10. Utilizes therapeutic communication skills with clients and staff.
Yes ____ No ____ N/A ____

Score (10 points possible): _____ Grade: _____

Practicum Site Evaluation Form: Student

Student Name:

Course Name:

Today's Date:

Site/Preceptor Name:

Dates of Practicum Site Attendance:

Please rate your experiences at this site and with this preceptor on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

___ Clearly defined expectations by preceptor

___ Preceptor supervision and training

___ Support from site staff

___ Learning opportunities

___ Preceptor evaluation/feedback process

___ Hours/location of practicum site accessibility/availability

Please write comments about the above ratings and answer the following questions. You may use the back of this sheet. Thank you for your feedback!

1. What experience at this site did you enjoy the most? Why?
2. What aspects of this experience contributed most to your learning? Why?
3. Do you feel more comfortable now with the Practicum experience? Why?
4. What changes could have improved your learning?
5. What special issues, concerns, or questions would you want addressed regarding the use of this site/preceptor in the future?

Practicum Site Evaluation Form: Preceptor

Preceptor Name:

Course Name:

Today's Date:

Dates of Practicum:

Please rate your experiences with GBC Human Services Program on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

___ Clearly defined expectations

___ Preceptor supervision and training

___ Support from GBC staff

___ Learning opportunities

___ Preceptor evaluation/feedback process

___ Hours of student accessibility/availability

Please write comments about the above ratings and answer the following questions. You may use the back of this sheet. Thank you for your feedback!

1. What experience with GBC staff/students did you enjoy the most? Why?
2. What aspects of this experience contributed most to your organization? Why?
3. Do you feel more comfortable now with the Practicum experience? Why?
4. What changes could have improved this experience?
5. What special issues, concerns, or questions would you want addressed regarding your site/preceptors in the future?

Practicum Site Evaluation Form: Instructor

Instructor Name:

Course Name:

Today's Date:

Practicum Site:

Site Supervisor/Contact Person:

Dates of Practicum:

Please rate this site on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

__ Clearly defined expectations

__ Preceptor supervision and training

__ Support from site staff

__ Learning opportunities

__ Preceptor evaluation/feedback process

__ Hours of student accessibility/availability

Please write comments about the above ratings and answer the following questions:

- a. What changes could have improved this experience for students?

- b. What special issues, concerns, or questions could be addressed regarding the use of this site/preceptor in the future?

GBC Human Services Program Learning Contract

I _____ (student name) _____ (date), acknowledge that my learning requires specified learning activities. I agree to assess my progress with my preceptor and instructor regularly on or before the due dates required by the instructor and/or preceptor. I also agree to the following because I am willing to take ownership of my own learning process for the benefit of the clients I may serve:

- ✓ I agree to work in partnership with instructors, peers, staff, advisors, and preceptors so that I can achieve my learning goals and to serve clients by understanding, learning and implementing the Standards of Practice/Ethics for Human Services (listed in this Handbook).
- ✓ I will keep a Portfolio/time records that accurately reflects a record of my learning experiences.
- ✓ When I recognize skills and/or information deficits, I will seek out opportunities for obtaining relevant information and/or experiences, and record my efforts and results in my Portfolio.
- ✓ I agree to adhere to the guidelines, rules and regulations of GBC, the HS Program, and all legal requirements. Additionally, I acknowledge receipt of the HS Program handbook.

Student signature: _____ Date: _____ Witness: _____ Date: _____

Human Services Skills (This is only a guideline, a partial listing. The student is encouraged to add skills.)

Client Assessment

- ✓ Interviewing
- ✓ Assessment
- ✓ Strengths and deficit identification
- ✓ Outcome goals
- ✓ Client-centered objectives
- ✓ Intake, update, and discharge summaries
- ✓ Confidentiality and Release of Information (ROI) and HIPAA requirements
- ✓ Legal and confidentiality issues
- ✓ Documentation, forms, charts and filing
- ✓ Computer and office technology
- ✓ Non-profit agency organization and management

Therapeutic Intervention

- ✓ Group dynamics
- ✓ Active and reflective listening
- ✓ Strength-based interventions
- ✓ Addiction cycle and substance abuse
- ✓ Grief and loss support
- ✓ Progress reports
- ✓ Discharge planning

Child/Elder Abuse and Neglect

- ✓ Mandated reporting
- ✓ Family systems
- ✓ Crisis intervention and suicide prevention

Bio-psychosocial Support

- ✓ Client needs-based assessments (applications of Erickson's Stages and Maslow's Hierarchy)
- ✓ Anger management
- ✓ Stress management/Post traumatic stress disorder (PTSD)
- ✓ Disabilities and clients with special needs

Cultural Competencies

- ✓ Cultural competencies
- ✓ Diversity considerations

Client Advocacy

- ✓ Assertive and nonviolent communication
- ✓ Referral identification and resource utilization
- ✓ Adult education methods

Personal and Professional Development

- ✓ Personal reflection and self evaluation
- ✓ Critical thinking and problem solving
- ✓ Identification of learning needs and continuing education
- ✓ Stress management
- ✓ Career and professional development plans
- ✓ Licensure and certification
- ✓ Resume and interview preparation

Standards for Human Services Practice/Ethics**National Organization for Human Services
Council for Standards in Human Service Education****Preamble**

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

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

Section I – Standards for Human Service Professionals

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

The Human Service Professional’s Responsibility to Clients

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

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

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

STATEMENT 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client’s behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

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

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

relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

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

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

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

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

STATEMENT 10 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

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

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

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

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

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

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

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

STATEMENT 18 Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

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

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

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

The Human Service Professional's Responsibility to Colleagues

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

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

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

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

The Human Service Professional's Responsibility to the Profession

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

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

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

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

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

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

The Human Service Professional's Responsibility to Employers

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

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

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

The Human Service Professional's Responsibility to Self

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

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

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

Section II – Standards for Human Service Educators

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

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

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

STATEMENT 40 Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of Human Services and in teaching effectiveness, for example learning styles and teaching styles.

STATEMENT 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of professional identity and skill development.

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

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

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

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

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

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

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

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

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

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

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

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

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

Addendum 1: Bridge to Social Work Program

Students wishing to pursue the Bachelor's of Science in Social Work (BSW) degree from the 3+1 Collaborative Program between GBC and UNR must complete the following academic plan, meet all admission requirements, and fulfill all prerequisites as listed in the current GBC and UNR catalogs. These considerations are listed in the following two points:

1. General education/core courses within the AAS Human Services degree program which parallel the Social Work/BSW degree track program are:

English Requirement: 3-8 Credits

ENG 101	Composition I	3 Credits
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ENG 102	Composition II	3 Credits
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Mathematics Requirement: 3-6 Credits

MATH 120	Fundamentals of College Mathematics	3 Credits
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Natural Sciences Requirement: 3-4 Credits

BIOL 100	General Biology for Non-Majors	3 Credits
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Social Sciences Requirement: 3 Credits

SOC 101	Principles of Sociology	3 Credits
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PSY 101	Introduction to Psychology	3 Credits
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Core Humanities Requirement: 9-12 Credits

PSC 103	Principles of American Constitution/Gov	3 Credits
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2. Additional lower division coursework for Social Work/BSW degree track that is required beyond the AAS in Human Services degree program plan includes:

Social Work	SW 220	3 Credits
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Anthropology	ABTH 101	3 Credits
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Economics	ECON 100, ECON 102, or ECON 103	3 Credits
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Humanities	(Per GBC Catalog options)	6 Credits
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Fine Arts	(Per GBC Catalog options)	3 Credits
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Focused Observation Guide (FOG) – Level I

Student Data

Student name: _____ Site: _____ Date/times of visit _____

Student goals for this visit (write 2 or more):

1. _____ 2. _____

Student objective(s) for this visit (write 2 or more):

1. _____ 2. _____

Student Observations: Staff

1. What client services are offered at this site?

2. What client population is served?*

3. Describe the staff members, and write a brief summary of the responsibilities of each employee.*

4. What behaviors and attitudes did you observe in the staff members as they were helping clients?

#Client Intervention (Write on back or attach a Word document) Write separate responses about ONE of each of these client issues: 1. Physical 2. Psychological 3. Socio-cultural/economic/vocational.

- What important client issues were identified by you and/or the staff?
- What major client interventions were identified/planned for each client issue?
- What client interventions were implemented for each issue? If none observed or completed, then write your suggestions.
- Describe the rationale/reason for each intervention. (Important: Support each rationale with evidence-based, published research.)
- How were the client intervention plans and the actual interventions documented?
- What were the client reactions to the interventions and/or to the plan?
- Briefly discuss both family/social support strengths and barriers that you observed or anticipated about the interventions for each issue.
- What other community resource referrals were made (or could be made) to further assist this client? Name one possible barrier that you anticipate for each of these referrals.

Student Observations: Clinical Environment

10. Describe how technology was used—computers, phones, video equipment, etc.

11. How did staff demonstrate support for the client's unique bio-psychosocial/cultural/spiritual identity?

12. What health, safety, and/or infection prevention factors were noted?

Student Observations: Clinical Supervision

13. Describe your interactions with site supervisor.

14. What were some questions/concerns that were addressed by your site supervisor and/or staff?

15. What are questions/concerns/general observations that you still have now?

Student Observations: Overall Clinical Evaluation

16. Summarize the learning goals/objectives that you realized today.

17. List new /additional learning goals/objectives that you have at this time.

18. What professional and ethical challenges did you encounter? What feedback did you receive?

19. How will you prepare for your next site visit so that you meet your new learning goals/objectives?

#20. Relate the assigned readings from the text with your experiences with this client/agency ...

Grade score issued by instructor: ___/100% = Letter grade of: ____

Instructor comments:

***Please do not write staff or client names on this form—or in your journal!**

#Contents of these response areas are worth 50% of the total FOG score

Focused Observation Guide (FOG) -- Level II

Student Information

Student name:

Site:

Date/times of visit:

My goal(s) for this visit:

My objectives for this visit:

Staff

1. What client services are offered at this site?

2. What client population is served?*

3. Describe the staff members, and write a brief summary of the responsibilities of each employee.*

4. What behaviors and attitudes did you observe in the staff members as they were helping clients?

#Client Intervention (to be written on the back of this form or submitted as a Word document)

- Summarize in 5-10 complete sentences, the general overview of a client's chief complaint, presenting problem, major issue, and/or important need.
- Describe your assessment of the status of each of the following five client issue areas: one physical, one social, one cultural/spiritual, one vocational, and one psychological.
- Write one client-centered goal, two client-centered objectives, and two interventions for each of the five issue areas that you have identified. Support goals and interventions with evidence-based research and document this by using APA standards.
- Identify one client-centered strength and one barrier specific to each of the five issue areas.
- Write a narrative chart entry or SOAP note documenting a summary of the interventions, and the client's reactions to the interventions/intervention plan in 5-10 complete sentences.

Environment

10. Describe how technology was used in the interventions—computers, phones, video equipment, etc.

11. How did the staff demonstrate support for the client's unique bio-psychosocial/cultural/spiritual identity?

12. What health, safety, and/or infection prevention factors were noted?

Supervision

13. Describe your interactions with site supervisor.

14. What were some questions/concerns that were addressed by your site supervisor and/or staff?

15. What are questions/concerns/general observations that you still have now?

Evaluation

16. Summarize some of the learning goals/objectives that you met today.

17. List new /additional learning goals/objectives that you have now.

18. What professional and ethical challenges did you encounter? What feedback did you receive?

19. How will you prepare for your next site visit so that you meet your new learning goals/objectives?

#20. Relate at least two concepts from assigned readings in the text/class conference with this field experience. Include supporting documentation/page numbers.

Grade score issued by instructor: ___/100% = Letter grade of: ____ Instructor comments:

***Please do not write staff or client names on this form.**

#Contents of these response areas are worth 50% of total FOG score

Guidelines for a Successful Practicum

Overview:

Community agency experiences provide you with opportunities to accomplish the following:

- Explore human services careers;
- Apply theoretical course material to practical situations;
- Develop and practice “people” skills in helping professions;
- Gain a better sense of yourself as a professional;
- Observe practitioners serving clients;
- Receive mentoring by practicing human service professionals;
- Enhance your resume.

Steps to take: Complete a Human Services Program application. When approved, contact your instructor. Review the Human Services Program Handbook. Locate a placement site. A site which is an appropriate fit for you can take time, so you must start the process of identifying a site before the start of class. **You are expected to have a placement site identified by the end of the second week of class.** Your instructor will help you with identifying sites in your area. Preceptor sites must be under contract agreement with GBC as an approved practicum site. The contract process takes time, so it is best to choose an established site, and allow 4-8 weeks for securing new sites. (Note: Not all human service provider sites can be approved due to administrative reasons.)

Begin the site selection process: Answering the following questions...and be honest with yourself!:

- What is your area of interest in the human services?
- What experiences will help you to be successful in this area?
- Are you seeking certification as an addictions counselor?
- Is there a specific population or age group with whom you want to work?
- Is there a specific type of human service that you want to explore in your community?
- Are there specific skills or knowledge that you want to gain?
- Do you want to work with court-ordered or incarcerated clients?

Things to consider when choosing a practicum site:

- Will this site provide you with opportunities for learning and professional growth?
- Is there a supervisor who has the time and interest to work with you?
- Do you share the values and philosophy that the agency supports?
- What hours are you expected to keep?
- How does this agency manage volunteers?
- Is there a formal or informal orientation and training time commitment?
- Have you visited this agency and met the site preceptor?
- What background check/fingerprinting and/or health screening will be required?*

Set up your practicum agreement by communicating with the instructor and the site supervisor.

Once you have done your research, call the agency which interests you. Set up a time to meet with your potential supervisor/agency director. Dress professionally. Bring your resume and your syllabus/handbook/forms. Treat this meeting as a job interview. This meeting offers you an opportunity to learn more about the agency and the preceptor’s expectations in terms of hours, frequency of visits, evaluations, paperwork, orientation/training, confidentiality agreements, attendance requirements, security issues, learning goals/contracts, etc. Discuss health screenings/background check/fingerprint requirements.

IMPORTANT! Sign the student agreement (next page). Establish your learning goals and complete your learning contract with the help of your practicum supervisor and instructor. Your instructor will personally visit your site at least once per semester, but at least weekly contact with instructor and site supervisor is required. Regular evaluations and performance reviews are also required as determined by your instructor. Time sheets must be accurate, completed in ink, and submitted per the instructor’s requirements. Establish due dates with your instructor at the beginning of your practicum. Begin your practicum as soon as possible. As directed in the course syllabus, keep a record of your observations and activities, complete observation forms...and remember have your hours verified.

*******Talk with your instructor and your site supervisor about obtaining TB testing, fingerprinting and background checks. Site requirements vary, so allow time for this! Students are responsible for all costs related to health screenings and background checks.....Enjoy your practicum!*****

**GREAT BASIN COLLEGE
Human Services Program**

STUDENT AGREEMENT

I have read, understand and agree to abide by the policies and guidelines stated in the Great Basin College Human Services Program Handbook.

I understand that as a condition of enrollment in Human Services Program courses, I agree that a clinical facility/agency may, at any time, require a "for cause" drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the clinical facility/agency should they request such information.

My emergency contact person (s) are as follows: I understand that this individual or individuals are responsible for ensuring that I am transported home in the event one of my faculty or the Human Services Program Supervisor and/ or Instructor determines that I am not able to continue being present in the classroom, lab or clinical setting.

Name	Phone #	Relationship
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Name	Phone #	Relationship
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Student Signature	Date
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Witness: Faculty/Program Supervisor/Instructor	Date
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Student Conduct Review Policy and Procedures

The faculty and staff of the Department of Health Sciences and Human Services at Great Basin College (GBC) strive to provide quality educational experiences for students. In order to help prepare students to perform responsible and competent human services for clients and the agency personnel with whom they work, students are monitored, observed, and regularly assessed, and evaluated by faculty and field practicum site supervisors (or designee) during the field practicum courses. Students are also asked to engage in self-reflective and self evaluation activities in field practicum, seminar, and in the human services core courses. Accurate self reflection, assessments and observations are essential to the process of human service education and for skills development.

The Health Sciences and Human Services Program faculty at GBC utilize a process for student behavioral review and/or problem resolution in order to help to uphold the professional and ethical practice of human services during the field practicum courses, as well as in any other course or GBC Human Services Program-related activity in which students participate. The steps in the review process include the following:

1. Situations requiring immediate removal from a student from a class, site or program activity are listed on page 13. In emergencies or in cases of endangerment, security or 911 will be utilized.
2. When the immediate removal of a student from the site or class activity is not required, and minor disagreements/conflicts/ethical concerns arise, students, instructors and preceptors are encouraged to resolve issues at the level of involvement, with the individuals involved when possible. Incidents where concerns about student behavior are expressed should be documented.
3. If disagreements are unresolved, or issues are significant, instructor, preceptor, program coordinator and/or the Dean meet with the student, discuss the issue, and document the meeting, have the option of completing a counseling form (page 37), and/or may request that the issue be reviewed by the Admissions and Progression (A&P) Committee within the Department of Health Sciences and Human Services.
4. Situations remaining unresolved will be referred to the A&P Committee and/or the Dean of the Health Sciences and Human Services Department; who may recommend that the issue be reviewed by GBC administration: the Vice President for Student Affairs and/or the President's office, per the GBC Disciplinary Policy (see GBC catalog).

Admissions and Progression Committee

The membership of the A&P Committee in the Department of Health Sciences and Human Services is comprised of designated members, and may include the following: GBC instructors, adjunct faculty, departmental and/or administrative personnel. Campus security may be involved as well. They may call upon the Dean of the Department of Health Sciences and Human Services, the Vice President for Student Affairs, the Vice President for Academic Affairs, the GBC attorney, and Campus Security Officer, and the President of GBC to assist in the disposition of matters brought before the Committee.

The A&P Committee utilizes expectations for student behaviors as written in the GBC Catalog, Nevada State System of Higher Education (NSHE) requirements, the National Organization for Human Services (NOHS) Code of Ethics, and the guidelines for student behavior as described in the Human Services Program Handbook. These standards are introduced to students at the beginning of each practicum course, and are also addressed in the curriculum of human services core courses.

The A&P Committee may request use of the "Notification of Counseling" form (page 37). Where appropriate, the A&P Committee members may assist in the establishment of written behavioral goals and objectives for students, outlining the changes which reflect the core values of professional human services standards and ethics. Monitoring and assessing outcomes are generally completed by the course instructor, but instructors may be assisted by the Program Coordinator or designee, and the site preceptor, when needed/appropriate.

Procedure for Program Dismissal

If a violation of the code of conduct and/or code of ethics or other serious issue results in a recommendation by the A&P Committee to exclude or remove a student from the program, this recommendation is forwarded to the Dean of the Health Sciences and Human Services Department for review. If there are no other remedies possible – program, course and/or institutional dismissal may be recommended/acted upon by the Dean of Health Sciences and Human Services in conjunction with GBC administrative officials, including the President, Vice President for Student Affairs and/or the Vice President for Academic Affairs. The institutional appeal process is described in the GBC catalog.

The A&P Committee collects and maintains documentation of departmental incidents of formal student counseling and resulting administrative actions. These records remain confidential per GBC/NSHE student policies and FERPA guidelines.

NOTIFICATION OF COUNSELING
GREAT BASIN COLLEGE
HUMAN SERVICES PROGRAM

COURSE _____ DATE _____

STUDENT _____

INSTRUCTOR _____ DEAN _____

I. Your performance indicates you have failed to meet the following academic standard:
 Maintain a 2.0 grade/overall GPA in a field practicum course or seminar course

- II. Your performance indicates you have failed to meet the following non-academic standard:
- violated academic integrity
 - committed unsafe practice
 - intentionally viewed or divulged confidential information
 - performed acts beyond the scope of current expectations of student practice
 - carried out unauthorized use or distribution of equipment or drugs
 - falsified or altering documents
 - abused, neglected or abandoned clients
 - committed felonious acts
 - violated ethical standards of the National Organization for Human Services (NOHS)
 - violated ethical policy of the field placement agency and/or GBC
 - Other: _____

Description of infraction:

Action(s) needed to be taken by student:

Action Plan

Specific skills to be demonstrated and completion dates:

Academic Success Center remediation and plan of completion date (if applicable):

Signature Academic Success Center tutor:

Date of Tutoring:

Other goals and agreements:

Follow-up meetings with instructor, preceptor, dean and/or program director:

Instructor _____ Date _____ Student _____ Date _____

Human Services Practicum: Program Admission and Application

In addition to meeting the course prerequisites published in the GBC catalog, students planning to participate in the experiential portions of the Human Services Program must complete an application process in order to register for the Practicum and Seminar courses: HMS 106 Human Services Practicum I and HMS 206, Human Services Practicum II. This application process includes the accurate completion of an application form, a written statement of learning goals, an original reflective essay, and the submission of a letter of recommendation from a professional with relevant experience in the social/human services. These materials will be reviewed by an admissions committee comprised of designated faculty and staff within the Department of Health Sciences and Human Services.

Rationale:

In order to successfully complete experiential and seminar courses, knowledge of basic human service skills and competencies are required. Students must exhibit recognition of professional strengths and learning needs. Students must also describe a plan for professional development. Completing the application process enables students to demonstrate the ability to self-reflect and to identify learning goals.

Procedure:

The application process for admission to the practicum/seminar portions of the human services program includes the following steps:

1. Complete prerequisite courses with the required grade/grade average(s);
2. Provide accurate and complete information that is requested on the written practicum application form by the due date;
3. Submit a supportive letter of reference written by an individual from the human services profession (who is unrelated to the student) containing a recommendation for participation in an experiential and/or seminar course of the human services program by the application due date;
4. Identify individual, specific learning goals;
5. Compose responses to questions which reflect understanding of concepts from the Code of Ethics and Standards of Practice of the National Organization for Human Services (NOHS);
6. Participate in security and health screenings as required by the practicum site and/or the Department of Health Sciences and Human Services.

Review and Acceptance Policy:

Applications will be reviewed by admission committee members designated by the Dean of the Health Sciences and Human Services Department.

Applications may be rejected due to issues relating to the following items:

1. Incomplete, incorrect, and/or insufficient information on the application form and/or the essay responses;

2. Missing or inadequate written reference letter (must be attached to the application form on the date of submission by the due date);
3. Prerequisites not completed and/or completed with insufficient grade/grade average(s);
4. Application materials received after the due date;
5. Non-participation in required security and/or health screenings.

Applications may be resubmitted only one time per semester. Applications or resubmitted applications must be turned in to the Health Sciences and Human Services Department office by the due date. The Due dates for applications and/or resubmitted applications are: Before 4 PM, 10 business days (excluding weekends or holidays) prior to the published date of the first day of the class.

Rubric for Scoring Admission Applications

Points will be awarded for each of the areas of the application process. 100 points are possible. 80 points or more are required for acceptance of the application. The following rubric will be used for scoring:

Identifying information: 10 points

Reference information: 10 points

Reference letter: 20 points

Student response: Past experience section: 10 points

Student response: Short term learning objectives for practicum: 10 points

Student response: Long term career goals: 10 points

Reflective essay responses: 30 points (10 points for each of the three required sections)

Continued Requirements

Students admitted to the experiential portion of the Human Services Program must continue to adhere to the policies and procedures outlined in the Human Services Handbook and the GBC Catalog. Behavior policy violations, and/or applications containing false information, may be grounds for grade reductions, review by the Admissions and Progression Committee, behavior change contracts, suspension, and/or dismissal from the program.

Rev. 3/12

Program application forms are available through the Health Sciences and Human Services Department office in Elko: 775-753-2301 and are also available for downloading on the Department website.