

**HUMAN SERVICES PROGRAM HANDBOOK**  
**Brookdale Community College**  
**Psychology Department**

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## **Introduction**

The purpose of this handbook is to help students become familiar with the Human Services Program at Brookdale Community College (BCC). This handbook contains policy statements, important forms, information regarding course sequences and information regarding fieldwork; all of which students will need to successfully pursue an Associate of Science (A.S.) Degree in Human Services. Please note: This handbook is specific to the Human Services Program. Students are also required to adhere to relevant policies outlined in the BCC Catalog.

## **Mission**

It is the mission of the Human Services Program to provide students with a quality human services education. Students graduating from the program will acquire the knowledge and skills necessary for entry-level jobs at a wide variety of local, county, and state agencies, and for transfer to a four-year college for completion of a Bachelor's Degree in Social Work or related field. BCC has several articulation agreements with area colleges and universities, including Rutgers University and Monmouth University, making the transfer quite seamless.

## **Vision**

The vision of the program flows from its mission and includes the following:

- Graduate human services professionals with a broad perspective on local to global issues that affect the people they serve.
- Maintain a faculty, full-time and part-time, who support human services education and the empowering philosophy of the human services profession.
- Embrace and promote advancements in the human services professional using updated technological and methodological approaches to educational delivery and client services.

# Programs, Program Requirements, and Suggested Sequences

## Human Services Program A.S., Pre-Social Work Option

Human Services is a creative, innovative field for persons who work with, and give support to, clients with various needs. The Human Services A.S., Pre-Social Work Option, prepares students to transfer to a Bachelor of Social Work (BSW) program, Bachelor of Human Services program, or other closely related programs. The required coursework is designed to help students develop an understanding of human and social systems, as well as the ethics and values that guide human services practitioners, with emphasis on social work. Students learn through a combination of classroom work and fieldwork, spending 285 hours in human services agencies such as hospitals, mental health centers, social service agencies, substance abuse counseling sites, and other facilities.

Graduates will be able to:

- ▪ Explain the history and philosophy of human services.
- ▪ Understand the conditions that promote or limit optimal human functioning.
- ▪ Utilize theoretical frameworks to conceptualize human development and the interactions among human systems, including individual, groups, families, organizations, communities, and societies.
- ▪ Analyze human services client needs, identify appropriate strategies and services, and evaluate outcomes.
- ▪ Advance social justice and advocate on behalf of human services clients
- ▪ Actualize ethical practices and the values of diversity, equity, and inclusion (DEI) in the competent delivery of human services.
- ▪ Reflect on personal and professional values, skills, attributes, and opportunities for growth.
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### Course Requirements

#### **General Education - 32 credits**

- ENGL121 - English Composition: The Writing Process Credits: 3
- ENGL122 - English Composition: Writing and Research Credits: 3
- BIOL108 - Human Biology Credits: 4
- COMP129 - Information Technology Credits: 3
- MATH131 - Statistics Credits: 4 **or** MATH145 - Algebraic Modeling Credits: 4
- POLI105 - American National Government Credits: 3
- PSYC106 - Introduction to Psychology II: Personality & Social Aspects Credits: 3
- SOCI101 - Principles of Sociology Credits: 3
- ENGL235 - World Literature I Credits: 3 **or** ENGL236 - World Literature II Credits: 3
- HIST105 - World Civilization I Credits: 3 **or** HIST106 - World Civilization II Credits: 3

#### **Career Studies - 28 credits**

- PSYC111 - Introduction to Human Services Credits: 3

- PSYC125 - Introduction to Addiction Studies Credits: 3
- PSYC208 - Life Span Development Credits: 3
- PSYC212 - Community Agencies and Human Service Systems Credits: 3
- PSYC215 - Counseling Techniques Credits: 3
- PSYC216 - Abnormal Psychology Credits: 3
- PSYC235 - Group Dynamics Credits: 3
- PSYC247 - Quantitative Methods in Psychology Credits: 4
- PSYC285 - Human Services Practicum Credits: 3

**Total credits required for degree: 60**

### **Suggested Sequence**

The following is an example of how this degree may be completed in two years. The sequence is based on satisfaction of all Foundational Studies requirements and prerequisites and presumes a Fall Term start date. A student's program may vary depending on transfer institution, career objectives, or individual needs. See a BCC Student Success Coach for alternative progressions.

<b>Semester 1- Fall Term (15 Credits)</b>	<b>Semester 2 - Spring Term (15 Credits)</b>
<ul style="list-style-type: none"> <li>• PSYC 106 - Introduction to Psychology II: Personality &amp; Social Aspects, Credits: 3</li> <li>• PSYC 111 - Introduction to Human Services, Credits: 3</li> <li>• PSYC 125 - Introduction to Addiction Studies, Credits: 3</li> <li>• ENGL 121 - English Composition: The Writing Process, Credits: 3</li> <li>• COMP 129 - Information Technology, Credits: 3</li> </ul>	<ul style="list-style-type: none"> <li>• PSYC 208 - Life Span Development, Credits: 3</li> <li>• PSYC 212 - Community Agencies and Human Service Systems, Credits: 3</li> <li>• PSYC 215 - Counseling Techniques, Credits: 3</li> <li>• ENGL 122 - English Composition: Writing and Research, Credits: 3</li> <li>• ENGL 235 - World Literature I, Credits: 3 <b>or</b> ENGL 236 - World Literature II, Credits: 3</li> </ul>
<b>Semester 3 - Fall Term (16 Credits)</b>	<b>Semester 4 - Spring Term (14 Credits)</b>
<ul style="list-style-type: none"> <li>• PSYC 235 - Group Dynamics, Credits: 3</li> <li>• POLI 105 - American National Government, Credits: 3</li> <li>• SOCI 101 - Principles of Sociology, Credits: 3</li> <li>• MATH 131 - Statistics Credits: 4 <b>or</b> MATH145 Algebraic Modeling, Credits: 4</li> <li>• HIST 105 - World Civilization I, Credits: 3 <b>or</b> HIST 106 - World Civilization II, Credits: 3</li> </ul>	<ul style="list-style-type: none"> <li>• PSYC 247 - Quantitative Methods in Psychology, Credits: 4</li> <li>• PSYC 285 - Human Services Practicum, Credits: 3</li> <li>• PSYC 216 - Abnormal Psychology, Credits: 3</li> <li>• BIOL 108 - Human Biology, Credits: 4</li> </ul>

## Human Services Program A.S., Addiction Studies Option

Human Services is a creative, innovative field for persons who work with, and give support to, clients with various needs. The Human Services A.S., Addiction Studies Option, prepares students to transfer to a Bachelor of Social Work (BSW) program, Bachelor of Human Services program, or other closely related program while simultaneously earning addiction certification credits. The curriculum provides a foundational education in human services, complemented by a comprehensive approach to addiction studies. In addition to time spent in the classroom, students spend 285 hours in agencies where clients seek recovery from addiction, namely, hospitals, mental health centers, social service agencies, substance abuse counseling sites, among other sites.

Graduates will be able to:

- ▪ Explain the history and philosophy of human services and addiction treatment.
- ▪ Understand the conditions that promote or limit optimal human functioning.
- ▪ Utilize theoretical frameworks to conceptualize human development and the interactions among human systems, including individual, groups, families, organizations, communities, and societies
- ▪ Employ evidence-based strategies when assessing, diagnosing, treating, and evaluating outcomes for clients who struggle with addiction.
- ▪ Employ the skills of case management, consultation, and client advocacy for clients who struggle with addiction.
- ▪ Actualize ethical practices and the values of diversity, equity, and inclusion (DEI) in the competent delivery of addiction treatment.
- ▪ Reflect on personal and professional values, skills, attributes, and opportunities for growth
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### **Course Requirements**

#### **General Education - 32 credits**

- ENGL121 - English Composition: The Writing Process Credits: 3
- ENGL122 - English Composition: Writing and Research Credits: 3
- BIOL108 - Human Biology Credits: 4
- COMP129 - Information Technology Credits: 3
- MATH131 - Statistics Credits: 4
- POLI105 - American National Government Credits: 3
- PSYC106 - Introduction to Psychology II: Personality & Social Aspects Credits: 3
- PSYC208 - Life Span Development Credits: 3
- SOCI101 - Principles of Sociology Credits: 3
- General Education Choice: HIST105 - World Civilization I **or** HIST106 - World Civilization II Credits: 3  
**OR** ENGL235 - World Literature I **or** ENGL236 - World Literature II Credits: 3

#### **Career Studies - 28 credits**

- PSYC111 - Introduction to Human Services Credits: 3
- PSYC125 - Introduction to Addiction Studies Credits: 3
- PSYC127 - Evaluation and Diagnosis of the Addicted Client Credits: 3
- PSYC212 - Community Agencies and Human Service Systems Credits: 3
- PSYC215 - Counseling Techniques Credits: 3
- PSYC221 - Individual Counseling for the Addicted Client Credits: 3
- PSYC222 - Social, Cultural, and Familial Aspects of Addiction Credits: 3
- PSYC235 - Group Dynamics Credits: 3
- PSYC285 - Human Services Practicum Credits: 3

+ 1 Elective Credit

**Total Credits required for degree: 60**

### **Suggested Sequence**

The following sequence is an example of how this degree can be completed in two years. This sequence is based on satisfaction of all Foundational Studies requirements and prerequisites and presumes a Fall Term start date. A student's program may vary depending on transfer institution, career objectives, or individual needs. See a BCC Counselor for alternative progressions and to monitor your progress.

<b>Semester 1- Fall Term (15 Credits)</b>	<b>Semester 2- Spring Term (15 Credits)</b>
<ul style="list-style-type: none"> <li>• PSYC 106 - Introduction to Psychology II: Personality &amp; Social Aspects, Credits: 3</li> <li>• PSYC 111 - Introduction to Human Services, Credits: 3</li> <li>• PSYC 125 - Introduction to Addiction Studies, Credits: 3</li> <li>• ENGL 121 - English Composition: The Writing Process, Credits: 3</li> <li>• COMP 129 - Information Technology, Credits: 3</li> </ul>	<ul style="list-style-type: none"> <li>• PSYC 127 – Evaluation and Diagnosis of the Addicted Client, Credits: 3</li> <li>• PSYC 212 – Community Agencies and Human Services Systems, Credits: 3</li> <li>• PSYC 215 – Counseling Techniques, Credits: 3</li> <li>• PSYC 208 – Lifespan Development, Credits: 3</li> <li>• ENGL 122 - English Composition: Writing and Research, Credits: 3</li> </ul>
<b>Semester 3- Fall Term (16 Credits)</b>	<b>Semester 4- Spring Term (14 Credits)</b>
<ul style="list-style-type: none"> <li>• PSYC 221 - Individual Counseling for the Addicted Client, Credits: 3</li> <li>• PSYC 235 - Group Dynamics, Credits: 3</li> <li>• MATH 131 – Statistics, Credits: 4</li> <li>• POLI 105 - American National Government, Credits: 3</li> <li>• HIST 105 - World Civilization I <b>or</b> HIST 106 - World Civilization II <b>or</b> ENGL 235 - World Literature I <b>or</b> ENGL 236 - World Literature II, Credits: 3</li> </ul>	<ul style="list-style-type: none"> <li>• PSYC 222 - Social, Cultural, and Familial Aspects of Addiction, Credits: 3</li> <li>• PSYC 285 - Human Services Practicum, Credits: 3</li> <li>• BIOL 108 - Human Biology, Credits: 4</li> <li>• SOCI 101 - Principles of Sociology, Credits: 3</li> <li>• Elective – Credit: 1</li> </ul>

## **CADC Credential - Certified Alcohol and Drug Counselor**

Students who complete the suggested course sequence for A.S., Addiction Studies Option, will have fulfilled the academic competencies for the Certified Alcohol and Drug Counselor (CADC) credential awarded by the state of New Jersey. BCC does not provide supervised praxis hours for the CADC, nor does BCC award the CADC credential itself. Students may apply with the NJ Board of Consumer Affairs to have their BCC credits counted toward the CADC coursework requirements.

Students taking the courses listed below can apply to have their credits count toward the academic portion of the CADC credential. For more information go to the following web page:  
<http://www.state.nj.us/lps/ca/medical/alcdrug.htm> or call 973-504-6369.

- PSYC106 - Introduction to Psychology II – Personality and Social Aspects Credits: 3
- PSYC111 - Introduction to Human Services Credits: 3
- PSYC125 - Introduction to Addiction Studies Credits: 3
- PSYC127 - Evaluation and Diagnosis of the Addicted Client Credits: 3
- PSYC212 - Community Agencies and Human Service Systems Credits: 3
- PSYC215 - Counseling Techniques Credits: 3
- PSYC221 - Individual Counseling for the Addicted Client Credits: 3
- PSYC222 - Social, Cultural, and Familial Aspects of Addiction Credits: 3
- PSYC235 - Group Dynamics Credits: 3

## **Policies, Procedures, and Important Considerations**

### **Admission**

The Human Services Program is open to all students who are enrolled in BCC. Students with felony convictions should note that background checks are sometimes conducted at fieldwork sites. Felony convictions can also serve as a barrier to gainful employment in the human services field, depending on the type of agency where employment is sought. Once enrolled in BCC, students are expected to adhere to the Human Services Program's Fitness for the Profession Policy, as posted below.

### **Academic Advising**

All students in the Human Services Program are required to meet with a BCC Student Success Coach to receive academic advising and select their degree program (Academic Advising Contact Information: 732-224-2555; <http://www.brookdalecc.edu/academic-advising/>). Students are strongly encouraged to obtain advising each semester in order to select their best course progression and ensure that prerequisite courses are taken in a timely manner. Ultimately, it is the student's responsibility to ensure that all graduation requirements are met.

### **Degree Audit**

Students can access a computerized Degree Audit Academic Evaluation via BCC's [WebAdvisor](#). Once you log into [WebAdvisor](#), click on the *Students* menu, then click *Degree Audit - Progress Toward My Degree* under *Academic Profile*.

### **Transfer Information**

For information on transfer, students should consult a BCC Counselor as well as visit the Transfer Resources website <https://www.brookdalecc.edu/transfer-resources/>

### **NJ Coastal Communiversi**

The Communiversi, led by BCC, is an alliance of New Jersey colleges and universities that jointly offer selected Associate, Bachelor's, and Master's degrees in Monmouth County. For students interested in working in the human services, pursuit of the Human Services Program A.S. Degree, Pre-Social Work Option or Addictions Option, followed by pursuit of the Bachelor of Social Work degree, makes for the most seamless four-year progression through the Communiversi.

### **Fitness for the Profession Policy**

The Human Services Program, in accordance with best practices outlined by the Council for Standards and Human Services Education (CSHSE), maintains the following Fitness for the Profession Policy, as outlined in the Behavioral Expectations Form (Page 11).

*As a career preparation program for the profession of human services, the Human Services Program takes seriously its responsibility to train students who are mature, dedicated, responsible, skill-full, introspective, and culturally competent. Therefore, students in the Human Services Program are evaluated on both their practitioner skills and their personal attributes as they relate to effective human services practice. To maintain good standing in the Human Services Program, students must:*

- Demonstrate respect for others, strong interpersonal skills, professionalism, self-reflection and self-care.*
- Embrace the values of Diversity, Equity, and Inclusion (DEI).*
- Adhere to Ethical Standards set forth by the National Organization for Human Services.*

*This policy is intended to not only inform students of what is expected of them in the Human Services Program, but also, inspire their personal and professional growth, with support from dedicated Human Services faculty.*

*\*All human services students must sign the Behavioral Expectations Form indicating their intent to comply with the policy.*

### **Successful Completion and Early Termination**

To successfully complete a degree in the Human Services Program, students must satisfy both program and college requirements. Students may be terminated from the program for violations, with a step-by-step process to be followed, as outlined in the Warning for Termination Form (Page 12).

### **Academic Policies**

- Attendance is expected and contributes significantly to performance in human services courses.
- Classes begin and end on time. Lateness or early departure is not acceptable, nor is walking in and out during class time.
- Students are expected to demonstrate respect for themselves, their peers, and their instructors during class discussions and when undertaking fieldwork.
- All cell phones must be turned off during class and the use of computers is permitted for academic purposes only.
- Students are responsible for any work missed, whether assigned inside or outside the classroom.
- E-mail communication to instructors and fieldwork personnel should be professional in format and content.
- Copying another author's text or purchasing materials and misrepresenting them as your own is considered plagiarism.
- Instructor addendums are included in the syllabus for each human services course. The addendum will contain specific information about the instructor's course policies, course curriculum and course outline. Students are required to adhere to terms outlined in each addendum.

**College Policies** For information regarding BCC's Academic Integrity Code, Student Conduct Code and Student Grade Appeal Process, please refer to the BCC Student Catalog (<https://catalog.brookdalecc.edu/>) and BCC Student Handbook (<https://www.brookdalecc.edu/avp-student-affairs/handbook/>).

### **Notification for Students with Disabilities**

BCC offers reasonable accommodations and related services to students with disabilities. Students with disabilities should contact the Disabilities Services Office (732-224-2730) to arrange accommodations and services.

## Required Forms

### INFORMED CONSENT FORM

To help students become successful human services practitioners, curriculum in Brookdale's Human Services Program extends beyond traditional teaching and learning to include an emphasis on student self-awareness. As such, students are asked to provide their consent to participate in self-reflection activities, with consideration for the following:

**Comfort:** Though uncomfortable at times, students are encouraged to practice self-reflection and embrace self-awareness, just as clients are encouraged to do. Recognition of personal attributes and identities, strengths and weaknesses, is integral to developing competency as a human services practitioner.

**Self-Disclosure:** Disclosure of personal history is permitted but *not* required to successfully complete courses in the Human Services Program. That said, students are expected to provide analysis of and reaction to self-reflection activities that promote self-awareness.

**Risk of Harm:** If a student indicates that he/she/they are at risk of inflicting harm on him/her/their self or their client, the instructor, as a human services professional, must act in accordance with the *National Organization for the Human Services (NOHS) Code of Ethics*.

**Personal Growth:** Students often experience personal growth as they move through the Human Services Program. That said, the Program is *not* intended to serve as psychotherapy. Instructors may refer students, who would like to participate in psychotherapy, to Brookdale's Counseling Office.

**Confidentiality:** Instructors strive to create a classroom environment in which confidentiality is valued and upheld, but this cannot be guaranteed on the part of each and every student. Thus, it is each student's responsibility to determine his/her/their appropriate level of self-disclosure in the presence of peers.

I, \_\_\_\_\_, have read the above and give my consent to participate in the Human Services Program at Brookdale Community College:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness Name (printed): \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## BEHAVIORAL EXPECTATIONS FORM

Students in Brookdale’s Human Services Program must demonstrate their *fitness for the profession* by way of meeting behavioral expectations within five (5) key realms: Respect for Others, Interpersonal Skills, Professionalism and Self Care. These behavioral expectations are closely monitored by faculty and outlined below:

1. **Respect for Others:** Students must demonstrate empathy and genuineness, sensitivity and non-judgment, and cultural competency.
  
2. **Interpersonal Skills:** Students must demonstrate strong communication skills, both oral and written, conflict resolution skills, and the ability to work well with others.
  
3. **Professionalism:** Students must demonstrate promptness and the ability meet deadlines, a poised demeanor, responsiveness to constructive criticism, and ethical decision-making.
  
4. **Self-Reflection:** Students must engage in serious thought about one’s own character, actions, and motives.
  
5. **Self-Care:** Students must demonstrate the ability to self-evaluate their holistic health, knowledge of the connection between a healthy personal life and a healthy professional life, and the ability to devise a self-care plan.

\*Additionally, students are expected to embrace the values of Diversity, Equity, and Inclusion (DEI) and adhere to Ethical Standards set forth by the National Organization for Human Services.

Students who fail to meet any of the above expectations will meet with faculty to discuss the failure. The student is then closely monitored. If improvement is not demonstrated, an evaluation plan is created for the student to demonstrate improvement. If improvement is again not demonstrated, the student risks being removed from his/her/their current or future fieldwork or practicum placement, as well as referred to the Human Services Program Coordinator. With the student’s *fitness for the profession* in question, the student may be counseled out of the Human Services Program. Documentation of failure or continued failure to meet behavioral expectations will be placed in the student’s file.

I, \_\_\_\_\_, have read the above and understand the Behavioral Expectations for students in the Human Services Program:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness Name (printed): \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## WARNING FOR TERMINATION FORM

Students in Brookdale's Human Services Program are required to adhere to the College's Code of Ethics and the National Organization for the Human Services' (NOHS) Code of Ethics. Violations of either may result in the termination from the Human Services Program. Termination can occur at any point during the student's course of study, in accordance with the following procedure:

**Level 1:** A violation is reported by a member of the Brookdale community or staff member at the student's fieldwork site. The student receives an initial warning. A plan is devised to help the student make amends for the violation and prevent its reoccurrence. A written report is placed in the student's file.

**Level 2:** A second violation is reported. The student receives a second warning. The second warning is noted in the student's file. Adjustments are made to the previous plan, as needed, and reviewed with the student. The Human Services Program Coordinator meets with the student at two (2) additional points throughout the remainder of the semester or upcoming semester, depending on the timing of the second violation. A written evaluation is placed in the student's file, indicating satisfactory or unsatisfactory progress, at the conclusion of said semester.

**Level 3:** A third violation is reported and/or the student receives an unsatisfactory evaluation from the Human Services Program Coordinator. The student is terminated from the Human Services Program. A written termination letter is sent to the student and placed in his/her/their file. At no point in the future may the student enroll in Brookdale's Human Services Program.

\*At any point in this process, the student may file an appeal in writing to the Human Services Program Coordinator, which will be considered in adjusting or maintaining the level of offense noted in the student's record.

I, \_\_\_\_\_, have read the above and understand the Student Termination Procedure in Brookdale's Human Services Program:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness Name (printed): \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **ACKNOWLEDGEMENT OF NOHS ETHICAL STANDARDS FORM**

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.

*I, \_\_\_\_\_, have read the above and agree to adhere to the NOHS Ethical Standards while a student in Brookdale's Human Services Program:*

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness Name (printed): \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Field Work Requirements and Agreements**

To earn the A.S. Degree in Human Services from BCC or the CADC credential, students are required to complete 285 hours of fieldwork. Below is the protocol associated with these hours.

### **PSYC 111 – Introduction to Human Services**

- Introduction to program and fieldwork requirements provided by the Field Placement Coordinator
- Introduction to best practices for securing fieldwork placement provided by staff at the Office of Career, Leadership and Transfer Pathways
- 20 hours of fieldwork required of the student with duties including but not limited to observation and staff assistance

### **PSYC 215 – Counseling Techniques**

- Review of fieldwork requirements provided by the Field Placement Coordinator
- 40 hours of fieldwork required of the student with duties centering on client contact

### **PSYC 285 – Human Services Practicum**

- Individual student conference held with Field Placement Coordinator in order to confirm that prerequisites have been met, discuss career goals and desired experiences, and identify appropriate practicum placement.
- 225 hours of practicum required of the student with duties aligning with the student's career goals and interests, some of which can include direct service work, case management, grant writing, advocacy, etc.

**Brookdale Community College (BCC)  
Introduction to Human Services- PSYC 111**

**Fieldwork Contract**

Student's Name and ID \_\_\_\_\_

Student's Phone and Email \_\_\_\_\_

Semester/Year \_\_\_\_\_

Field Placement \_\_\_\_\_

Address of Placement \_\_\_\_\_

Supervisor \_\_\_\_\_

Phone # & e-mail of Supervisor/ Placement \_\_\_\_\_

**Brief Description Fieldwork Placement and Responsibilities at Fieldwork Placement:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature and

Date \_\_\_\_\_

Supervisor Signature and

Date \_\_\_\_\_

Field Placement Coordinator Signature and

Date \_\_\_\_\_

\*Note that BCC students are expected to adhere to expectations set forth in the Human Services Program's Fitness for the Profession Policy while undertaking this fieldwork experience.

**Brookdale Community College (BCC)**  
**Individual Counseling Techniques – PSYC 215**  
**Fieldwork Contract**

Student's Name and ID \_\_\_\_\_

Student's Phone and Email \_\_\_\_\_

Semester/Year \_\_\_\_\_

Field Placement \_\_\_\_\_

Address of Placement \_\_\_\_\_

Supervisor \_\_\_\_\_

Phone # & e-mail of Supervisor/ Placement \_\_\_\_\_

**Brief Description Fieldwork Placement and Responsibilities at Fieldwork Placement:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature and  
Date \_\_\_\_\_

Supervisor Signature and  
Date \_\_\_\_\_

Field Placement Coordinator Signature and  
Date \_\_\_\_\_

\*Note that BCC students are expected to adhere to expectations set forth in the Human Services Program's Fitness for the Profession Policy while undertaking this fieldwork experience.

**Brookdale Community College**  
**Human Services Practicum – PSYC 285**  
**Practicum Contract**

Student's Name and ID \_\_\_\_\_

Student's Phone and Email \_\_\_\_\_

Semester/Year \_\_\_\_\_

Field Placement \_\_\_\_\_

Address of Placement \_\_\_\_\_

Supervisor \_\_\_\_\_

Phone # & e-mail of Supervisor/ Placement \_\_\_\_\_

**Brief Description Practicum Placement and Responsibilities at Practicum Placement:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student's Proposed Schedule:**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours							
AM							
PM							

### **Responsibilities of Each Party to Learning Agreement**

The BCC student agrees to function at the highest possible level all the duties identified in the job description, to be on time, complete assigned tasks, respect confidentiality, and utilize feedback to improve his/her competency as a helping person. In addition, the student agrees to attend and to attempt to make use of weekly seminars as a tool for personal and professional growth. The student also agrees to complete all written assignments. Failure to meet the obligations of this contract may result in immediate termination from the Human Services Program or termination from the practicum, or an incomplete grade (INC), which would necessitate a repetition of the practicum experience.

The **Agency and Supervisor** agree to provide regular and meaningful supervision to the student in order to make it possible for the student to achieve the above stated objectives. The agency will have the absolute right to determine if a student is in any way unsuitable for these activities. The field supervisor will be responsible for reporting such problems to the designated teaching faculty, with the expectation that both parties will work cooperatively to correct any deficiencies to allow the satisfactory completion of the practicum experience. The agency further agrees to provide written evaluation information to the College upon the student's completion of \_\_\_\_\_ hours of work, and upon final completion of the practicum.

The **Human Services Teaching Faculty** agrees to provide weekly seminars, co-facilitated by the course instructor. The seminars will provide opportunities for self-exploration, problem-solving, support and feedback. The teaching faculty will be responsible for guiding the contractual process and monitoring progress of the practicum. The teaching faculty will also be responsible for intervening in problem areas, as indicated by the student or field supervisor. In addition, the Program Coordinator for Human Services will have the absolute right to determine if a student is in any way unsuitable for a specific practicum, which may result in their termination from said field placement and/or the program.

Student Signature and

Date \_\_\_\_\_

Teaching Faculty Signature and

Date \_\_\_\_\_

Supervisor Signature and

Date \_\_\_\_\_

Field Placement Coordinator Signature and

Date \_\_\_\_\_

\*Note that BCC students are expected to adhere to expectations set forth in the Human Services Program's Fitness for the Profession Policy while undertaking this fieldwork experience.

## The Human Services Practitioner Certification

Graduates of BCC's Human Services Program are eligible to become a Human Services – Board Certified Practitioner. Regarding this credential, the below is excerpted from the Center for Credentialing and Education website, accessible at the following link:

[https://www.cceglobal.org/credentialing/hsbcp#:~:text=The%20Center%20for%20Credentialing%20%26%20Education,Human%20Service%20Education%20\(CSHSE\).](https://www.cceglobal.org/credentialing/hsbcp#:~:text=The%20Center%20for%20Credentialing%20%26%20Education,Human%20Service%20Education%20(CSHSE).)

### **Becoming a Human Services-Board Certified Practitioner (HSBCP™)**

The Center for Credentialing & Education (CCE) created the Human Services - Board Certified Practitioner (HS-BCP™) with the assistance of the National Organization for Human Services (NOHS) in consultation with the Council for Standards in Human Service Education (CSHSE). The credentialing process was designed for human services practitioners seeking to advance their careers by acquiring independent verification of their practical knowledge and educational background.

### **How will the HS-BCP™ help a human services student?**

With increased competition in this growing field, human services practitioners are finding that board certification in human services shows their attainment of high standards and a commitment to maintaining their place at the top of their field. The independent HS-BCP™ credential allows human services practitioners to stand out as a part of a distinguished group known for their commitment to the field.

### **How do I get approved for the HS-BCP?**

Applicants holding a Technical Certificate, an Associate, a Bachelor's or advanced degrees obtain the HS-BCP™ credential through an independent review of their qualifications. Approval is based upon demonstrating the achievement of the required educational and professional experience and by passing a national examination developed by human services practitioners for human services practitioners.

\*See <http://www.cce-global.org/HSBCP> for more information and the application packet.