

HUMAN SERVICES PROGRAM HANDBOOK
Brookdale Community College
Psychology Department

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Introduction

The purpose of this handbook is to help you 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 you will need as you pursue your Associate’s Degree or Certificate 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, or for transfer to a four-year school for completion of a Bachelor’s Degree. BCC has several articulation agreements with area colleges and universities, 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 Objectives

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. 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:

- Directly serve clients in the tradition of social work
- Explain the historical and philosophical foundation of human services and the specialty of social work
- Understand the conditions that promote or limit optimal human functioning
- Function effectively and appropriately within human services organizations, as would a competent social worker
- Analyze service problems, select appropriate interventions, and evaluate outcomes
- Utilize knowledge of organizational and social policies, human systems, the conditions that influence human functioning, evidence-based practices, and client-specific data to advocate on behalf of clients
- Utilize theoretical frameworks and empirical evidence to understand human development and the interactions among human systems - individuals, groups, families, organizations, communities, and societies
- Apply the ethics, values, and attitudes that are necessary for successful human service practice and the practice of social work, in particular
- Evaluate one's own values, personalities, reaction patterns, interpersonal styles, strengths and limitations

Requirements:

General Education (30-32 credits)

- See BCC Catalog

Career Studies (30 credits)

- PSYC106 - Introduction to Psychology II Credits: 3
- PSYC111 - Introduction to Human Services Credits: 3
- PSYC208 - Life Span Development Credits: 3
- PSYC212 - Community Agencies and Human Service Systems Credits: 3
- PSYC215 - Counseling Techniques Credits: 3
- PSYC235 - Group Dynamics Credits: 3
- PSYC245 - Introduction to Quantitative Methods In Social Science Research Credits: 3
- PSYC285 - Human Services Practicum Credits: 3
- POLI105 - American National Government Credits: 3
- SOCI101 - Principles of Sociology Credits: 3

Total credits required for degree: 60-62

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 Counselor for alternative progressions and to monitor your progress.

Semester 1- Fall Term (15 Credits)	Semester 2- Spring Term (15 Credits)
<ul style="list-style-type: none"> • PSYC 106 • PSYC 111 • ENGL121 • SOCi105 • General Education Humanities 	<ul style="list-style-type: none"> • PSYC 208 • PSYC 212 • PSYC 215 • ENGL 122 • POLI 105
Semester 3- Fall Term (15-17 Credits)	Semester 4- Spring Term (16 Credits)
<ul style="list-style-type: none"> • PSYC 235 • General Education Mathematics • General Education Social Sciences • General Education • Mathematics or Science or Technological 	<ul style="list-style-type: none"> • PSYC 245 • PSYC 285 • Science with Lab • General Education • General Education Humanities or Social Science

- One course is recommended from the Cultural & Global Awareness knowledge area.

- A minimum of nine credits are required from the Mathematics , Sciences or Technological Competency knowledge areas.

Human Services Program A.S., Generalist 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., Generalist Option, prepares students to transfer to a Bachelor of Human Services program or closely related degree program. 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. 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, counseling sites and other facilities.

Graduates will be able to:

- Directly serve clients or carry out other supportive human services functions
- Explain the historical and philosophical foundation of human services
- Understand the conditions that promote or limit optimal human functioning
- Function effectively and appropriately within human services organizations, as would a social worker
- Analyze service problems, select appropriate interventions, and evaluate outcomes
- Utilize knowledge of organizational and social policies, human systems, the conditions that influence human functioning, evidence-based practices, and client-specific data to advocate on behalf of clients
- Utilize theoretical frameworks and empirical evidence to understand human development and the interactions among human systems - individuals, groups, families, organizations, communities, and societies
- Apply the ethics, values, and attitudes that are necessary for successful human service practice
- Evaluate one's own values, personalities, reaction patterns, interpersonal styles, strengths and limitations

Requirements:

General Education (30-32 credits)

- See the BCC Catalog

Career Studies (30 credits)

- PSYC105 - Introduction to Psychology I Credits: 3
- PSYC111 - Introduction to Human Services 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
- PSYC217 - Social Psychology Credits: 3
- PSYC235 - Group Dynamics Credits: 3
- PSYC285 - Human Services Practicum Credits: 3
- PSYC125 - Introduction to Addiction Studies Credits: 3 or
- PSYC205 - Industrial/Organizational Psychology Credits: 3

Total credits required for degree: 60-62

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.

Semester 1- Fall Term (15-17 Credits)	Semester 2- Spring Term (15 Credits)
<ul style="list-style-type: none">• PSYC 105• PSYC 111• ENGL121• General Education Mathematics• General Education Humanities	<ul style="list-style-type: none">• PSYC 208• PSYC 212• PSYC 215• ENGL 122• General Education Social Sciences
Semester 3- Fall Term (16-17 Credits)	Semester 4- Spring Term (15-16 Credits)
<ul style="list-style-type: none">• PSYC 216• PSYC 217• PSYC 235• General Education Humanities or Social Science• Lab Science	<ul style="list-style-type: none">• PSYC 125 or PSYC 205• PSYC 285• General Education Math Science or Technology• General Education• General Education

- One course is recommended from the Cultural & Global Awareness knowledge area.

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 with addiction struggles are supported, namely, hospitals, mental health centers, social service agencies, substance-abuse counseling sites and other facilities.

Graduates will be able to:

- Directly serve clients or carry out other supportive human services functions, with focus on clients who struggle with drug and alcohol addiction
- Explain the historical and philosophical foundation of human services and the specialty of addiction
- Understand the conditions that promote or limit optimal human functioning
- Function effectively and appropriately within human services organizations, as would an addiction specialist
- Analyze service problems, select appropriate interventions, and evaluate outcomes
- Utilize knowledge of organizational and social policies, human systems, the conditions that influence human functioning, evidence-based practices, and client-specific data to advocate on behalf of clients
- Utilize theoretical frameworks and empirical evidence to understand human development and the interactions among human systems - individuals, groups, families, organizations, communities, and societies
- Apply the ethics, values, and attitudes that are necessary for successful human service practice and the practice of addiction treatment, in particular
- Evaluate one's own values, personalities, reaction patterns, interpersonal styles, strengths and limitations

Requirements:

General Education (30-32 credits)

Required courses:

- ENGL121 - English Composition: The Writing Process Credits: 3
- ENGL122 - English Composition: Writing and Research Credits: 3
- BIOL108 - Human Biology Credits: 4

Recommended courses:

- COMP129 - Information Technology Credits: 3
- ENGL235 - World Literature I Credits: 3 ⁽¹⁾ or
- ENGL236 - World Literature II Credits: 3 ⁽¹⁾
- MATH131 - Statistics Credits: 4
- ANTH105 - Cultural Anthropology Credits: 3 ⁽¹⁾
- POLI105 - American National Government Credits: 3
- SOCI101 - Principles of Sociology Credits: 3
- SPCH115 - Public Speaking Credits: 3 or
- ECON105 - Macro Economics Credits: 3 or
- HIST105 - World Civilization I Credits: 3 ⁽¹⁾ or
- HIST106 - World Civilization II Credits: 3 ⁽¹⁾

Career Studies (30 credits)

- PSYC106 - Introduction to Psychology II 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
- PSYC285 - Human Services Practicum Credits: 3

Total credits required for degree: 60-62

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.

Semester 1- Fall Term (15 Credits)	Semester 2- Spring Term (15 Credits)
<ul style="list-style-type: none">• PSYC 106• PSYC 111• PSYC 125• ENGL121• General Education Information Technology	<ul style="list-style-type: none">• PSYC 127• PSYC 212• PSYC 215• ENGL 122• General Education Social Sciences
Semester 3- Fall Term (15-18 Credits)	Semester 4- Spring Term (16 Credits)
<ul style="list-style-type: none">• PSYC 221• PSYC 235• General Education Humanities or Social Science• General Education Mathematics• General Education Humanities	<ul style="list-style-type: none">• PSYC 222• PSYC 285• BIOL 108• General Education• General Education

- One course is recommended from the Cultural and Global Awareness knowledge area.

CADC Credential- Certified Alcohol and Drug Counselor

Students who complete the suggested course sequence for A.S., Addictions 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 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

Social Services Academic Credit Certificate of Achievement

The Social Services Certificate is designed for students interested in pursuing a career in social services. Those earning a certificate will develop skills to become competent and effective entry-level social service workers. Department of Human Services (DHS) employees who complete recognized DHS training modules in the areas of child protective services, mental health, or developmental disabilities, will be given the opportunity to convert their training to academic credit. Additional general education coursework is required to earn the Social Services Academic Certificate of Achievement.

Requirements:

General Education (12 credits)

Required courses:

- ENGL121 - English Composition: The Writing Process Credits: 3
- PSYC105 - Introduction to Psychology I Credits: 3
- SOCI101 - Principles of Sociology Credits: 3
- SPCH115 - Public Speaking Credits: 3

Career Studies (15 credits)

- PSYC215 - Counseling Techniques Credits: 3
- PSYC295 - Special Project - Psychology Credits: 1-6 (6 credits required)
- SOCI295 - Special Project - Sociology Credits: 1-6 (6 credits required)

Total credits required for certificate: 27

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.

Academic Advising

All students in the Human Services Program are required to meet with a BCC Counselor to receive academic advising and select their degree or certificate 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 at <http://transfer.brookdalecc.edu>

NJ Coastal Communiversity

The Communiversity, 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., Pre-Social Work Option, followed by pursuit of the Bachelor's in Social Work degree, makes for the most seamless four-year progression through the Communiversity.

Successful Completion and Early Termination

To successfully complete a degree or certificate in the Human Services Program, students must satisfy both program and college requirements. Students may be terminated from the program for violations, as outlined in the Warning for Termination form.

Program 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 will be distributed along with 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 and BCC Student 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.

Field Work Requirements

In order to earn any of the three A.S. degrees in human services, or the CADC credential, students are required to complete 285 hours of fieldwork. Below is the protocol associated with these hours:

Introduction to Human Services- PSYC 111

- 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 Services
- 20 hours of fieldwork required of the student, with duties including but not limited to observation and staff assistance

Individual Counseling Techniques- PSYC 215

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

Human Services Practicum- PSYC 285

- Individual student conference held with Field Placement Coordinator in order to a) confirm that prerequisites have been met; b) discuss career goals and desired experiences; and c) identify appropriate practicum placement
- 225 hours of practicum required of the student, with duties aligning with the student's career goals and desired interests

Forms

INFORMED CONSENT STATEMENT FOR HUMAN SERVICE COURSES

Faculty members in the Human Services Program are dedicated to the educational, personal, and professional growth and development of students. Faculty are in a unique position as a) instructors who help to enhance students' academic skills and b) human service professionals with a responsibility to uphold an ethical obligation to the human services profession. In both roles, it is the faculty member's charge to evaluate student competencies and address any concerns regarding a student's professional trajectory. As such, please be aware of the following:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into the therapeutic processes. This is because self-awareness is critical to being an effective counselor.
- An emphasis on self-awareness/self-exploration, as well as peer feedback, exists throughout the Human Services Program. Although uncomfortable at times, students are encouraged to embrace self-reflection, just as clients are encouraged to do. Specifically, students may be asked to partake in experiential exercises geared to promote self-awareness.
- It is important to distinguish between sharing one's thoughtful analysis of and emotional reactions to activities that promote self-awareness, and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass courses in the Human Services Program; however, students are expected to share their analysis of and reactions to said activities.
- Should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *NOHS Code of Ethics*.
- Students often experience personal growth as they move through the Human Services Program. That said, the courses are *not* meant to be a means of personal therapy. Faculty will provide a list of therapeutic resources for students who are interested in a referral for personal therapy.
- Although all faculty members strive to create a safe environment in which personal disclosures can be shared, confidentiality cannot be guaranteed on the part of peers who partake in class activities. Thus, it is each student's responsibility to determine the appropriate level of self-disclosure, regarding both the content and depth of what is shared.

My signature indicates that I have read and understand the above information pertaining to my participation in Human Services courses:

_____	_____	_____	_____
Student (printed)	Date	Student (signature)	Date
_____	_____	_____	_____
Faculty Witness (printed)	Date	Faculty Witness (signature)	Date

**Warning Procedure for Termination from the
Human Services Program**

As a Human Services student or practicum student you agree to function at the highest possible level within all aspects of the Program. Program termination from the Human Services Program can occur at any point during the student's progression through the program.

Warning Procedure Protocol is as follows:

Step 1. An oral warning will be given in the event that the student or intern is not meeting the prescribed standards of the Human services Program. A written report will be made of this oral warning and will be placed in the student's file maintained by the Human Services Program.

Step 2. In the event that the student or intern continues not to abide by the program standards a written warning will be given. This written warning will indicate which standard(s) is/are not being met and measures will be taken to correct any deficiencies to allow the satisfactory completion of the Human Services Program. This written warning will be placed in the student's file.

Step 3. In the event that the student or intern is unable or unwilling to abide by the program standards a second warning will be given. This second written warning will indicate which standard(s) is/are not being met and measures will be taken to correct any deficiencies to allow the satisfactory completion of the Human Services Program. The second written warning will be placed in the student's file.

Step 4. Failure of the student or intern to satisfactorily correct deficiencies set out in the three (3) warnings stated above will result in the termination from the Human

Services Program. Termination from the program means that at no future date will the student be allowed to reapply for the Human Services Program. A written termination letter will be sent to the student and placed in their file.

Student (printed) Date

Student (signature) Date

Faculty Witness (printed) Date

Faculty Witness (signature) Date

ACKNOWLEDGEMENT OF ETHICAL STANDARDS FOR
HUMAN SERVICE PROFESSIONALS

Preamble

Human services is a profession developed in response to the direction of human needs and human problems in the 1960's. Characterized by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their communities and environments. Human service professionals and those who educate them promote and encourage the unique values and characteristics of human services. In so doing, human service professionals uphold the integrity and ethics of the profession, promote client and community well-being, and enhance their own professional growth.

The fundamental values of the human services profession include respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness and objectivity.

Human service professionals consider these standards in ethical and professional decision making. Conflicts may exist between this code and laws, workplace policies, cultural practices, credentialing boards, and personal beliefs. Ethical-decision making processes should be employed to assure careful choices. Although ethical codes are not legal documents, they may be used to address issues related to the behavior of human service professionals.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, and professionals in community agencies who identify with the profession of human services. The ethical standards are organized in sections around those persons to whom ethical practice should be applied.

Responsibility to Clients

STANDARD 1 Human service professionals recognize and build on client and community strengths.

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

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

STANDARD 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STANDARD 5 Human service professionals recognize that multiple relationships may increase the risk of harm to or exploitation of clients and may impair their professional judgment. When it is not feasible to avoid dual or multiple relationships, human service professionals should consider whether the professional relationship should be avoided or curtailed.

STANDARD 6 Sexual or romantic relationships with current clients are prohibited. Before engaging in sexual or romantic relationships with former clients, friends, or family members of former clients, human service professionals carefully evaluate potential exploitation or harm and refrain from entering into such a relationship.

STANDARD 7 Human service professionals ensure that their values or biases are not imposed upon their clients.

STANDARD 8 Human service professionals protect the integrity, safety, and security of client records. Client information in written or electronic form that is shared with other professionals must have the client's prior written consent except in the course of professional supervision or when legally obliged or permitted to share such information.

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society

STANDARD 10 Human service professionals provide services without discrimination or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STANDARD 13 Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups and communities as part of their work.

STANDARD 14 Human service professionals are aware of social and political issues that differentially affect clients from diverse backgrounds.

STANDARD 15 Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.

STANDARD 17 Human service professionals accurately represent their qualifications to the public. This includes, but is not limited to, their abilities, training, education, credentials, academic endeavors, and areas of expertise. They avoid the appearance of misrepresentation or impropriety and take immediate steps to correct it if it occurs.

STANDARD 18 Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately, supported by data whenever possible.

Responsibility to Colleagues

STANDARD 19 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.

STANDARD 20 When human service professionals have a conflict with a colleague, they first seeks out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

STANDARD 21 Human service professionals respond appropriately to unethical and problematic behavior of colleagues. Usually this means initially talking directly with the colleague and if no satisfactory resolution is achieved, reporting the colleague's behavior to supervisory or administrative staff.

STANDARD 22 All consultations between human service professionals are kept private, unless to do so would result in harm to clients or communities.

Responsibility to Employers

STANDARD 23 To the extent possible, human service professionals adhere to commitments made to their employers.

STANDARD 24 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STANDARD 25 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals work with all involved to manage the conflict.

Responsibility to the Profession

STANDARD 26 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.

STANDARD 27 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge, skill base, and scope of practice.

STANDARD 28 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STANDARD 29 Human service professionals promote cooperation among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

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

STANDARD 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are conceptually or evidence based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks.

STANDARD 32 Human service professionals conduct research that adheres to all ethical principles, institutional standards, and scientific rigor. Such research takes into consideration cross-cultural bias and is reported in a manner that addressed any limitations.

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self

STANDARD 34 Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

STANDARD 35 Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

STANDARD 36 Human service professionals hold a commitment to lifelong learning and continually advance their knowledge and skills to serve clients more effectively.

Responsibility to Students

STANDARD 37 Human service educators develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.

STANDARD 38 Human service educators are committed to the principles of access and inclusion and take all available and applicable steps to make education available to differently-abled students.

STANDARD 39 Human service educators demonstrate high standards of scholarship in their scholarship, pedagogy, and professional service and stay current in the field by being members of their professional associations, attending workshops and conferences, and reviewing and/or conducting research.

STANDARD 40 Human service educators recognize and acknowledge the contributions of students to the work of the educator in such activities as case material, grants, workshops, research, publications, and other related activities.

STANDARD 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students experience potentially harmful events during field placements, educators provide reasonable investigation and response as necessary to safeguard the student.

STANDARD 42 Human service educators establish and uphold appropriate guidelines concerning student disclosure of sensitive/personal information which includes letting students have fair warning of any self-disclosure activities, allowing students to opt-out of in-depth self-disclosure activities when feasible, and ensuring that a mechanism is available to discuss and process such activities as needed.

STANDARD 43 Human service educators are aware that in their relationships with students, power and status are unequal. Human service educators are responsible to clearly define and maintain ethical and professional relationships with student; avoid conduct that is demeaning, embarrassing or exploitative of students; and always strive to treat students fairly, equally and without discrimination.

STANDARD 44 Human service educators ensure students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

My signature indicates that I have read and understand the above Ethical Standards for Human Service Professionals, as set forth by the National Organization for Human Services:

_____	_____	_____	_____
Student (printed)	Date	Student (signature)	Date
_____	_____	_____	_____
Faculty Witness (printed)	Date	Faculty Witness (signature)	Date

Human Services Program - Required Documentation

Submission Name _____ Submission Status _____

- a) Proof of NOHS Membership Enrollment _____
- b) Signed Informed Consent Form _____
- c) Signed Acknowledgement of NOHS Ethical Standards Form _____
- d) Signed Warning of Termination Form _____

Instructor Signature

Date

PSYC 111 – Record of Achievement

<u>Submission Name</u>	<u>Submission Status</u>
a) Summary of LINK Paper	_____
b) Guest Speaker Presentation Paper	_____
c) Site-Visit Paper	_____
d) PowerPoint Presentation Slide Print-Outs	_____
e) Plan for Upcoming Courses, Practicum and Field-Based Work	_____
f) Ethics Exam Certificate of Achievement	_____

Instructor Signature

Date

PSYC 212 - Record of Achievement

Submission Name _____ Submission Status _____

- a) Guest Speaker Presentation Paper _____
- b) Personality Profile Paper _____
- c) Group PowerPoint Presentation Slide Print-Outs _____
- d) Grant Proposal Paper _____
- e) Self-Care Paper _____

Instructor Signature

Date

PSYC 215 – Record of Achievement

<u>Submission Name</u>	<u>Submission Status</u>
a) Multicultural Presentation Handouts	_____
b) Multicultural Paper	_____
c) Mock Video Evaluation (self) #1	_____
d) Mock Video Evaluation (self) #2	_____

Instructor Signature

Date

PSYC 235 – Record of Achievement

Submission Name

Submission Status

a) Small Group Reflection

b) Final Therapy Group Reflection

Instructor Signature

Date

PSYC 285 – Record of Achievement

Submission Name

Submission Status

a) Ethics Exam Score

b) Final Paper

Instructor Signature

Date

Human Services Program – Record of Fieldwork

Submission Name Submission Status

- a) PSYC 111 Fieldwork Contract _____
- b) PSYC 111 Fieldwork Timesheet _____
- c) PSYC 111 Fieldwork Evaluation _____

Instructor Signature Date

- d) PSYC 215 Fieldwork Contact _____
- e) PSYC 215 Fieldwork Timesheet _____
- f) PSYC 215 Fieldwork Evaluation _____

Instructor Signature Date

- g) PSYC 285 Fieldwork Contract _____
- h) PSYC 285 Fieldwork Timesheet _____
- i) PSYC 285 Fieldwork Evaluation (Mid-semester) _____
- j) PSYC 285 Fieldwork Evaluation (Final) _____

Instructor Signature Date

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 _____

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 _____

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 Director of the Human Service Program 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 _____

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 me?

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's, 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.

Go to <http://www.cce-global.org/HSBCP> for more information and an application packet.