

**Human Services Department Handbook**

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**ARKANSAS TECH UNIVERSITY - OZARK CAMPUS HUMAN SERVICES MISSION STATEMENT AND VISION STATEMENT**

**MISSION STATEMENT**

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

**VISION STATEMENT**

Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.

**HUMAN SERVICES DEPARTMENT MISSION STATEMENT**

In partnership with the area community and human service educators, the Human Services Department’s mission is to provide a quality educational opportunity and professional development in the human services profession, thereby promoting community service and global awareness.

**PROGRAM PHILOSOPHY**

Serving as catalysts of change, human services professionals assist individuals, families, groups, and community systems in the least restrictive manner possible, focusing on client strengths, high ethical standards, and cultural awareness.  Accordingly, the philosophy of the ATU Ozark Human Services program is to provide educational opportunities that empower students to acquire the skills of active, nonjudgmental listening; whole person assessment; and self-determination, while developing attitudes of unconditional respect and social justice.

**ADMISSIONS**

Students eligible for admission to Arkansas Tech University are also eligible to enter the Human Services Program, however, there are ethical and behavioral criteria encumbering Human Services students, noted below.

**ACCREDITATION**

The Arkansas Tech University - Ozark Campus Human Services Program is in the self - study stage of accreditation. Accreditation is through the Council on Standards for Human Service Education (CSHSE). The CSHSE website is http://www.cshse.org.

**CAMPUS CAREER EDUCATION GOALS**

* The ability to contribute and function in a collaborative environment.
* The ability to identify, analyze and solve technical problems.
* The ability to communicate effectively.
* A recognition of the need for and ability to engage in lifelong learning
* An ability to understand professional, ethical, and social responsibilities.
* A commitment to quality, timeliness, and continuous improvement.
* An ability to utilize and apply critical thinking skills.
* An ability to apply knowledge and skills required to function in a specific technical discipline.
* A commitment to apply environmental awareness and responsibility to personal and professional daily life.

**LEARNING OUTCOMES AND ASSESSMENT PROCEDURES**

Learners in the Human Services Assistant program must be able to:

* Provide generic therapeutic, supportive and preventive services for people with emotional, developmental, social or physical problems in a variety of social or human service settings.
* Demonstrate knowledge of social and human services delivery systems and their role within the local, state, and national community.
* Identify and link clients with resources and services provided by local human service agencies.
* Apply systematic procedures to identify problems.
* Provide basic individual and group counseling techniques to address identified problems.
* Develop a greater self – understanding and self – reflection to enhance professional behavior, promote students’ abilities to make life-affirming choices and to make effective decisions in the field.
* Serve as a client advocate, facilitating movement of clients through social service systems.
* Maintain progress and case notes.
* Write objective and accurate reports.
* Listen actively to clients, colleagues and the community.
* Understand and respect cultural differences that affect behavior and beliefs.
* Understand and demonstrate strong ethical behavior and decision making consistent with the ethical guidelines and standards proposed by the National Organization for Human Service Education.

**HUMAN SERVICES PROGRAM OUTCOMES**

* Demonstrate best practices in case management
* Demonstrate advanced training in effective communication
* Demonstrate facility in addressing and disarming anger
* Assess client needs accurately
* Perform intake assessments concisely
* Develop service plans and case records with appropriate goals, objectives and discharge criteria/summary
* Incorporate confidentiality in all areas of their work
* Collaborate with clients, other service providers and treatment team members
* Display proficiency in keyboarding and computer software skills – word processing, spreadsheets, database
* Demonstrate proper English/communication skills (writing, spelling, correspondence)
* Demonstrate a thorough understanding of human services ethics

**CERTIFICATION**

The Human Services-Board Certified Practitioner (HS-BCP) credential is the premier professional credential for human services practitioners and educators, working in a wide variety of service and educational areas. The HS-BCP certification is offered by the Center for Credentialing & Education (CCE) and is designed to promote professional identity and provide identifiable standards of professional preparation and educational quality.

**Students enrolled in the AAS Human Services degree program at Arkansas Tech University have a special opportunity to apply for this credential prior to graduation.**

Students in good standing are able to sit for the national examination to become Human Services Board Certified Practitioners (HS-BCP) *prior* to graduation, once they have no more than 15 hours remaining in the Human Services program. All Human Service graduates in good standing are able to sit for the exam after graduation. The exam information is available through the HS-BCP website: www.cce-global.org/***HSBCP***/Exam or through the Human Services Program Chair. Exam registration is through the Human Services Department, OTAS 146.

**ETHICS**

In addition to the Arkansas Tech University – Ozark Student Handbook, Human Services students will abide by the National Organization for Human Services Ethical Standards. These can be found at [www.national*humanservices*.org](http://www.nationalhumanservices.org), in the appendix of this handbook, or through the HS Program Chair. Students should note that the Student Handbook state that cheating and plagiarism can result in dismissal from ATU – Ozark and may also result in dismissal from the Human Services program, whether student is dismissed from the college or not.

**ACCOMMODATIONS**

Arkansas Tech University - Ozark Campus is subject to and endorses both the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Disabilities Coordinator serves as the coordinator for these federal programs. The Disabilities Coordinator is located in the Administration Building at Arkansas Tech University - Ozark Campus.

Human Services students with documented disabilities who desire academic accommodations must provide the Disabilities Coordinator with current documentation of their disability, including evidence of the need for the academic accommodation. The college will determine whether reasonable accommodations are available for the student in order to effectively and safely participate in the Human Services program.

**BEHAVIOR**

Human Services students are governed by the same behavioral expectations outlined in the ATU Student Handbook, and each student should familiarize him/herself with that handbook. Summarily, the handbook specifies cheating/plagiarism and other academic dishonesty, aggressive behavior, sexually inappropriate behavior, and general classroom behavioral expectations.

As future Human Service professionals, students are expected to behave as professionals from the beginning, abiding by the National Organization of Human Services Ethical Standards. To assist students in monitoring these expectations, the program chair or instructors will use the following rubric, adapted from Elgin Community College.



If a student is recovering from addiction(s), he/she may be required to show proof of participation in a recovery program.

During several classes, students will possibly divulge confidential information, or created scenarios, for professional development purposes. Absolute confidentiality, in either case, is demanded of the class, and dismissal from the class can result if confidentiality is broken, *throughout the program.* A second breach of confidentiality is grounds for dismissal from the Human Services program. Please note that this includes conversations outside of school, as well as social media.

Students in the Human Services program will complete two 8 week Fieldwork classes in order to graduate. The organizations that provide these interning opportunities uniformly require drug screens and background checks prior to acceptance, at the student's cost. It is critical that students discuss any and all legal charges (not just convictions) with the program chair. The nature, number and type of charges, as well as when the occurred, may affect the student's ability to be placed in an internship site and the student's ability to pursue certification. Failure to consult with the program chair regarding legal problems can result in the student being unable to complete the Human Services program.

**MINIMUM COMPETENCY LIST**

All students registered for Human Services classes must meet the following criteria for both field experience courses. Failure to do so may result in a grade of F, a removal from a course, or removal from the program.

1. The student demonstrates reliable, dependable, and punctual behavior –

* *You will be on time and attend reliably in your internship.*
* *You will attend your internship except in the case of an excusable absence, defined as:*

*Personal illness*

*Illness or death in the immediate family*

*Military responsibilities*

* *You will notify your fieldwork instructor* ***in addition to*** *your site supervisor in the case of lateness or absence – no exceptions*

2. The student extends good will to others, accepting, courteous, and friendly –

* *You will refrain from spreading negative comments in any form: gossip, social media*

3. The student appropriately meets the emotional and physical safety needs of others –

* *You will adhere to the conduct standards of your internship.*
* *You will treat others with dignity and respect and refrain from ethnocentrism.*

4. The student is willing to examine his/her own feelings, values and behaviors, and listens to the feedback of others.

* *You will be honest with yourself about your biases and not allow them to interfere with your work with others.*

5. The student observes and maintains confidentiality at all times, unless an illegal activity or harm to self or others is involved.

**ATTIRE**

In an effort to help students build a professional wardrobe prior to graduation, the Human Services department strongly encourages professional attire for class at least one day a week. This does not mean fancy or expensive clothing, but does mean shoes (not flip-flops), dress slacks, modest skirts/blouses/shirts, and/or dresses.

**CURRICULUM DESIGN**

The Human Services curriculum design provides students with both the direct client care skills and the office management skills that will enable them to gain entry-level positions in a wide variety of organizations and companies. The curriculum is arrayed to enhance the students’ gradual introduction to these skills, and it is highly recommended to follow the program layout.

**ASSOCIATE OF APPLIED SCIENCE IN HUMAN SERVICES REQUIREMENTS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Course #** | **Title**  | **Offered** | **Hours** |
|  | BST 1303 | Introduction to Computers | Fall | 3 |
|  | ENGL 1013 | Composition I | Fall | 3 |
|  | HS 1113 | Introduction to Human Services | Fall | 3 |
|  | HS 1123 | Communications and Interviewing | Fall | 3 |
|  | ­­PSY 2003 | General Psychology | Fall | 3 |
|  | BST 1043 | Professional Communication | Spring | 3 |
|  | ENGL 1023 | Composition II | Spring | 3 |
|  | HS 1213 | Skills and Theories in Human Services(Prerequisite: HS 1123) | Spring | 3 |
|  | HS 1223 | Systems, Processes and Case Management(Prerequisite: HS 1113) | Spring | 3 |
|  | SOC 1003 | Introductory Sociology | Spring | 3 |
|  | BST 1033 | Administrative Support Procedures | Fall | 3 |
|  | EMTP 1003 | Medical First Responder OR approved elective | Fall | 3 |
|  | HS 2113 | Cultural Diversity | Fall | 3 |
|  | HS 2123 | Group Processes(Prerequisite: HS 1213) | Fall | 3 |
|  | TMAT 1203 | Technical Mathematics II | Fall | 3 |
|  | BST 1053 | Spreadsheets | Spring | 3 |
|  | BST 2153 | Database Management | Spring | 3 |
|  | HS 2213 | Management of Human Services Agencies(Prerequisite: HS 1213) | Spring | 3 |
|  | HS 2223 | Fieldwork I (1st 8 weeks)(Prerequisite: HS 2123 & HS 1223) | Spring | 3 |
|  | HS 2233 | Fieldwork II (2nd 8 weeks)(Prerequisite: HS 2123 & HS 1223) | Spring  | 3 |

**HUMAN SERVICES COURSE DESCRIPTIONS**:

**HS 1113 Introduction to Human Services**

This course provides an introductory knowledge of the human services profession. Students will be introduced to the concepts and frameworks that define the human service profession. The historical development and legislative influences of the profession will be explored. The nature of the helping process will be addressed. An overview of the human service delivery systems and organizations will be reviewed. Professional values, skills, and ethics will be presented. The range and types of populations served by human services will be discussed. Additionally, human service professional roles, ethics, and resources will be introduced.

**HS 1123 Communication and Interviewing**

A practical course focusing on the knowledge and skills of the helping process. Students will develop the helping skills needed for entry-level workers in human services settings. Emphasis will be on the practical application of interviewing, basic counseling communication, and case management skills. The components of interpersonal communications and interviewing techniques are studied with a particular focus on giving and receiving information in the interview setting. Helping skills for diverse populations will be presented. Professional ethics within the helping process will be explored.

**HS 1213 Skills and Theories in Human Services**

**Prerequisite: HS 1123**

Students will further develop basic communication and intervention interviewing skills using a multi-theoretical, three-stage counseling model. Communication and interpersonal interaction skills are emphasized. Observation, listening, and problem-solving skills will be addressed. Students will learn how to use appropriate communication and interventions with diverse populations. Students will apply basic counseling communication skills within a technology environment. An overview of counseling theories will be presented. Professional ethics will be reviewed. Students will provide 15 hours of basic counseling communication experience. Internet access required.

**HS 1223 Systems, Processes, and Case Management**

Provides an overview of the human services organization and delivery systems for analysis and evaluation. An historical and legislative review of the development of human services delivery systems is provided. Emphasis is placed on the process and implementation of case management and the analysis of the complex structure of existing systems and service-delivery models. Ethical and legal issues will be discussed. Students will be required to volunteer a minimum of 15 hours at a human services facility.

**HS 2113 Cultural Diversity**

The course will focus on the historical, cultural, medical and psychological perspectives when helping individuals with developmental disabilities in community settings. Topics on etiology, life stages, interventions and treatments will be explored. Adult transition issues, self-determination and empowerment, and community life will be discussed. Political and legislative influences and ethical issues will be presented.

**HS 2123 Group Processes**

**Prerequisite: HS 1213**A practical skills course which focuses on the concepts of group process and the skills in designing and conducting therapeutic groups. An overview of group theory and the application of the theoretical framework in conducting groups will be presented. Students will develop, conduct, and evaluate outcomes of group sessions for a variety of group settings. Group leadership skills and diversity competencies will be developed. Leadership interventions and ethical issues in group settings will be explored.

**HS 2213 Management of Human Services Agencies**

**Prerequisites: HS 1213; Submission of medical health status record, criminal and child abuse records, and other record checks may be required by the agency placement site.**

Provides an overview of the human services agency from the management perspective. Organizational theories are discussed. Purposes and functions of management are explored.

Components of management, including environment, marketing, planning, designing, managing, financing, and evaluating, are discussed. Attention is focused on current and future trends within delivery systems and their impact on management and administrative policy. Legal and ethical issues are addressed within the context of resource management.

**HS 2223 Fieldwork Experience I**

**Prerequisites: HS 1213; Submission of medical health status record, criminal and child abuse records, and other record checks may be required by the agency placement site.**

Students will be given experiences at a human service agency to apply the knowledge, values, concepts, and skills of the human services profession. The student will complete 125 hours with a an average of 16-18 hours per week under the direct supervision of the agency’s personnel. Under direct supervision, students will observe and participate in the basic procedures and routines with the client and the agency system. Emphasis will focus on the student’s professional growth in self-awareness, direct service, interpersonal communication, interviewing skills, and the introduction to the human services delivery system. There will be a minimum of four required seminars during this eight week period.

**HS 2233 Fieldwork Experience II**

**Prerequisites: HS 1213; Submission of medical health status record, criminal and child abuse records, and other record checks may be required by the agency placement site.**

Students will be given experiences at a human service agency to apply the knowledge, values, concepts, and skills of the human services profession. The student will complete 125 hours with an average of 16-18 hours per week under the direct supervision of the agency’s personnel and within the policies and procedures of the agency system. Under direct supervision, students will observe and participate in the basic procedures and routines with the client and the agency system. Emphasis will focus on the student’s professional growth in self-awareness, interpersonal communication, interviewing skills, case management, advocacy, crisis management, and community outreach. There will be a minimum of four required seminars during this eight week period.

**ADVISORY BOARD**

The Human Services Advisory Board has a strong commitment to providing opportunities for students to integrate knowledge with practice. The Board consists of professionals representing a wide variety of the human service agencies in the River Valley area, many of whom also provide fieldwork sites for students, a current student and a former student. The board has an annual meeting in the fall, to review the program and its needs, and usually meets once a year with some of the students for an informal question and answer session. A list of the current board members is available from the program chair.

**FIELDWORK**

Prior to fieldwork semester:

Must participate in a pre-semester seminar – invitations will be sent

Must be a declared Human Services major – student’s responsibility

Must pass any required background checks and drug screens/health screens - student's responsibility

Must have successfully completed 3 semesters’ worth of courses in the Human Services program

**REQUIREMENTS OF THE INTERNSHIP:**

* Internships are unpaid
* Internships cannot occur with a current employer
* Internships cannot occur outside the regional area covered by Arkansas Tech University - Ozark
* Arkansas Tech University - Ozark does not control agency functioning

You are entering into an experience that will require a great amount of your time and attention during the week – an average of 16 hours per week over the course of the semester is necessary to produce the required 125 hours per course. These should be verifiable, meaningful hours of internship experience. It is strongly recommended that you have no more than two other courses during the Fieldwork semester.

**ELIGIBILITY REQUIREMENTS:**

* You must have passed all required Human Services coursework satisfactorily
* You must be able to pass the required background checks and drug screens
* You must have completed the pre-semester interviews and meetings with the program chair and the site
* You must have been accepted by an approved site
* You must have completed the required internship paperwork, including the internship agreement, and returned it to the field supervisor and instructor
* You should not have a recent history of tardiness either to class or with assignments
* You must be able to fulfill, in good faith, the obligations of the internship experience as outlined in the internship agreement

Fieldwork I and II are designed to introduce students to the practice/applied component of human services, implementing what they have learned academically. The goal of fieldwork is to provide students with gradually increasing responsibility and experience in a human service setting. Human Services students intern in community agencies, serving a broad range of clients from young children to the elderly, who have a variety of needs. Some internships provide more management service than direct client interaction. Students are required to complete one early observation field placement of 15 hours (HS 1223) and two eight-week Fieldwork courses, spending at least 125 hours per Fieldwork course in their placement site. The learning contract that students and their supervisors develop dictates the expectations of the student. There is a weekly seminar class in addition to the 125 hours of agency placement. Seminars provide the opportunity for students to reflect on their experiences in the field, integrate theory and experience, and discuss ways of improving services and themselves as human service professionals. The seminar also utilizes discussion boards for this purpose.

**FIELDWORK SEMINAR INSTRUCTOR**

The role of the Fieldwork Seminar Instructor is to help students integrate knowledge and practice through reflection and skill development. Specifically, Fieldwork Seminar Instructors are responsible for monitoring the students' placement through seminar meetings, paperwork, and meetings/phone calls with agency supervisors; designing and implementing a seminar that meets the learning needs of Human Service students; and assisting interns with situations that may arise at internship sites.

**STUDENTS IN FIELDWORK PLACEMENTS**

Students are responsible, not only to learn Human Service skills and integrate knowledge with practice, but to develop and demonstrate quality service skills to both agency and client. In addition, students are responsible for: (1) maintaining confidentiality; (2) ascribing to standards of professional ethics (see NOHS Standards of Ethics); (3) completing all paperwork related to the Fieldwork experience; (4) evaluating agency and supervision at the end of the semester; (5) actively participating in Fieldwork seminars; (6) completing course work required by Fieldwork Seminar Instructor; (7) conforming to agency expectations; (8) apprising the Fieldwork Seminar Instructor of their progress toward learning goals; (9) developing and accomplishing learning goals; (10) behaving in a professional manner; (11) being proactive in dealing with problems and issues; (12) securing a fieldwork site at least two weeks prior to the beginning of the semester; (13) and completing a total of 250 hours of fieldwork during the semester they are enrolled in a seminar course.

**AGENCY SUPERVISORS**

Agency supervisors are responsible for ensuring that Fieldwork students are learning the skills of a competent Human Services professional, which include, but are not limited to: developing and accomplishing a Learning Contract with measurable goals and activities, providing supervision of student, orienting student to agency’s philosophy, mission, code of conduct, ethics, supervision meeting time, expected role of student, contact information, student limitations. Agency supervisors will also complete all required paperwork in a timely fashion, including the student’s evaluation at the end of the fieldwork, contact the Fieldwork Seminar Instructor and/or Program Chair if any problems arise with a student that cannot be resolved with the student; keep the Fieldwork Seminar Instructor aware of the student’s performance at least once during the semester. Agency supervisors must have at least a Bachelor’s degree to supervise the AAS Human Service students of Arkansas Tech University - Ozark Campus.

**HUMAN SERVICES PROGRAM CHAIR**

The Fieldwork Coordinator/Fieldwork Seminar Instructor will inform the Program Chair of the progress within the Fieldwork Program. In the event of an issue/concern that is irreconcilable, by the agency and student or the student and Fieldwork Seminar Instructor, the Program Chair will assist. The Program Chair will be notified of any complaints lodged against a student or agency and what course of action is suggested to resolve the issue. The Program Chair will be notified immediately of any illegal or unethical actions regarding students or internship sites. The Program Chair is responsible for vetting and sending the roster of applicants for the Human Services-Board Certified Practitioner’s Examination to the CCE, which are sent up to four times each calendar year.