

2008 – 2009

36 YEARS OF HUMAN SERVICES  
EDUCATION AND TRAINING

HUMAN SERVICES  
PROGRAM  
HANDBOOK

This handbook is designed for use by students in the  
Human Services Program  
Chemeketa Community College

Chemeketa Community College is an equal opportunity, affirmative action institution

## CCC DIVERSITY STATEMENT:

WE ARE A COLLEGE COMMUNITY ENRICHED BY THE DIVERSITY OF OUR STUDENTS AND STAFF. EACH INDIVIDUAL AND GROUP HAS THE POTENTIAL TO CONTRIBUTE TO OUR LEARNING ENVIRONMENT. EACH HAS DIGNITY. TO DIMINISH THE DIGNITY OF ONE IS TO DIMINISH THE DIGNITY OF US ALL. -JANUARY 15, 1990

## CHEMEKETA STATEMENT OF SPECIAL NEEDS:

IF YOU FEEL YOU MAY NEED AN ACCOMMODATION FOR ANY TYPE OF DISABILITY PLEASE CALL THE INSTRUCTOR AT THE BEGINNING OF THE TERM AND CONTACT THE DISABILITIES SPECIALIST IN BLDG. 2, 503-399-5192. (VOICE/TDD) ALLOW A MINIMUM OF FIVE WORKING DAYS TO PROCESS AN ACCOMMODATION REQUEST.

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## MISSION STATEMENT

The Human Services Program provides an environment which broadens perspectives, builds self-awareness, and develops professional skills for effective human services work.

## PHILOSOPHY

The Human Services Program recognizes the following as basic principles:

- People have the capacity for lifelong growth and change.
- Social relationships are important.
- Democratic decision-making is desirable.
- Social change is everyone's responsibility.

It is our belief that individuals have the right to self-determination, capacity and ability to make free and responsible choices, explore new possibilities, and to do more than simply survive.

Our philosophy is stated within the context of democratic participation which suggests a community of people who are able to understand, determine, and express their lives as dignified human beings. In a highly complex and changing society, it is important to recognize the need for individual autonomy and interdependence.

Inherent in delivering human services is the responsibility to facilitate social change so that individuals and institutions can cope more effectively and address current problems. Our philosophy recognizes the need for all people to have feelings of competence, usefulness, belonging, and power.

## PROGRAM POLICY AND PROCEDURES SUMMARY

### A. Program Related

1. Students must first apply for admission to the college and the Human Services Program (HSP). Admission to the program requires the following Placement Test scores.

|         | <b>COMPASS</b> | <b>ASSET</b> |
|---------|----------------|--------------|
| Writing | 82 or higher   | 44 or higher |
| Reading | 80 or higher   | 40 or higher |
| Math    | 32 or higher   | 38 or higher |

2. Students will be designated HS Pre-program until all courses identified in their student assessment are completed with a grade of C or better, this includes WR121. Pre-program students are encouraged to take HS154 (Community Resources).
3. Students are encouraged to contact the HSP Program Chair, Peggy Soliday, in Building 1-264 for an orientation to the program or via phone @ 503-399-6159 or e-mail @ [psoliday@chemeketa.edu](mailto:psoliday@chemeketa.edu).
4. After admission to the program, students may enroll in HSP core classes on a space available basis. Early registration is encouraged; classes are almost always filled. See catalog or HSP staff for prerequisites and sequencing of courses.
5. Writing 227 and all Human Services (HS designated) courses used to meet degree requirements or prerequisites must be completed with a grade of C or better.

## **B. Practicum Related**

1. Students may request a referral from HS staff for practicum placement following completion of HS150 Personal Effectiveness, HS154 Community Resources, and HS170 Introduction to Practicum with grades of C or better.
2. Students must be registered in HS Practicum before starting at the practicum site.
3. Students in the degree option must complete 25 practicum credit hours. In Addictions Studies, at least 15 practicum credit hours must be completed in an agency providing addiction services.
4. Students are required to complete their practicum in two different program-approved practicum sites. Two consecutive terms in one agency counts as one site.
5. Students in the Post-Baccalaureate Addiction Counselor Certification Preparation (ACCP) option complete 15-25 credits of practicum at one site.
6. Students will be at one practicum site per term.
7. Students are placed according to the following procedures:
  - a. Addiction Studies and Social Services students will successfully complete HS150, HS154, and HS170; students in the Addiction Counselor Certification Preparation option must complete an orientation with Wanda Urban prior to placement. Wanda may be contacted @ 503-399-6154 or wurban@chemeketa.edu
  - b. Students can only be placed in agencies identified in the *Practicum Listing located at <http://newterra.chemeketa.edu/faculty/wurban/Practi/index.htm>*.
  - c. Prior to selecting a practicum site, students will meet *with* program staff and identify three possible placements.
  - d. Staff will coordinate the interview and final student placement.
8. If a student is employed in a human services setting, it may be possible to earn practicum credits in that setting. The student must be performing professional human services work and be in a developmental learning mode. While obviously beneficial to students financially, this dual role at the agency can blur the distinctions between the roles of employee and student. To insure successful completion of the student's placement, the employment arrangement should be structured to preserve the integrity of the educational internship and the contractual agreement between the school and the agency. It is preferable, but not always feasible, for the employment to start after the student completes required placement hours.

Agencies must agree to the requirements in the Training Agreement. r. Work-study employment hours cannot count toward practicum credit. Human Services Staff determine final eligibility for this status. Students who wish to explore this option should contact their Human Services Academic Advisor.

9. The Human Services Staff reserves the right to withhold practicum placement, terminate practicum placement or dismiss the student from the Human Services Program due to inappropriate behavior in class, in program related activities, in practicum, and on campus. Students encounter three types of problems that could lead to one of these actions:

- 1) Problematic professional behavior that may include the student's inability or unwillingness to follow directions, to accept and respond appropriately to feedback, or to work successfully with others.
- 2) Academic factors that may include the student's inability or unwillingness to acquire and demonstrate program content and/or competencies or to comply with program and/or college procedures.
- 3) Legal/ethical factors that may include the student's use of inappropriate or discriminatory language or actions, and violation of rules such as cheating, plagiarism, or lying and other offenses detailed in college policy (see Student Rights & Responsibilities – Code of Behavior at the website listed on page 7) or state laws, which demonstrate the student does not meet professional standards.

Students must be suitable for the profession. The following examples of behavior are not all inclusive; however, they do address a list of common concerns and issues.

- violating or threatening the physical or psychological safety of a client;
- assuming inappropriate independence in actions or decisions;
- engaging in private practice in chemical dependency or mental health counseling;
- furnishing false information to program staff with the intent to deceive;
- forgery, alteration, or misuse of client or clinical facility documents or records;
- any conduct or unsafe behavior that violates and/or threatens the safety of others (not limited to clients), including failure to disclose error in client care;
- theft from a practicum agency, including medications and hospital supplies;
- possession or use of dangerous drugs and narcotics except as legally prescribed;
- involvement in the sale, or distribution of illegal drugs;
- a pattern of excessive absenteeism;
- reporting for work at a clinical facility under the influence of mind-altering substances;
- failure to maintain confidentiality of privileged information;
- demonstrated lack of emotional stability in coping with stressful situations in a calm and responsible manner. (Be advised that emotional stability is a criterion for retention in the program.)

10. **Other limitations:** Academic performance is not the sole criterion for admission to and continuation in certain courses and programs at the college, such as practicum courses and internships. The college may find it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct that are necessary in the academic discipline or profession. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

- a. Most agencies require criminal history background checks. Some felony and misdemeanor convictions could affect eligibility to participate in practicum and may impact employment potential in this field. The program is not responsible for a student's inability to be placed in practicum if his/her criminal history prevents placement.

- b. The Human Services Program requires that students recovering from chemical dependency have a minimum of two years of continuous sobriety in an unrestricted environment prior to placement in practicum.

### **C. Grievance Procedures/Conflict Resolution**

When there is a difference of opinion, values, or treatment, members of the Chemeketa community are encouraged to seek resolution directly with the individual. If the conflict is with an instructor, discuss the problem with the instructor outside of the classroom. When conflict is with a service area of the college, resolution should be sought first in that area or with its supervisor. If the issue involves alleged discrimination such as sexual harassment, the college's Human Resources Director should be contacted (503-399-4784).

When resolution cannot be reached by talking to the individual (or when contact with the individual would not be appropriate) the Associate Dean, David Hallett, B-5/264A, (503-399- 6566) may be contacted. If a resolution is not identified, the Dean of Student Development and Learning Resources, Jim Eustrom, B-3/272B, (503-399-6148) has multiple informal processes to assist the student to resolve the conflict. Unbiased investigation will be used in the informal processes in an attempt to resolve issues.

If the conflict occurs between students in the program and they are unable to resolve the conflict between themselves, they may request assistance from a staff member in the program. A meeting will then be arranged with the students and the designated staff member. The purpose of the meeting will be to constructively resolve the conflict and reach an agreement between both parties.

## **STUDENT RIGHTS AND RESPONSIBILITIES – CODE OF BEHAVIOR**

<http://www.chemeketa.edu/attending/studentrights/rights.html>

### **Practice personal and educational integrity.**

- Students shall practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way.
- Students shall not misuse college documents, library or computer resources, student records, or identification cards.
- Students shall participate in keeping Chemeketa's work and educational environment free of any conduct that causes intimidation, hostility or discrimination.

### **Maintain standards of academic performance and contribute to the safe, cooperative, and respectful learning environment throughout the college.**

- Students shall participate in classroom assignments and discussions and attend class regularly.
- Students shall not disrupt the teaching/learning process.

### **Discourage bigotry and respect the dignity and diversity of all persons.**

- Students shall not participate in physical or verbal abuse of any individual.
- Students are encouraged to demonstrate respect for all persons.

## **ACADEMIC HONESTY**

**Violations of academic honesty include but are not limited to the following:**

**Plagiarism**

- presenting someone else's words, ideas, artistry, product or data as one's own
- presenting a new and original idea or product derived from an existing source

**Collusion/Inappropriate Assistance**

- helping another commit an act of academic dishonesty
- knowingly or negligently allowing work to be used by others. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 1.65.114)

**Cheating**

- an act of deceit, fraud, distortion of truth or improper use of another person's effort to obtain an educational advantage
- includes but is not limited to unauthorized access to examination materials prior to the examination itself

**Fabrication/Falsification/Alteration**

- intentional misrepresentation, invention, exaggeration or alteration of information or data, whether written, verbalized or demonstrated

**Unauthorized Multiple Submission**

- using any work previously submitted for credit without prior permission of instructor

**Sabotage and Tampering**

- intentional altering or interfering with documents or other student's work
- intentional depriving others of academic resources

**The Chemeketa Community College academic honesty policies and procedures may be found in the college catalogue and at these two websites <http://www.chemeketa.edu/catalog/academichonesty> /and <http://www.chemeketa.edu/catalog/studentrights/> 1. These policies guarantee due process to the accused students and are fully described at this site and in the college catalogue.**

The following ethical standards should guide student conduct:

## **ETHICAL STANDARDS OF HUMAN SERVICE PROFESSIONALS**

<http://www.nationalhumanservices.org/ethics.html>

*National Organization for Human Services  
Council for Standards in Human Service Education*

Adopted 1996

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### **Preamble**

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

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

### **Section I - Standards for Human Service Professionals**

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

#### **The Human Service Professional's Responsibility to Clients**

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

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

**STATEMENT 3** Human service professionals protect the client's right to privacy, except when such confidentiality would cause harm to the client or others, when agency guidelines state otherwise, or under other

stated conditions (e.g., local, state, or federal laws). Professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **The Human Service Professional's Responsibility to Colleagues**

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

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

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

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

### **The Human Service Professional's Responsibility to the Profession**

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

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

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

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

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

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

### **The Human Service Professional's Responsibility to Employers**

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

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

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

### **The Human Service Professional's Responsibility to Self**

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

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

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

## ETHICAL STANDARDS OF ALCOHOLISM AND DRUG ABUSE COUNSELORS

[www.accbo.com](http://www.accbo.com)

The Addiction Counselor Certification Board of Oregon certified counselors are comprised of professional alcoholism and drug abuse counselors who, as responsible health care professionals, believe in the dignity and worth of human beings. In the practice of their profession they assert that the ethical principles of autonomy, beneficence and justice must guide their professional conduct. As professionals dedicated to the treatment of alcohol and drug dependent clients and their families, they believe that they can effectively treat its individual and familial manifestations. ACCBO certified counselors dedicate themselves to promote the best interests of their society, of their clients, of their profession and of their colleagues.

### **Principle 1: Non-Discrimination**

The ACCBO certified counselor shall not discriminate against clients or professionals based on race, religion, age, gender, disability, national ancestry, sexual orientation or economic condition.

- a. The ACCBO certified counselor shall avoid bringing personal or professional issues into the counseling relationship. Through an awareness of the impact of stereotyping and discrimination, the member guards the individual rights and personal dignity of clients.
- b. The ACCBO certified counselor shall be knowledgeable about disabling conditions, demonstrate empathy and personal emotional comfort in interactions with clients with disabilities, and make available physical, sensory and cognitive accommodations that allow clients with disabilities to receive services.

### **Principle 2: Responsibility**

The ACCBO certified counselor shall espouse objectivity and integrity, and maintain the highest standards in the services the member offers.

- a. The ACCBO certified counselor shall maintain respect for institutional policies and management functions of the agencies and institutions within which the services are being performed, but will take initiative toward improving such policies when it will better serve the interest of the client.
- b. The ACCBO certified counselor, as educator, has a primary obligation to help others acquire knowledge and skills in dealing with the disease of alcoholism and drug abuse.
- c. The ACCBO certified counselor who supervises others accepts the obligation to facilitate further professional development of these individuals by providing accurate and current information, timely evaluations and constructive consultation.
- d. The ACCBO certified counselor who is aware of unethical conduct or of unprofessional modes of practice shall report such inappropriate behavior to the appropriate authority.

### **Principle 3: Competence**

The ACCBO certified counselor shall recognize that the profession is founded on national standards of competency which promote the best interests of society, of the client, of the member and of the profession as a whole. The ACCBO certified counselor shall recognize the need for ongoing education as a component of professional competency.

- a. The ACCBO certified counselor shall recognize boundaries and limitations of the member's competencies and not offer services or use techniques outside of these professional competencies.
- b. The ACCBO certified counselor shall recognize the effect of impairment on professional performance and shall be willing to seek appropriate treatment for oneself or for a colleague. The member shall support peer assistance programs in this respect.

#### **Principle 4: Legal and Moral Standards**

The ACCBO certified counselor shall uphold the legal and accepted moral codes which pertain to professional conduct.

- a. The ACCBO certified counselor shall be fully cognizant of all federal laws and laws of Oregon governing the practice of alcoholism and drug abuse counseling.
- b. The ACCBO certified counselor shall not claim either directly or by implication, professional qualifications/affiliations that the member does not possess.
- c. The ACCBO certified counselor shall ensure that products or services associated with or provided by the member by means of teaching, demonstration, publications or other types of media meet the ethical standards of this code.

#### **Principle 5: Public Statements**

The ACCBO certified counselor shall honestly respect the limits of present knowledge in public statements concerning alcoholism and drug abuse.

- a. The ACCBO certified counselor, in making statements to clients, other professionals, and the general public shall state as fact only those matters which have been empirically validated as fact. All other opinions, speculations, and conjecture concerning the nature of alcoholism and drug abuse, its natural history, its treatment or any other matters which touch on the subject of alcoholism and drug abuse shall be represented as less than scientifically validated.
- b. The ACCBO certified counselor shall acknowledge and accurately report the substantiation and support for statements made concerning the nature of alcoholism and drug abuse, its natural history, and its treatment. Such acknowledgment should extend to the source of the information and reliability of the method by which it was derived.

#### **Principle 6: Publication Credit**

The ACCBO certified counselor shall assign credit to all who have contributed to the published material and for the work upon which the publication is based.

- a. The ACCBO certified counselor shall recognize joint authorship and major contributions of a professional nature made by one or more persons to a common project. The author who has made the principal contribution to a publication must be identified as first author.
- b. The ACCBO certified counselor shall acknowledge in footnotes or in an introductory statement minor contributions of a professional nature, extensive clerical or similar assistance and other minor contributions.
- c. The ACCBO certified counselor shall in no way violate the copyright of anyone by reproducing material in any form whatsoever, except in those ways which are allowed under the copyright laws. This involves direct violation of copyright as well as the passive assent to the violation of copyright by others.

#### **Principle 7: Client Welfare**

The ACCBO certified counselor shall promote the protection of the public health, safety and welfare and the best interest of the client as a primary guide in determining the conduct of all ACCBO members.

- a. The ACCBO certified counselor shall disclose the member's code of ethics, professional loyalties and responsibilities to all clients.
- b. The ACCBO certified counselor shall terminate counseling or consulting relationship when it is reasonably clear to the member that the client is not benefiting from the relationship.
- c. The ACCBO certified counselor shall hold the welfare of the client paramount when making any decisions or recommendations concerning referral, treatment procedures or termination of treatment.
- d. The ACCBO certified counselor shall not use or encourage a client's participation in any demonstration, research or other non-treatment activities when such participation would have potential harmful consequences for the client or when the client is not fully informed. (See Principle 9)

e. The ACCBO certified counselor shall take care to provide services in an environment which will ensure the privacy and safety of the client at all times and ensure the appropriateness of service delivery.

### **Principle 8: Confidentiality**

The ACCBO certified counselor working in the best interest of the client shall embrace, as a primary obligation, the duty of protecting client's rights under confidentiality and shall not disclose confidential information acquired in teaching, practice or investigation without appropriately executed consent.

a. The ACCBO certified counselor shall provide the client his/her rights regarding confidentiality, in writing, as part of informing the client in any areas likely to affect the client's confidentiality. This includes the recording of the clinical interview, the use of material for insurance purposes, the use of material for training or observation by another party.

b. The ACCBO certified counselor shall make appropriate provisions for the maintenance of confidentiality and the ultimate disposition of confidential records. The member shall ensure that data obtained, including any form of electronic communication, are secured by the available security methodology. Data shall be limited to information that is necessary and appropriate to the services being provided and be accessible only to appropriate personnel.

c. The ACCBO certified counselor shall adhere to all federal and state laws regarding confidentiality and the member's responsibility to report clinical information in specific circumstances to the appropriate authorities.

d. The ACCBO certified counselor shall discuss the information obtained in clinical, consulting, or observational relationships only in the appropriate settings for professional purposes that are in the client's best interest. Written and oral reports must present only data germane and pursuant to the purpose of evaluation, diagnosis, progress, and compliance. Every effort shall be made to avoid undue invasion of privacy.

e. The ACCBO certified counselor shall use clinical and other material in teaching and/or writing only when there is no identifying information used about the parties involved.

### **Principle 9: Client Relationships**

It is the responsibility of the ACCBO certified counselor to safeguard the integrity of the counseling relationship and to ensure that the client has reasonable access to effective treatment. The ACCBO certified counselor shall provide the client and/or guardian with accurate and complete information regarding the extent of the potential professional relationship.

a. The ACCBO certified counselor shall inform the client and obtain the client's agreement in areas likely to affect the client's participation including the recording of an interview, the use of interview material for training purposes, and/or observation of an interview by another person.

b. The ACCBO certified counselor shall not engage in professional relationships or commitments that conflict with family members, friends, close associates, or others whose welfare might be jeopardized by such a dual relationship.

c. The ACCBO certified counselor shall not exploit relationships with current or former clients for personal gain, including social or business relationships.

d. The ACCBO certified counselor shall not under any circumstances engage in sexual behavior with current or former clients.

e. The ACCBO certified counselor shall not accept as clients anyone with whom they have engaged in sexual behavior.

### **Principle 10: Interprofessional Relationships**

The ACCBO certified counselor shall treat colleagues with respect, courtesy, fairness, and good faith and shall afford the same to other professionals.

a. The ACCBO certified counselor shall refrain from offering professional services to a client in counseling with another professional except with the knowledge of the other professional or after the termination of the client's relationship with the other professional.

- b. The ACCBO certified counselor shall cooperate with duly constituted professional ethics committees and promptly supply necessary information unless constrained by the demands of confidentiality.
- c. The ACCBO certified counselor shall not in any way exploit relationships with supervisees, employees, students, research participants or volunteers.

**Principle 11: Remuneration**

The ACCBO certified counselor shall establish financial arrangements in professional practice and in accord with the professional standards that safeguard the best interests of the client first, and then of the counselor, the agency, and the profession.

- a. The ACCBO certified counselor shall inform the client of all financial policies. In circumstances where an agency dictates explicit provisions with its staff for private consultations, clients shall be made fully aware of these policies.
- b. The ACCBO certified counselor shall consider the ability of a client to meet the financial cost in establishing rates for professional services.
- c. The ACCBO certified counselor shall not engage in fee splitting. The member shall not send or receive any commission or rebate or any other form of remuneration for referral of clients for professional services.
- d. The ACCBO certified counselor, in the practice of counseling, shall not at any time use one's relationship with clients for personal gain or for the profit of an agency or any commercial enterprise of any kind.
- e. The ACCBO certified counselor shall not accept a private fee for professional work with a person who is entitled to such services through an institution or agency unless the client is informed of such services and still requests private services.

**Principle 12: Societal Obligations**

The ACCBO certified counselor shall to the best of his/her ability actively engage the legislative processes, educational institutions, and the general public to change public policy and legislation to make possible opportunities and choice of service for all human beings of any ethnic or social background whose lives are impaired by alcoholism and drug abuse.

Adapted from the NAADAC Code of Ethics.

Revised April 2000.

### Program Options

The Human Services Program curriculum is designed to prepare students for entry level staff positions in human services agencies.

#### Two – Year Associate of Applied Science Degree

The two-year program combines academic work with twenty-five credits of practicum.

The program includes two options:

- Social Services
- Addiction Studies

The Addiction Studies option requires 15 of the 25 practicum credits to be completed in the addictions area.

#### One –Year Post Baccalaureate Addiction Counselor Certification Preparation Option

Students with a baccalaureate or higher degree may select the one-year (four terms) Addiction Counselor Certification Preparation Option (see pg. 30). Students in the Addiction Counselor Certification program must complete 15-25 practicum credits in the addictions area. (Note: This option begins in the spring of each year though students may be eligible for some coursework if entering another term.)

### **TRANSFER STUDENTS**

#### Students Transferring *to* Chemeketa Community College

Transfer students wanting credit for courses taken at another college, should submit official transcripts from each school attended to Enrollment Services (Building 2/100, 503-399-5001). Transcripts will be evaluated to determine which classes will be accepted for transfer. Enrollment Services has transcript request forms available (503-399-5001).

#### Students Transferring *from* Chemeketa Community College

In many cases, students who plan to transfer to another college after completing the Human Services Program complete the Associate of Arts (AA) Degree requirements at the same time or after completing the Human Services Associate of Applied Science (AAS) Degree.

Since bachelor degree programs have different requirements, students should research the requirement for a particular college or university that interests them and discuss their plans with their advisor and the Counseling and Career Services staff. The Human Services Program has articulation agreements with Portland State University, Western Oregon University, and Oregon State University.

Since some of the Human Services courses will not transfer and substitutions are possible for a few of those courses, *CAREFUL PLANNING WITH YOUR ACADEMIC ADVISOR AND COUNSELING and CAREER SERVICES STAFF IS ESSENTIAL*. The Counseling and Career Service Office provides comprehensive information and assistance for transfer planning to four-year schools, (Building 2/200, 503-399-5120).

### **CREDIT FOR PRIOR LEARNING**

Credit for Prior Learning (CPL) is one of several ways for adult learners to gain nontraditional credit. Many adults have acquired college level learning through their job, on-the-job training, community or volunteer service, non-credit courses or workshops, and individual study. CPL involves the development of a portfolio and requires comprehensive writing skills. If you have this kind of learning, CPL enables you to earn up to 24 credit hours for demonstrating what you already know. No more than 10 credits of practicum may be earned in this manner. The Human Services staff can provide advising in this area.

There is a required class, CPL 120, that helps you learn how to develop your portfolio. This class is offered at least once a year. Information on the process is available at The Counseling and Career Center in Building 2.

## **GRADING**

### **GRADES:**

Letter grades A-F are awarded based on criteria set forth in each class syllabus.

### **Pass / No pass Course Eligibility**

- Each program or discipline determines which courses are eligible for Pass/No Pass grading.
- Students must request a Pass/No Pass grade option from their instructor, and notify the Enrollment Center no later than the end of the fourth week of the term (or equivalent in accelerated courses).
- Pass/No Pass request forms are available in the Enrollment Center.
- Students who elect P/NP will be treated like any other student in terms of course requirements.
- The grade of “P” is recorded if the student earns a “C” equivalent or better in the course.
- The grade of “P” or “NP” does not affect the student’s grade point average.
- Course grades of “P” or “NP” cannot be changed except where a course is repeated for a grade.
- Each student is limited to no more than 16 P/NP credits for an associate degree and 8 P/NP credits for the Oregon Transfer Module or a Certificate.

### **Incomplete**

- An incomplete is only used when the student has a minor, yet essential portion of coursework to complete in order to earn a grade.
- Coursework must be completed within one year from the time the incomplete is earned. Instructors may set an earlier deadline for the student as appropriate.
- The conditions for completion of work should be stated in writing on a *Notice of Incomplete Status in a Course* form, signed by the instructor and student, and kept on file in the department office.
- If these requirements are met within the one-year deadline, the instructor changes the student’s grade with the Enrollment Center.
- The Enrollment Center informs the student of the new grade.

### **Course Prerequisites**

Prerequisites are specified in the course descriptions. These are conditions you must meet before enrolling in a course. It is your responsibility as a student to fulfill prerequisites. Some prerequisites indicate that you must complete certain preparatory courses or must have the consent of the course instructor. To gain consent, meet with the instructor before you register. Consent is based upon the instructor’s assessment of your readiness to enroll in the course.

## COURSES

1.  
**COURSE TITLE:** *Addiction Pharmacology and Physiology*  
**COURSE #:** HS 101 4 cr  
**DESCRIPTION:** Provides students with the knowledge and understanding of how alcohol and other drugs (AOD) are processed in the body and the brain (pharmacology). It includes information on the physiological effects of AOD on the human body and the possible implications for the treatment and prevention of problems that arise from their use.  
Offered all terms
2.  
**COURSE TITLE:** *Ethics for HS Workers*  
**COURSE #:** HS 103 2 cr  
**DESCRIPTION:** Introduces the student to professional issues associated with the helping relationship. Students learn how personal characteristics and values affect the helping relationship and the issues faced by helpers-in-training. In addition to professional ethics, students will understand and act appropriately upon client rights, confidentiality competence, and dual relationships. Special emphasis is placed on development of an intercultural helping perspective. The completion of some practicum credits or concurrent enrollment in practicum is recommended.  
Offered fall & spring terms
3.  
**COURSE TITLE:** *Alzheimer's Disease: Coping and Caring (online only)*  
**COURSE #:** HS120 3 cr  
**DESCRIPTION:** Presents information about the physical disease process in stages in persons with Alzheimer's and other dementia. Explores creative and compassionate approaches to a variety of problem behaviors. Identifies underlying needs that can precipitate certain behaviors. Describes communication techniques and legal and financial planning strategies for families, caregivers, and case managers.  
Offered as needed
4.  
**COURSE TITLE:** *Gender Specific Women's Addiction Treatment*  
**COURSE #:** HS 122 2 cr  
**DESCRIPTION:** Explores the historical, sociological, and physiological implications of women and addiction. Introduces a holistic model of gender-specific treatment for this population group.  
Offered as needed
5.  
**COURSE TITLE:** *Handling the Violent Client*  
**COURSE #:** HS 140 1 cr  
**DESCRIPTION:** An introduction to the recognition, prevention, and control of aggressive behavior. Stresses prevention of violence through early intervention and includes information on pre-aggression warning signs, as well as practice with defusing and physical defense responses.  
Offered winter & summer terms
6.  
**COURSE TITLE:** *Personal Effectiveness for Human Service Workers*  
**COURSE #:** HS 150 3 cr  
**DESCRIPTION:** An introduction to the elements of personal effectiveness. Uses individual and small group exercises to improve skills in self-awareness, communication, values clarification, problem solving, and conflict management.  
Offered fall & winter

- terms Recommended concurrent enrollment in HS154 and HS170. These three classes are a prerequisite for Human Services courses, HS155 and HS284-288 with the exception of the Post Baccalaureate Addiction Counselors Certificate Program.
7.  
**COURSE TITLE:** *Compulsive Gambling*  
**COURSE #:** HS 151 3 cr.  
 Offered winter Covers basic information concerning problem gambling and its consequences. Focuses on the stages of progression from recreation to pathological gambling. Addresses screening, diagnosis, intervention, and treatment.  
**PREREQUISITE:** HS101 or consent of instructor.
8.  
**COURSE TITLE:** *Stress Management*  
**COURSE #:** HS 152 1 cr.  
**DESCRIPTION:** Introduces stress management, relaxation techniques, and their impact on health and well being. Covers a variety of major relaxation techniques and emphasizes the analysis of life stressors and the development of a personalized stress management plan.  
 Offered all terms
9.  
**COURSE TITLE:** *Community Resources*  
**COURSE #:** HS154 3 cr.  
**DESCRIPTION:** Explores the history and values of community resources for people with specific disadvantages or disabilities. Acquaints students with local social service agencies and organizations and how to refer clients to them. Recommended concurrent enrollment in HS150 and HS170. A prerequisite for Human Services courses, HS155 and HS284-288 with the exception of the Post Baccalaureate Addiction Counselors Certificate Program  
**Note:** Pre-program students are encouraged to take HS154.  
 Offered fall & winter terms
10.  
**COURSE TITLE:** *Interviewing Theory and Techniques*  
**COURSE #:** HS 155 3 cr.  
**DESCRIPTION:** Theoretical background and specific interviewing techniques. Practice in interviewing situations with peer and professional observation and feedback.  
 Offered winter and spring term  
**PREREQUISITE:** Completion of HS150, HS154 & HS170 with a grade of C or above. This course is a prerequisite for second year classes in the program.
11.  
**COURSE TITLE:** *Counseling Theories*  
**COURSE #:** HS156 3 cr.  
**DESCRIPTION:** Introduces the major counseling theories that have demonstrated effectiveness with substance disorders and a variety of mental health issues. Presents an overview of eleven specific theories, their founders, key concepts, techniques and appropriate applications.  
 Offered fall term

12.  
**COURSE TITLE:** *Activity Director Training (Long-term Care)*  
**COURSE #:** HS165 3 cr.  
**DESCRIPTION:** Meets the training requirements of activity directors in long-term care facilities. Focuses on therapeutic activities and appropriate use of people and material resources in meeting resident needs. Promotes continual growth and development of long-term care residents.  
Offered as needed

13.  
**COURSE TITLE:** *Introduction to Practicum*  
**COURSE #:** HS170 3 cr.  
**DESCRIPTION:** Provides the background and specific skills needed to select and succeed in a Human Services practicum placement. Designed to be taken during the first term of the Human Services Program. A prerequisite for Human Services courses, HS155 and HS284-288 with the exception of the Post Baccalaureate Addiction Counselors Certificate Program  
Offered fall & winter term

14.  
**COURSE TITLE:** *Chemical Dependency and the Family System*  
**COURSE #:** HS201 3 cr.  
**DESCRIPTION:** Chemical dependency and how it affects the family. Focuses on family dynamics and treatment for alcohol/addicted families.  
Offered spring term  
**PREREQUISITE:** Completion of HS101 with a C or above or consent of instructor.

15.  
**COURSE TITLE:** *Youth Addiction*  
**COURSE #:** HS205 3 cr.  
**DESCRIPTION:** Assists students in working with chemically-dependent youth. Includes prevention, intervention, assessment, and continuing recovery techniques for individuals and groups.  
Offered as needed  
**PREREQUISITE:** HS101 with a C or better or consent of instructor.

16.  
**COURSE TITLE:** *The Addicted Criminal*  
**COURSE #:** HS206 3 cr.  
**DESCRIPTION:** Assists students in developing skills with chemically-dependent clients who are convicted criminals. Includes information on recognizing, confronting, and treating the addicted criminal.  
Offered as needed  
**PREREQUISITE:** HS101 with a C or better or consent of instructor.

17.  
**COURSE TITLE:** *Adult Children of Alcoholics/Addicts*  
**COURSE #:** HS207 1 cr.  
**DESCRIPTION:** Explores the relationship between growing up in a chemically dependent or troubled family and problems which surface in adulthood. Includes discussion of family dynamics, denial, relationships, work, social skills, and feelings  
Offered fall term

18.  
**COURSE TITLE:** *Co-occurring Disorders*  
**COURSE #:** HS209 2 cr.  
**DESCRIPTION:** Covers basic information about simultaneous diagnosis of addiction and chronic mental illness in the same patient/client. Stresses the importance of assessing and treating these areas in an integrated format.  
 Offered spring term.  
**PREREQUISITE:** HS101 with a C or better or consent of instructor.
19.  
**COURSE TITLE:** *HIV, TB and Infectious Diseases*  
**COURSE #:** HS211 1 cr.  
**DESCRIPTION:** Explores the relationship between substance abuse and infectious diseases, including HIV/AIDS, TB, STDs and Hepatitis. Students will learn risk assessment, harm reduction and counseling approaches to increase understanding and learn treatment interventions. Addresses special issues affecting diverse populations. Examines personal issues/discomforts arising from frankly discussing sexual behavior of clients.  
 Offered all terms  
**PREREQUISITE:** HS101 with a grade of C or better or consent of instructor
20.  
**COURSE TITLE:** *Multicultural Practice*  
**COURSE #:** HS213 3 cr.  
**DESCRIPTION:** Explores the ways membership in a racial, ethnic, or cultural group affects the client and helping professional relationship. Increases awareness and knowledge of cultural difference and the skills to develop and apply appropriate intervention strategies in cross-cultural situations. Focuses on factors that affect racial, ethnic, and cultural groups in the U.S. including African Americans, Asians, Latinos, Native Americans, gays, lesbians, persons with disabilities, and the elderly. HS150 highly recommended.  
 Offered fall, & spring terms
21.  
**COURSE TITLE:** *Advanced Interviewing and Counseling Skills*  
**COURSE #:** HS214 3 cr.  
**DESCRIPTION:** Provides advanced training in interviewing skills using Motivational Interviewing Technology. Focuses on developing advanced skills and strategies with significant opportunity for hands on practice.  
 Offered fall and spring term  
**PREREQUISITE:** HS150, HS154, HS 170, HS 155 with a C or better or consent of instructor. Concurrent enrollment in HS284-288 is highly recommended.
22.  
**COURSE TITLE:** *Conflict Resolution*  
**COURSE #:** HS215 3 cr.  
**DESCRIPTION:** This course will explore the sources and dynamics of conflict in interpersonal, family and work settings. Participants will develop an awareness of their own style in conflict situations and learn effective strategies for resolving conflict.  
 Offered as needed
23.  
**COURSE TITLE:** *Clinical Screening, Assessment, and Treatment Planning*  
**COURSE #:** HS216 3 cr.  
**DESCRIPTION:** Introduces diagnostic criteria for substance use disorders as well as a number of other major mental health disorders often seen in substance abusing clientele.

Offered winter term Provides a systematic approach to screening, assessment, and treatment planning in order to determine the most appropriate initial course of action given the client's needs, characteristics, and available resources. Provides significant opportunity for hands-on practice.

PREREQUISITE: HS150, HS154, HS 170, HS 155 and HS214, or consent of instructor. Concurrent enrollment in HS284-288 is highly recommended.

24.

**COURSE TITLE:** *Group Counseling Skills* 3 cr.  
**COURSE #:** HS217

**DESCRIPTION:** Presents strategies from accepted and culturally appropriate models for group counseling with clients who may have a variety of disorders including substance abuse. Focuses on the ethical use of groups as an effective therapeutic intervention. Addresses leadership behaviors, group formation, and group stages.

Offered winter term

PREREQUISITE: HS150, HS154, HS 170, HS155 and HS260, or consent of instructor. Concurrent enrollment in HS284-288 is highly recommended.

25.

**COURSE TITLE:** *Group Processes A/B/C* 1 cr. each term  
**COURSE #:** HS218

**DESCRIPTION:** Provides experiential group training designed for actual experience with the power of group process. Provides opportunities to learn about leadership, group stages, rules, and norms as well as self-disclosure, roles, and group skills.

Sequential offerings,  
fall/winter/spring

PREREQUISITE: HS150, HS154, HS 170, HS 155 and HS260, or consent of instructor. Concurrent enrollment in HS284-288 is highly recommended.

26.

**COURSE TITLE:** *Case Management and Client Records* 3 cr.  
**COURSE #:** HS219

**DESCRIPTION:** Covers the preparation of clinical documentation related to screening and intake processes, assessments, treatment plans, reports, progress notes, discharge summaries, and other client-related data. Applies state, ASAM and other professionally relevant standards. Concurrent enrollment in HS284-288 is highly recommended.

Offered spring term

27.

**COURSE TITLE:** *Aging and Society (telecourse only)* 3 cr.  
**COURSE #:** HS220

**DESCRIPTION:** Introduces the field of social gerontology and explores the relationships between the aging individual and society. Includes theories of aging, social attitudes toward older people and social issues affecting the elderly.

Offered Winter 2010

28.

**COURSE TITLE:** *Aging and Behavior* 3 cr.  
**COURSE #:** HS222

**DESCRIPTION:** Presents information about behavioral responses in the normal aging process, including coping, cognition and memory, personality, and adjustment.

Offered Winter 2009 Emphasizes healthy adaptation to aging and promotion of ego integrity in older

adults, also covers the description diagnosis, assessment, and treatment of common organic and functional mental disorders.

29.

**COURSE TITLE:** *Group Dynamics*  
**COURSE #:** HS260 3 cr.  
**DESCRIPTION:** Provides students with the theory, skills and work experience applicable to small group dynamics. Focuses on group formation, development of norms, conflicts and controversy, problem solving, decision making, performance and evaluation within a small group.  
Offered winter & spring term  
**PREREQUISITE:** HS150 with a grade of C or better

30.

**COURSE TITLE:** *Misuse and Abuse of Alcohol and Drugs Among Elderly*  
**COURSE #:** HS262 1 cr.  
**DESCRIPTION:** Addresses problems of drug and alcohol misuse and abuse among older adults. Focuses on prescription, over-the-counter drugs, and alcohol, used either alone or in combination.  
Offered as needed  
**PREREQUISITE:** HS101 with a grade of C or better or consent of instructor

31.

**COURSE TITLE:** Casework Interviewing  
**COURSE #:** HS265 3 cr.  
**DESCRIPTION:** Provides training in casework interviewing skills needed for cross-cultural human services work. Includes interviewing, problem solving, assessment, and case management and applied theory.  
Offered fall term  
**PREREQUISITE:** HS 155 with a grade of C or better. Concurrent enrollment in HS284-288 is highly recommended.

32.

**COURSE TITLE:** *Case Management*  
**COURSE #:** HS 266 3 cr.  
**DESCRIPTION:** Provides theory and practice in human services casework and interviewing. Includes interviewing for assessment, treatment, problem solving, and crisis intervention. Presents information on prevention, cultural diversity and case management.  
Offered winter term  
**PREREQUISITE:** HS 265 with a grade of C or better.  
Concurrent enrollment in HS 284-288 is highly recommended.

33.

**COURSE TITLE:** *System Strategies*  
**COURSE #:** HS267 3 cr.  
**DESCRIPTION:** Provides students with the intervention strategies needed for human service workers. Includes theory and practice in family, group, and community intervention strategies.  
Offered spring term  
**PREREQUISITE:** HS266 or HS216 with a grade of C or better.

34.

**COURSE TITLE:** *Practicum – Human Services*  
**COURSE #:** HS284-288 4-8 cr. ea.  
**DESCRIPTION:** Provides experience working on-site in a human service agency to integrate field and classroom experience. Offers students two different practicum sites, each at least two terms in length, during the program. The second-year practicum is more comprehensive and provides an opportunity to develop more advanced skills. Students in the Post-baccalaureate Addiction Counselor Certification Option remain at one site for three terms.  
Offered fall, winter & spring term  
**PREREQUISITE:** HS150, 154 and HS170 with a grade of C or better. Students in the Post-baccalaureate program must complete an orientation with Donna Hirt prior to consideration for practicum. Staff referral required.

**2008 – 2009**  
**HUMAN SERVICES PROGRAM / ADDICTION STUDIES**

**ADDICTION STUDIES OPTION REQUIREMENTS = 106 Credits**

| <b>HSP CORE (26 credits total)</b>   |  | <b>Offered</b> | <b>Credits</b>      |
|--|--|----------------|---------------------|
| HS101  | Addiction, Pharmacology and Physiology               | All terms      | 4 cr.               |
| HS103  | Ethics for HS Workers                                | F / Sp         | 2 cr.               |
| HS150  | Personal Effectiveness                               | F / W          | 3 cr.               |
| HS152  | Stress Management                                    | All terms      | 1 cr.               |
| HS154  | Community Resources                                  | F / W          | 3 cr.               |
| HS156  | Counseling Theories                                  | F              | 3 cr.               |
| HS170  | Introduction to Practicum                            | F / W          | 3 cr.               |
| HS201 (P)  | Chemical Dependency and the Family System            | Sp             | 3 cr.               |
| HS209  | Co-occurring Disorders                               | Sp             | 2 cr.               |
| HS213  | Multicultural Practices                              | F / Sp         | 3 cr.               |
| HS214 (P)  | Advanced Interviewing and Counseling skills          | Sp / F         | 3 cr.               |
| HS216 (P)  | Clinical Screening, Assessment, & Treatment Planning | W              | 3 cr.               |
| HS217 (P)  | Group Counseling Skills                              | W              | 3 cr.               |
| HS218 (P)  | Group Processes (A, B, C)                            | F / W / Sp     | 1 cr.<br>(per term) |
| HS219 (P)  | Case Management & Client Records                     | Sp             | 3 cr.               |
| HS267 (P)  | System Strategies                                    | Sp             | 3 cr.               |
| <b>HSP 284-88 PRACTICUM (P) (25 credits total includes 15 credits in an A/D site) (4+ terms)</b> |  |                | <b>25 cr.</b>       |

**SUPPORT COURSES (3 credits total)**

|       |                                     |       |
|-------|-------------------------------------|-------|
| CS101 | Intro to Microcomputers (or higher) | 3 cr. |
|-------|-------------------------------------|-------|

**BASIC SKILLS (10 credits total)**

|            |                                  |       |
|------------|----------------------------------|-------|
| SP111 (or) |                                  |       |
| SP112 (or) |                                  |       |
| SP130      | Speech                           | 3 cr. |
| WR227      | Technical Writing                | 3 cr. |
| MTH060     | Introductory Algebra (or higher) | 4 cr. |

**PSYCHOLOGY (9 credits total)**

|        |  |       |
|--------|--|-------|
| PSY201 | General Psychology – Biological Emphasis | 3 cr. |
|--------|--|-------|

|        |                                   |       |
|--------|-----------------------------------|-------|
| PSY237 | Life Span Development             | 3 cr. |
| PSY239 | Introduction to Abnormal Behavior | 3 cr. |

**SOCIOLOGY** (6 credits total)

|             |                                       |       |
|-------------|---------------------------------------|-------|
| SOC204      | General Sociology – Introduction      | 3 cr. |
| SOC205 (or) | General Sociology – Institutions (or) |       |
| SOC206      | General Sociology – Social Problems   | 3 cr. |

**ELECTIVE** (1 credit total) 1 cr.

**CREDIT COMPLETED / SCHEDULED / COMMENTS:**

(P)= Indicates a pre-requisite is required – check course description

**2008– 2009**  
**HUMAN SERVICES PROGRAM / SOCIAL SERVICE OPTION**

**SOCIAL SERVICE OPTION REQUIREMENTS = 101 credits**

| <b>HSP CORE (41 credits total)</b>       |  | <b>Offered</b> | <b>Credits</b> |
|--|--|----------------|----------------|
| HS101                                    | Addiction, Pharmacology and Physiology | All terms      | 4 cr.          |
| HS103                                    | Ethics for HS Workers                  | F / Sp         | 2 cr.          |
| HS150                                    | Personal Effectiveness                 | F / W          | 3 cr.          |
| HS152                                    | Stress Management                      | All terms      | 1 cr.          |
| HS154                                    | Community Resources (Hybrid)           | F / W          | 3 cr.          |
| HS155 (P)                                | Interviewing Theory and Techniques     | W / Sp         | 3 cr.          |
| HS156                                    | Counseling Theories                    | F              | 3 cr.          |
| HS170                                    | Introduction to Practicum              | F / W          | 3 cr.          |
| HS211 (P)                                | HIV, TB & Infectious Diseases          | F / W / SP     | 1 cr.          |
| HS213                                    | Multicultural Practice                 | F / Sp         | 3 cr.          |
| HS220 (or)                               | Aging & Society (2010)                 |                |                |
| HS222                                    | Aging & Behavior (2009)                | W              | 3 cr.          |
| HS260 (P)                                | Group Dynamics                         | W / Sp         | 3 cr.          |
| HS265 (P)                                | Casework Interviewing                  | F              | 3 cr.          |
| HS266 (P)                                | Case Management                        | W              | 3 cr.          |
| HS267 (P)                                | System Strategies                      | Sp             | 3 cr.          |
| <b>HSP PRACTICUM (P)</b>                 | <b>(4+ terms)</b>                      |                | <b>25 cr.</b>  |
| <b>SUPPORT COURSES (6 credits total)</b> |  |                |                |
| CS 101                                   | Intro to Microcomputers (or higher)    |                | 3 cr.          |
| <b>BASIC SKILLS (10) credits total)</b>  |  |                |                |
| SP111 (or)                               |  |                |                |
| SP112 (or)                               |  |                |                |
| SP130                                    | Speech                                 |                | 3 cr.          |
| WR227                                    | Technical Writing                      |                | 3 cr.          |
| MTH060                                   | Introductory Algebra (or higher)       |                | 4 cr.          |
| <b>PSYCHOLOGY (9 credits total)</b>      |  |                |                |
| PSY201                                   | General Psychology                     |                | 3 cr.          |
| PSY239                                   | Introduction to Abnormal Behavior      |                | 3 cr.          |
| PSY237                                   | Growth and Development                 |                | 3 cr.          |
| <b>SOCIOLOGY (6 credits total)</b>       |  |                |                |
| SOC204                                   | General Sociology – Introduction       |                | 3 cr.          |
| SOC205 (or)                              | General Sociology – Institutions (or)  |                |                |
| SOC206                                   | General Sociology – Social Problems    |                | 3 cr.          |



**2008 – 2009**  
**HUMAN SERVICES PROGRAM**  
**ADDICTION COUNSELOR CERTIFICATION PREPARATION OPTION**  
**Post Baccalaureate**

**OPTION REQUIREMENTS = 49 – 52 CREDITS**

|                 |  | <b>Offered</b> | <b>Credits</b>  |
|-----------------|--|----------------|-----------------|
| HS101           | Addiction, Pharmacology and Physiology               | All terms      | 4 cr.           |
| HS103           | Ethics for HS Workers                                | F / Sp         | 2 cr.           |
| HS155           | Interviewing Theory & Techniques                     | W / Sp         | 3 cr.           |
| HS156           | Counseling Theories                                  | F              | 3 cr.           |
| HS209           | Co-Occurring Disorders                               | Sp             | 2 cr.           |
| HS211 (P)       | HIV/TB and Infectious Diseases                       | F / W / Sp     | 1 cr.           |
| HS213           | Multicultural Practice                               | F / Sp         | 3 cr.           |
| HS214 (P)       | Advanced Interviewing and Counseling Skills          | F / Sp         | 3 cr.           |
| HS216 (P)       | Clinical Screening, Assessment, & Treatment Planning | W              | 3 cr.           |
| HS217 (P)       | Group Counseling Skills                              | W              | 3 cr.           |
| HS218 (P)       | (A, B, C) Group Processes                            | F / W / Sp     | 1 cr. (per tem) |
| HS219 (P)       | Case Management & Client Records                     | Sp             | 3 cr.           |
| HS285A – HS288A | HSP Practicum  | F / W / Sp     | 15-25 cr.       |

Students interested in this option must attend the winter term orientation or meet personally with Wanda Urban, (503-399-6157) their advisor, prior to beginning.

(P) = Indicates a pre-requisite is required – check course description.

**CREDIT COMPLETED / SCHEDULED / COMMENTS:**

Be sure to check prerequisites for any courses with a (P), pages 19 --- 25 in this handbook

## CO-ADMISSIONS / CO-ENROLLMENT

A branch of Portland State University (PSU) is located on the Salem Campus. Portland State University and Chemeketa Community College have a co-admissions/co-enrollment agreement. If you are planning on getting your bachelors degree, you should explore taking higher level math and science courses while you are at Chemeketa. There are 12 credits of science students could take at Chemeketa Community College or PSU, OSU or WOU. Please make an appointment to discuss your options with the college representative of your choice:

PSU representative on the CCC campus (503-315-4587)

OSU academic advising (1-888-219-4513)

WOU academic advising (1-877-877-1593 ext. 5)

## ALCOHOL AND DRUG COUNSELING CERTIFICATION

The Human Services Program continues to keep abreast of ongoing state certification requirements; however, *it is the student's responsibility to apply for the examination which is given three times a year.*

Maintain a record of the practicum hours and the amount of time you spend developing specific skills. Use the CADC I application supervision form as your guide (page 5) of the application packet at [www.accbo.com](http://www.accbo.com). Completing this form at the end of each term will be helpful in your certification process.

Students enrolling in the Addiction Studies option or Post-baccalaureate Addiction Counselor Certification Preparation Option are strongly encouraged to contact the Addictions Counselor Certification Board of Oregon (ACCBO) at (503) 231-8164 or their website at [www.accbo.com](http://www.accbo.com) for further information.

Other Addiction Counselor Certification Boards:

The International Certification & Reciprocity Consortium/Alcohol and Other Drug Abuse (IC&RC)

298 S. Progress Avenue

Harrisburg PA 17109

(717).540.4457

(717).540.4458 (fax) <http://www.icrcaoda.org/>

Northwest Indian Alcohol-Drug Specialist Certification Board, Leo A. Whiteford Chairman, PO Box 99268, Lakewood, WA 98499-0268 (253) 593-0294.

## PRACTICUM EXPERIENCE GUIDELINES

The Human Services Program practicum is designed to integrate academic and practical experience, which can best be accomplished by involving students as active members of a helping agency and as participants in client relationships. Practicum is literally instruction in the field. The student is placed in a selected human service agency under the direct supervision of agency personnel. Each practicum placement will reflect the student's interests, ability, and educational goals.

### **Two-Year Program Social Services**

Students will have two different practicum sites, or client populations, to work with during the two years. Two terms in one agency counts as fulfilling the requirement for one practicum site.

### **Two-Year Program Addiction Studies**

Students will have two different practicum sites, or client populations, to work with during the two years. Working two terms in one agency counts as one practicum site. Students must complete 15 credits of the 25 required credits in an agency providing addiction services.

### **One-Year Program Post-Baccalaureate Addiction Counselor Certification Preparation**

Students will work with one practicum site to complete 15 – 25 credits of practicum.

These guidelines are designed to enable each student to accomplish the course objectives listed below and at the same time provide effective service to the agency and its clients.

#### **Practicum Objectives**

##### 1. System Skills

- a. Each student will develop an awareness of the philosophy, activities, and practices of the agency.
- b. Each student will develop a capacity to work with agency staff in establishing and maintaining his/her place in the agency

##### 2. Service Skills

Each student will develop and practice the skills necessary to work with clients served by the agency.

##### 3. Personal Skills

Each student will develop, practice, and evaluate the values, attitudes, and skills that he/she possesses and/or acquires as a human service worker.

#### **Student Agreement**

##### A. Student agrees to:

1. Prepare a Practicum Planning Guide (or resume for Post-baccalaureate Addiction Counselors Certificate preparation) and review Practicum Notebook.
2. Meet with HSP staff to discuss placement. The practicum referral process will begin no earlier than the seventh week of the current term and must be completed by the first week of the following term. Initial practicum placement will be in a currently established agency listed in the practicum notebook.
3. Authorize college staff to release appropriate information as necessary in developing a practicum placement.
4. Return to the referral coordinator a Training Agreement signed by the agency representative and the student prior to beginning a *new practicum placement*. **No placement may begin and no hours will be counted before the Training Agreement is signed and returned to the college.** The Training Agreement will be generated by the Referral Coordinator.
5. Students returning to the same practicum as the current term must complete a **Practicum Continuation Form** and return it to the seminar instructor prior to starting work at the site the following term.
6. By the second Friday of the term, inform college staff if credit hours are changed after registering so the Training Agreement can be changed to reflect the correct number of credits and hours.

7. Develop learning objectives with assistance from agency supervisor and college staff.
8. Work the number of hours per week as determined by the credit formula below and attend 10 hours of seminar during the term.

**HS284** – 4 credits – 11 hours per week at agency for 10 weeks = 110 hours/agency/term

**HS285** – 5 credits – 14 hours per week at agency for 10 weeks = 140 hours/agency/term

**HS286** – 6 credits – 17 hours per week at agency for 10 weeks = 170 hours/agency/term

**HS287** – 7 credits – 20 hours per week at agency for 10 weeks = 200 hours/agency/term

**HS288** – 8 credits – 23 hours per week at agency for 10 weeks = 230 hours/agency/term

Students will arrange with agency supervisors to make up hours missed because of illness/absence. If an agency holiday falls on a student's regularly scheduled work day, students must arrange to make up those hours at the site prior to the end of the term.

9. Follow all rules, regulations, and safety requirements of the practicum site.
10. Fulfill responsibilities agreed to with the agency.
11. Report any on-the-job accidents to the agency supervisor and college instructor immediately and complete appropriate report forms.
12. Work with clients and agency staff ethically and appropriately as defined by the agency and college staff.
13. Be drug – and alcohol – free while at the practicum site. Remain abstinent of all non-prescribed drugs and alcohol if you are recovering from addiction to alcohol and/or other drugs.
14. Discuss with the agency supervisor any problems arising between the agency and the student.
15. Prior to the end of the term, submit a signed statement to college staff showing the number of agency hours completed. **A final grade for practicum will not be issued until this statement is submitted to the instructor.**
16. Being asked to permanently leave a practicum site due to inappropriate behavior/conduct will result in an investigation conducted by the student's practicum instructor. The student will be expected to notify and confer with his/her practicum instructor immediately upon this action being taken. After talking with the student, the practicum instructor will discuss the matter with any witnesses to the alleged behavior/conduct as to whether the behavior/conduct was appropriate or inappropriate and render a decision. If the behavior/conduct was sufficiently inappropriate, the student will earn an "F" for the term.
17. Should a student's performance be rated unsatisfactorily overall by the site supervisor, no points will be given for the evaluation which will result in a failing grade.

**[Note: Students with disabilities needing accommodations at the practicum site are encouraged to provide site supervisors a copy of their letter of accommodation from the Disability Services Office (503)-399-5192.]**

## **B. Agency Agreement**

The agency supervisor agrees to:

1. Provide the appropriate printed material to enable the college to accurately represent the agency's opportunities.
2. Select a supervisor who has the experience, credentials (if applicable), time, and desire to work with the student.
3. Screen students using the same policy standards that are used for employees. (Note: If the student's criminal history has implications for practicum placement, the agency will obtain said history.)
4. Provide work space, materials, and job description.
5. Train and orient the student to all health and safety practices, agency goals, purposes, and philosophy.
6. Assist the student in developing learning objectives each term.
7. Supervise and train the student in the achievement of the learning objectives.
8. Meet with the student weekly to discuss student's learning.
9. Complete the written evaluation of student learning objectives, mid-term and final evaluations each term.
10. Discuss directly with the student any problem arising between the agency and the student.
11. Contact the college instructor if questions or problems arise.
12. Assure students will be accepted and assigned work without regard to age, disability, national origin, race, marital status, parental status, religion, sex, or sexual orientation.
13. Report accidents involving non-paid students within 48 hours to Chemeketa risk management (503-399-8635) or after normal business hours to Chemeketa Public Safety (501-399-5023).
14. Provide workers compensation insurance and liability coverage in an employer-paid position.
15. Follow the procedures below for unacceptable behavior or for dismissal from practicum placement:
  - a. Notify the college staff of problem.
  - b. Discuss with student:
    - (1) What the student did that was unacceptable.
    - (2) Why it was unacceptable.

- c. Tell student how he/she can improve behavior.
  - d. Tell student what will happen if he/she doesn't improve by a given date.
  - e. State consequences for not improving:
    - (1) Student will not be able to return to the agency the following term.
    - (2) Immediate termination.
  - f. There may be some cases where immediate dismissal without a plan for improvement is in the best interest of the agency or student. Provide HS faculty with written documentation of the student behavior as early as possible and at the latest, by the end of the term, (e.g. theft from the agency, staff or clients, sexual behavior and anger outbursts with clients or staff).
16. Have the option, after discussion with the college staff, to terminate the student any time for the following behavior (see page 6 for further examples).
- a. System
    - (1) Disclosing confidential agency information.
    - (2) Discounting staff or agency publicly.
    - (3) Failure to abide by agency policies, (e.g. giving gifts or rides to clients, accepting gifts from clients, veering from regimen or providing other resources to clients without supervisor approval).
  - b. Service
    - (1) Failure to develop and maintain appropriate emotional, financial, or sexual boundaries with clients consistent with agency standards.
    - (2) Breaking client confidentiality.
  - c. Personal
    - (1) Unacceptable behavior (i.e. inappropriate display of anger, hysteria, sexual harassment, aggression, passivity, interrupting frequently, confiding items of a personal nature to clients, display of inappropriate anxiety).
    - (2) Failure to make necessary progress in any identified problem areas after necessary corrections are clearly outlined by agency supervisor.
    - (3) Failure to call in ahead regarding absences.
    - (4) Excessive tardiness/absenteeism.
    - (5) Under the influence of alcohol or drugs at the work site, or if the student in recovery from addiction resumes his/her use of alcohol/drugs.

## **Program Agreement**

College staff agrees to:

1. Develop and approve practicum sites. Requests for approval of new practicum sites must be made 90 days before the start of a new term.
2. Refer students for practicum placement without regard to age, disability, national origin, race, marital status, parental status, religion, sex, or sexual orientation.
3. Provide workers compensation insurance and liability insurance for the hours and dates designated in the student's Training Agreement. Students who are completing a practicum at their regular employment site will not be covered for workers compensation insurance and liability insurance through the college, if this is provided as a regular employee benefit by their employer.
4. Initiate a minimum of two meetings per term with the agency supervisor and the student.
5. Be available to the agency supervisor to discuss questions, problems, or suggestions concerning the practicum student and/or placement.
6. Retain option to deny practicum placement to a student based on the student's unacceptable behavior or lack of academic progress demonstrated by no more than two terms earning anything less than a "C."
7. Determine the final grade a student earns for practicum.

## AGENCIES

The following are **some** of the agencies that have been used as Human Services practicum sites. More agencies are listed and described in the Practicum notebook that can be found online at <http://newterra.chemeketa.edu/faculty/wurban/Practi/index.htm> .

Bridgeway (Cascadia)  
Catholic Community Services; New Start; Healthy Start, Cavazos Center  
City of Salem Senior Center  
Creekside Counseling  
Dallas Retirement Village  
Department of Human Services, Child Welfare  
Emergence  
Family Building Blocks  
Garten Foundation  
Hazelden Springbrook  
Healthy Start Polk County  
Hillcrest  
Juliette House  
Marian Retirement Center  
Marion County Juvenile Department  
Marion Community Action Program  
Mid-Valley Women's Crisis Service  
Northwest Senior & Disability Services  
Milestones  
Northwest Human Services  
Oregon School for the Blind  
Worksource Oregon  
Oregon State Hospital  
Salem Outreach Shelter  
Serenity Lane  
Tierra Rose  
Yamhill County Chemical Dependency Program  
YCAP – Yamhill County  
YWCA Encore Plus

## STAFF

The program staff all has earned either a Master's Degree and/or Ph.D. Their fields of study include social work, education, and counseling. Peggy Soliday is the Program Coordinator.

Donna Hirt joined the program in 1998. Her education is in social work, and her experience is in addictions treatment, mental health, and hospice. Her areas of special interest are multi-generational family therapy, adults with co-occurring illnesses, and death and dying.

Yolanda T. Martinez joined the program in 2005. Her education is in counseling and education. She has several years experience in agency-based, direct service in the social services field, teaching experience at the college level and over 25 years of experience in counseling children, youth, individuals, and families in the public and private sector.

Peggy Soliday joined the program in 2000. Her education is in social work. Peggy has worked in the social services field providing services to children, families and the underemployed. She has extensive experience in the HIV field at the state and local level. During the past six years Peggy has worked with hospice, serving terminally ill patients and their families.

Wanda Urban joined the program in 2000. Her education and background is in addictions treatment and counseling. Her special areas of interest are clinical supervision, chemical dependency program and policy development, and addiction pharmacology.

## ADVISORY COMMITTEE

The Advisory Committee is comprised of representatives from local human services agencies, program graduates, present students and the staff. The committee represents an ongoing liaison between the college and the community.

The Human Services Advisory Committee is utilized to:

- (1) Advise the college as to competencies needed by entry-level human service workers;
- (2) Assist in program audit;
- (3) Share information regarding employment needs, placement opportunities, and additional resources available to the program;
- (4) Recruit staff and provide input regarding curriculum, courses, and instructional materials.

## Handbook Statement

My signature below indicates that I:

- Have read the 2008 – 2009 Human Services Program Student Handbook,
- Have asked program staff to clarify any questions concerning policies found within this Handbook, and therefore I understand its contents and provisions,
- Agree to comply with the Chemeketa Community College Human Services Program policies and procedures as stated in the Student Handbook.

I am fully aware of the implications of its content for the completion of my goals in the Program.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Return to: HS 170 Class Instructor