

2010 – 2011

38 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
Salem, Oregon

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 two weeks to process an accommodation request.

AFFIRMATIVE ACTION STATEMENT

It is the policy of Chemeketa Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, veteran's status, disabilities and tobacco usage in any education programs, activities or employment. Persons having questions about equal opportunity/affirmative action should contact the Affirmative Action Officer at 4000 Lancaster Dr NE, PO Box 14007, Salem, Oregon 97309-7070, or call 503.399.4784. To request the publication in an alternative format, please call 503.399.5192.

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MISSION STATEMENT

The Human Services Program (HSP) 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 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.

Human Services Professionals believe 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 able to understand, determine, and express their lives as dignified humans. In a highly complex and changing society, Human Services Professionals 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 problems. Our philosophy recognizes the need for 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.

	COMPASS	ASSET
Writing	95-100	50-54
Reading	69-79	37-39
Math	PA 18-20	NS 29-37

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 and HS152. Pre-program students are encouraged to take HS 154 (Community Resources) and HS152 (Stress Management).
3. Students are encouraged to contact the Human Services Program Chair, Donna Hirt, in Building 1-261 for an orientation to the program or call at 503-399-6157 or e-mail donna.hirt@chemeketa.edu
4. After admission to the program, students may enroll in the Human Services Program core classes on a space-available basis. Early registration is encouraged; classes are almost always filled. See catalog or Human Services Program staff for prerequisites and sequencing of courses.

5. Writing classes 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. Program Suitability

Students must be suitable for the profession. The following examples of behavior are not all inclusive; however, they do address 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 a mind-altering substance
- 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.)

Practice personal and educational integrity

- Students shall practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. (see College Academic Honesty Policy at: <http://www.chemeketa.edu/catalog/0910/pdf>)
- 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.

C. Grievance Procedures/Conflict Resolution

When a difference of opinion, values, or treatment exists, 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 the 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 Director of Human Resources should be contacted (503-399-4784).

When resolution cannot be reached by talking with the individual (or when contact with the individual would not be appropriate) the Program Chair, Donna Hirt, should be contacted, B1/261 (503-399-6157). If a resolution is not reached with the program chair, contact the Dean of Business, Social Science and Human Services, B-5/264A, (503-399-6566). If a resolution is not identified, the Dean of Student Development and Learning Resources Division, B-3/272B, (503-399-6148) has multiple informal processes for assisting a student in resolving 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 cannot resolve the conflict, 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 parties.

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

Content: Preamble | Section I For Professionals | Responsibilities To Clients | To Community and Society | To Colleagues | To the Profession | To Employers | To Self

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 (for example, 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 (for example: psychology, counseling, social work, nursing, family and consumer sciences, medicine, and 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 (for example, 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)

The Addiction Counselor Certification Board of Oregon (ACCBO) certified counselors comprise professional alcoholism and drug abuse counselors who, as responsible health care professionals, believe in the dignity and worth of humans. In the practice of their profession, they assert that the ethical principles of autonomy, beneficence, and justice must guide professional conduct. Dedicated to the treatment of alcohol and drug-dependent clients and their families as professionals, they believe that they can effectively treat 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: Nondiscrimination

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 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 interests 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 the individuals by providing accurate and current information, timely evaluations, and constructive consultation.
- d. The ACCBO-certified counselor 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 that 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 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 ensures 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: Inter-professional 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

HUMAN SERVICES PROGRAM

The Human Services Program curriculum is designed to prepare students for entry-level staff positions in human services agencies. The program includes two degrees and one certificate.

The two-year program combines academic work with 25 credits of practicum.

1. Associate of Applied Science Addiction Studies

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

2. Associate of Applied Science Social Services

3. Addiction Counselor Certification Preparation (One-Year, Post-Baccalaureate)

Students with a baccalaureate or higher degree may select the one-year (four terms) Addiction Counselor Certification Preparation (ACCP) Option (see pg. 29). Students in the ACCP must complete 15-25 practicum credits in the addictions area. (Note: This option begins in the spring of each year, although students may be eligible for some coursework if entering another term.)

The Human Services program is recognized by the National Association of Alcohol and Drug Abuse Counselors as an educational provider. Most courses offered by the program can be used for continuing education requirements for many certified and licensed professionals.

TRANSFER STUDENTS

Students Transferring **to** Chemeketa Community College

Transfer students wanting credit for courses taken at another college should submit, to Enrollment Services (Building 2/100, 503-399-5001), official transcripts from each school attended. 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 concurrently or after completing the Human Services Associate of Applied Science (AAS) degree for Addiction Studies or Social Sciences.

Because bachelor degree programs have differing 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.

Because some of the Human Services courses do 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 development of a portfolio and requires comprehensive writing skills. If you have such 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.

CPL121, Credit for Prior Learning explores the option of receiving credit for prior learning. Focuses on relating previous learning and experience to specific programs and courses at the college. Covers writing a concise goal statement, preparing a detailed work history, and preparing to consult with instructor/evaluators in programs offering credits based on prior learning.

CPL 122, Credit for Prior Learning: Portfolio Development. This class focuses on developing a credit for prior learning portfolio. Emphasizes relating previous learning and experiences to the outcomes and content contained in course outlines. Integrates information from consultations with instructor/evaluators into detailed essays and documentation in support of claims to prior learning. Includes submission of final portfolio for review.

These classes are offered fall, winter, and spring term of each year. Information on the process is available at the Counseling and Career Center in Building 2.

GRADES:

Letter grades A through 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 as 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 (GPA).
- 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

- Please see 2011-2012 College Catalog for Incomplete guidelines.
- 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 requirements are met within the guidelines as stated in the college catalog, 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. Prerequisite requirements are conditions the student must meet before enrolling in a course. It is the student's responsibility to fulfill prerequisites. Some prerequisites indicate that the student must complete certain preparatory courses or must have the consent of the course instructor. To gain consent, the student meets with the instructor before registering. Consent is based upon the instructor's assessment of the student's readiness to enroll in the course.

COURSES

1.

COURSE TITLE	<i>Addiction Pharmacology and Physiology</i>	
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	<i>Ethics for HS Workers</i>	
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 and spring terms		

3.

COURSE TITLE	<i>Alzheimer's Disease: Coping and Caring (online only)</i>	
COURSE #	HS 120	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	<i>Women and Chemical Dependency Treatment</i>	
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	<i>Understanding Grief, Loss and Transition</i>	
COURSE #	HS 129	3 cr.
DESCRIPTION	This course will explore individual attitudes towards death, dying and personal loss(es) including related values clarification. Instruction includes practical assessment and intervention strategies for working with individuals who are either dying and/or are experiencing loss. Specific therapeutic tools used by professionals in addressing grief and mourning are included. The class offers an overview of individual issues related to loss such as rituals, near death experiences, and end of life planning, personal responses related to suicide, out of sequence losses, and medical issues (practical and ethical). The class is highly interactive.	
Offered fall, winter and spring terms		

6.
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 behavioral and physical defense responses.
 Offered winter and summer terms
7.
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 and winter terms
 Recommended concurrent enrollment in HS 154 and HS 170. These three classes are a prerequisite for Human Services courses, HS 155 and HS 284-288 with the exception of the Addiction Counselors Certificate Program.
8.
COURSE TITLE *Compulsive Gambling*
COURSE # HS 151 1 cr.
DESCRIPTION Covers basic information concerning problem gambling and its consequences. Focuses on the stages of progression from recreational to pathological gambling. Addresses screening, diagnosis, intervention, and treatment.
 Offered as needed
PREREQUISITE HS 101 or consent of instructor
9.
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
NOTE: Pre-program requirement.
10.
COURSE TITLE *Community Resources*
COURSE # HS 154 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.
 Offered fall and winter terms
 Recommended concurrent enrollment in HS 150 and HS 170. A prerequisite for Human Services courses, HS 155 and HS 284-288 with the exception of the Post-Baccalaureate Addiction Counselors Certificate Program
Note: Pre-program students are encouraged to take this class.

11.
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 terms
PREREQUISITE Completion of HS 150, HS 154 and HS 170 with a grade of C or better. This course is a prerequisite for second year classes in the program.
12.
COURSE TITLE *Counseling Theories*
COURSE # HS 156 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 11 specific theories, their founders, key concepts, techniques and appropriate applications.
 Offered fall and winter term
13.
COURSE TITLE *Illness Management and Recovery*
COURSE # HS 157 3 cr.
DESCRIPTION Trains mental health workers, consumers, and client families on an evidenced-based practice that develops personalized strategies for managing psychiatric symptoms and recovery. Emphasizes assisting people to set and pursue personal goals through action strategies that can be used in their everyday lives.
 Offered as needed
14.
COURSE TITLE: *Activity Director Training (Long-term Care)*
COURSE # HS 165 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
15.
COURSE TITLE *Introduction to Practicum*
COURSE # HS 170 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. Recommend concurrent enrollment in HS 150 and HS 154. A prerequisite for Human Services courses, HS 155 and HS 284-288 with the exception of the Addiction Counselors Certificate Program.
 Offered fall and winter term
16.
COURSE TITLE *Chemical Dependency and the Family System*
COURSE # HS 201 3 cr.
DESCRIPTION Presents basic information regarding addiction and its effects on the family. Focuses on the family system and dynamics related to coping with addiction and other chronic conditions that impact the family life cycle. Introduces the major schools of family therapy including strength-based and solution-oriented approaches.
 Offered spring term
PREREQUISITE Completion of HS 101 with a C or better or consent of instructor

17.
COURSE TITLE *Youth Addiction*
COURSE # HS 205 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 HS 101 with a C or better or consent of instructor
18.
COURSE TITLE *The Addicted Criminal*
COURSE # HS 206 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 spring term
PREREQUISITE HS 101 with a C or better or consent of instructor.
19.
COURSE TITLE *Adult Children of Alcoholics/Addicts*
COURSE # HS 207 1 cr.
DESCRIPTION Explores the relationship between growing up in a chemically dependent or dysfunctional family and problems which surface in adulthood. Includes discussion of family dynamics, denial, relationships, work, social skills, and feelings. This class is highly interactive.
 Offered fall and spring term
20.
COURSE TITLE *Co-occurring Disorders*
COURSE # HS 209 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 HS 101 with a C or better or consent of instructor.
21.
COURSE TITLE *HIV, TB and Infectious Diseases*
COURSE # HS 211 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 HS 101 with a grade of C or better or consent of instructor.
22.
COURSE TITLE *Multicultural Practice*
COURSE # HS 213 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.
 Offered winter and spring terms
 HS 150 highly recommended as a prerequisite for Human Services students.

23.	COURSE TITLE	<i>Advanced Interviewing and Counseling Skills</i>	
	COURSE #	HS 214	3 cr.
	DESCRIPTION	Provides advanced training in interviewing and counseling skills using Motivational Interviewing Technology. Focuses on developing advanced skills and strategies with significant opportunity for hands on practice.	
	Offered fall term		
	PREREQUISITE	HS 150, HS 154, HS 170, HS 155 with a C or better or consent of instructor; concurrent enrollment in HS 284-288 highly recommended.	
24.	COURSE TITLE	<i>Conflict Resolution</i>	
	COURSE #	HS 215	3 cr.
	DESCRIPTION	This course explores 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		
25.	COURSE TITLE	<i>Clinical Screening, Assessment, and Treatment Planning</i>	
	COURSE #	HS 216	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. 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.	
	Offered winter term		
	PREREQUISITE	HS 150, HS 154, HS 170, HS 155 and HS 214, or consent of instructor. Concurrent enrollment in HS 284-288 is highly recommended.	
26.	COURSE TITLE	<i>Group Counseling Skills</i>	
	COURSE #	HS 217	3 cr.
	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	HS 150, HS 154, HS 170, HS 155, HS214 and HS 260, or consent of instructor. Concurrent enrollment in HS 284-288 is highly recommended.	
27.	COURSE TITLE	<i>Group Processes A/B/C</i>	
	COURSE #	HS 218	1 cr. each term
	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	HS 150, HS 154, HS 170, HS 155 and HS 260, or consent of instructor. Concurrent enrollment in HS 284-288 is highly recommended.	

28.
COURSE TITLE *Case Management and Client Records*
COURSE # HS 219 3 cr.
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 HS 284-288 is highly recommended.
 Offered spring term
29.
COURSE TITLE *Aging and Society*
COURSE # HS 220 3 cr.
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 2012
30.
COURSE TITLE *Aging and Behavior*
COURSE # HS 222 3 cr.
DESCRIPTION Presents information about behavioral responses in the normal aging process, including coping, cognition and memory, personality, and adjustment. 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.
 Offered Winter 2011
31.
COURSE TITLE *Group Dynamics*
COURSE # HS 260 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 and spring term
PREREQUISITE HS 150 with a grade of C or better.
32.
COURSE TITLE *Misuse and Abuse of Alcohol and Drugs Among Elderly*
COURSE # HS 262 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 HS 101 with a grade of C or better or consent of instructor.
33.
COURSE TITLE *Casework Interviewing*
COURSE # HS 265 3 cr.
DESCRIPTION Provides training in casework and motivational 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 HS 284-288 highly recommended

34.

COURSE TITLE	<i>Case Management</i>	
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 highly recommended	

35.

COURSE TITLE	<i>Practicum – Human Services</i>	
COURSE #	HS 284-288	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 and spring term		
PREREQUISITE	HS 150, 154 and HS 170 with a grade of C or better. Students in the Post-Baccalaureate Addiction Counselors Certificate Program must complete an orientation with Donna Hirt prior to consideration for practicum. Staff referral required.	

**2010-2011
HUMAN SERVICES PROGRAM GRADUATION REQUIREMENTS**

Note: (P) = Indicates prerequisite required. Check course description.

ASSOCIATE OF APPLIED SCIENCE ADDICTION STUDIES (107 Credits)

HSP CORE (48 credits total)

COURSE I.D.	COURSE DESCRIPTION	OFFERED	CREDITS
HS 101	Addiction, Pharmacology and Physiology	All Terms	4 cr.
HS 103	Ethics for HS Workers	F/Sp	2 cr.
HS 150	Personal Effectiveness	F/W	3 cr.
HS 154	Community Resources	F/W	3 cr.
HS 155 (P)	Interviewing Theory and Techniques	W/Sp	3 cr.
HS 156	Counseling Theories	F/W	3 cr.
HS 170	Introduction to Practicum	F/W	3 cr.
HS 201 (P)	Chemical Dependency and the Family System	Sp	3 cr.
HS 209	Co-occurring Disorders	Sp	2 cr.
HS 211 (P)	HIV, TB and Infectious Diseases	F/W/Sp	1 cr.
HS 213	Multicultural Practices	W/Sp	3 cr.
HS 214 (P)	Advanced Interviewing and Counseling skills	F	3 cr.
HS 216 (P)	Clinical Screening, Assessment, and Treatment Planning	W	3 cr.
HS 217 (P)	Group Counseling Skills	W	3 cr.
HS 218 (P)	Group Processes (A, B, C)	F/W/Sp	3 cr. (1 per term)
HS 219 (P)	Case Management and Client Records	Sp	3 cr.
HS 260 (P)	Group Dynamics (Hybrid)	W/Sp	3 cr.

HSP 284-88 PRACTICUM (P) (25 credits total includes 15 credits in an A/D site)
(4+ terms) 25 cr.

SUPPORT COURSES (3 credits total)

CIS 101	Intro to Microcomputers (or higher)	3 cr.
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BASIC SKILLS (10 credits total)

SP 111 (or)	Fundamentals of Public Speaking	3 cr.
SP 112 (or)	Fundamentals of Persuasion	.
SP 130	Speech	
WR 227	Technical Writing	4 cr.
MTH 060	Introductory Algebra (or higher)	4 cr.

PSYCHOLOGY (12 credits total)

PSY 201	General Psychology – Biological Emphasis	4 cr.
PSY 237	Life Span Development	4 cr.
PSY 239	Introduction to Abnormal Behavior	4 cr.

SOCIOLOGY (8 credits total)

SOC 204	The Sociological Perspective	4 cr.
SOC 205 (or) SOC 206	United States Society (or) Social Problems	4 cr.

CREDIT COMPLETED / SCHEDULED / COMMENTS

**2010-2011
HUMAN SERVICES PROGRAM GRADUATION REQUIREMENTS**

Note: (P) = Indicates prerequisite required. Check course description.

ASSOCIATE OF APPLIED SCIENCE SOCIAL SERVICE (106 credits)

HSP CORE (40 credits total)

COURSE I.D.	COURSE DESCRIPTION	OFFERED	CREDITS
HS 101	Addiction, Pharmacology and Physiology	All Terms	4 cr.
HS 103	Ethics for HS Workers	F/Sp	2 cr.
HS 129	Understanding Grief, Loss and Transition	F/W/S Sp	3 cr.
HS 150	Personal Effectiveness	F/W	3 cr.
HS 154	Community Resources	F/W	3 cr.
HS 155 (P)	Interviewing Theory and Techniques	W/Sp	3 cr.
HS 156	Counseling Theories	F	3 cr.
HS 170	Introduction to Practicum	F/W	3 cr.
HS 211 (P)	HIV, TB and Infectious Diseases	F/W/Sp	1 cr.
HS 213	Multicultural Practice	W/Sp	3 cr.
HS 220 (or)	Aging and Society (2010)	W	
HS 222	Aging and Behavior (2011)	W	3 cr.
HS 260 (P)	Group Dynamics (Hybrid)	W/Sp	3 cr.
HS 265 (P)	Casework Interviewing	F	3 cr.
HS 266 (P)	Case Management	W	3 cr.

HSP PRACTICUM (P) (4+ terms) 25 cr.

SUPPORT COURSES (3 credits total)

CS 101 Intro to Microcomputers (or higher) 3 cr.

BASIC SKILLS (11) credits total)

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

PSYCHOLOGY (12 credits total)

PSY201	General Psychology		4 cr.
PSY239	Introduction to Abnormal Behavior		4 cr.
PSY237	Growth and Development		4 cr.

SOCIOLOGY	(8 credits total)	
SOC204	The Sociological Perspective	4 cr.
SOC205 (or) SOC206	United States Society (or) Social Problems	4 cr.

ELECTIVES 7 credits *See current catalog for listing.*

Social Science Option Electives		4 cr.
Humanities/Fine Arts Elective or Science/Applied Science Elective		3 cr.

Social Science Anthropology, Chicano/Latino Studies, Economics, Geography, History, Human Development and Family Studies, Political Science, Psychology, Criminal Justice, Early-Childhood Education, Para Education, CPL, Human Services, Social Science, Sociology, Women's Studies

Humanities/Fine Arts American Sign Language, Art, English, Film Arts, Foreign Language, Humanities, Journalism, Music, Music Performance, Philosophy, Religion, Speech, Theater Arts

Science/Applied Science Approved program-related instruction may satisfy this requirement, or courses in Biology, botany, and chemistry, Computer Science, General Engineering, General Science, Geology, Horticulture, Nutrition and Food Management, Oceanography, Physics, Zoology

CREDIT COMPLETED / SCHEDULED / COMMENTS

**2010-2011
HUMAN SERVICES PROGRAM
ADDICTION COUNSELOR CERTIFICATION PREPARATION
Post-Baccalaureate**

Note: (P) = Indicates prerequisite required. Check course description.

OPTION REQUIREMENTS = 51 - 61 CREDITS

		Offered	Credits
HS 101	Addiction, Pharmacology and Physiology	All terms	4 cr.
HS 103	Ethics for HS Workers	F / Sp	2 cr.
HS 155	Interviewing Theory and Techniques	W / Sp	3 cr.
HS 156	Counseling Theories	F/W	3 cr.
HS 201	Chemical Dependency and the Family System	Sp	3 cr.
HS 209	Co-occurring Disorders	Sp	2 cr.
HS 211 (P)	HIV/TB and Infectious Diseases	F / W / Sp	1 cr.
HS 213	Multicultural Practice	W/ Sp	3 cr.
HS 214 (P)	Advanced Interviewing and Counseling Skills	F	3 cr.
HS 216 (P)	Clinical Screening, Assessment, and Treatment Planning	W	3 cr.
HS 217 (P)	Group Counseling Skills	W	3 cr.
HS 218 (P)	(A, B, C) Group Processes	F / W / Sp	1 cr. (per term)
HS 219 (P)	Case Management and Client Records	Sp	3 cr.
HS 285A – HS 288A	HSP Practicum	F / W / Sp	15-25 cr.

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

CREDIT COMPLETED / SCHEDULED / COMMENTS

DUAL-ADMISSIONS / DUAL-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 a bachelor's 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)

CERTIFIED ALCOHOL AND DRUG COUNSELOR

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 each year.* Maintain a record of the practicum hours. Use the CADC I supervised experience form on page 7 of the application packet at www.accbo.com to track your hours each term. 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 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
(1-717-540-4457)
(1-717-540-4458) (fax) <http://www.icrcaoda.org/>

Northwest Indian Alcohol-Drug Specialist Certification Board, Leo A. Whiteford Chairman, P.O. Box 99268, Lakewood, WA 98499-0268, (1-253-593-0294).

The Human Services Program at Chemeketa is also recognized by the National Association of Counselors (NAADAC) as an educational provider. Such recognition allows addiction professionals, and many other certified, licensed professionals, to receive continuing education recognition for courses completed

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 count 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
 - Each student will develop an awareness of the philosophy, activities, and practices of the agency.
 - 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.

Practicum Placement

1. Students may request a referral from Human Services Program staff for practicum placement following completion of HS 150 Personal Effectiveness, HS 154 Community Resources, and HS 170 Introduction to Practicum with grades of C or better.

Post-baccalaureate Addiction Counselor Certification Preparation (ACCP) students must have completed one term in the program prior to being placed.

2. Students must be registered in HS Practicum before starting at the practicum site.
3. Students must complete 25 practicum credit hours. In Addictions Studies, at least 15 practicum credit hours must be completed in an agency that provides addiction services. Students in the Post-Baccalaureate Addiction Counselor Certification Preparation (ACCP) option complete 15-25 credits of practicum at one site.

Practicum Requirements

1. Students in the two-year program are required to complete their practicum in two separate program-approved practicum sites. Two consecutive terms in one agency counts as one site.

Occasionally circumstances exist that prevent students from completing a second term at an agency. This term is called a “wild card” term. Students are still required to complete two terms at two separate agencies in order to meet the program practicum requirements.

2. Students will be at one practicum site per term.
3. Students are placed according to the following procedures:
 - a. Addiction Studies and Social Services students must successfully complete HS 150, HS 154, and HS 170.
 - b. Students in the Addiction Counselor Certification Preparation option must complete an orientation with Donna Hirt before placement. Donna may be contacted at 503-399-6157 or donna.hirt@chemeketa.edu.
 - c. Students can only be placed in agencies identified in the *Practicum Listing* located at <http://newterra.chemeketa.edu/faculty/wurban/Practi/index.htm>.
 - d. Students shall prepare a Practicum Planning Guide (or resume for ACCP students) and review the agency site descriptions.
 - e. Students shall meet with Human Services Program 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.
 - f. By the second Friday of the term, inform college staff and the Referral Coordinator if credit hours are increased or decreased after registering so the Training Agreement can be changed accordingly to reflect the correct number of credits and hours.
 - g. Students returning to the same practicum as the current term must complete a Practicum Continuation Form and return it to their seminar instructor prior to starting work at the site the following term.
 - h. Prior to the end of the term, students must submit a signed statement to college staff certifying the number of agency hours completed.
 - i. Students shall be drug – and alcohol – free while at the practicum site, and remain abstinent of all non-prescribed drugs and alcohol if recovering from addiction to alcohol and/or other drugs.
 - j. Being asked to permanently leave a practicum site due to inappropriate behavior/conduct will result in an investigation conducted by the student’s seminar instructor. The student will be expected to notify and confer with his/her seminar instructor immediately upon this action being taken. When appropriate, after talking with the student, the seminar 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.
 - k. 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.
4. If a student is employed in a human services setting, practicum credits could be earned 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, a dual role at the agency can blur the distinctions between the roles of employee and student. For

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 employment to start after the student completes required placement hours.

5. The student must inform college staff and the Referral Coordinator if credit hours are changed. The Training Agreement must be changed accordingly, to reflect the correct number of credits and hours.
6. Work the number of hours per week as determined by the credit formula.

HS 284 – 4 credits – 11 hours per week at agency for 10 weeks = 110 hours/agency/term

HS 285 – 5 credits – 14 hours per week at agency for 10 weeks = 140 hours/agency/term

HS 286 – 6 credits – 17 hours per week at agency for 10 weeks = 170 hours/agency/term

HS 287 – 7 credits – 20 hours per week at agency for 10 weeks = 200 hours/agency/term

HS 288 – 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.

7. Work with clients and agency staff ethically and appropriately as defined by the agency and college staff.

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

8. Due to college liability and student/client safety issues, practicum students may not work alone in any agency without another staff member being present. Students are being trained and do not have the knowledge or experience of a staff member in case of an emergency.
9. The Human Services staff reserves the right to withhold practicum placement, terminate practicum placement, or dismiss the student from the Human Services Program because of inappropriate behavior in class, in program-related activities, in practicum, and on campus. Students encounter several problems that could lead to one of those actions:
 - a. Problematic professional behavior that may include the student's inability or unwillingness to follow directions, accept and respond appropriately to feedback, or work successfully with others.
 - b. Academic factors that may include student inability or unwillingness to acquire and demonstrate program content and competencies or both, or to comply with program and/or college procedures.
 - c. 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.

- d. See Student Rights & Responsibilities—Code of Behavior at the website listed below or State laws, which demonstrate the student does not meet professional standards.

(<http://www.chemeketa.edu/catalog/archives/catalog0910.pdf>)

- 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 the likelihood of maintaining standards of professional conduct 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. All students with criminal history are strongly encouraged to meet with their program advisor in their first term to assess the impact of their charges and convictions in field placement and future employment.
 - 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.

[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.]

TRAINING AGREEMENT LANGUAGE

Instructions and Responsibilities

This agreement is designed to facilitate the student, agency and college in the practicum experience partnership.

A. The Student agrees to:

1. Authorize college staff to release appropriate information as necessary in developing a practicum placement.
2. Return to academic advisor 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.
3. Inform college staff and the Referral Coordinator if credit hours are increased or decreased after registering so the Training Agreement can be changed accordingly.
4. Develop learning objectives with assistance from agency supervisor and college staff.
5. Work the number of hours per week as determined by the credit formula.
6. Follow all rules, regulations, and safety requirements of the practicum site.
7. Fulfill responsibilities agreed to with the agency.
8. Report any on-the-job accidents or illnesses to the agency supervisor immediately and complete appropriate forms.
9. Discuss with the agency supervisor any problems arising between the agency and the student.
10. Be drug and alcohol free while at the practicum site.
11. Prior to the end of term, submit a signed statement to college staff certifying the number of agency hours completed.

B. The Agency agrees to:

1. Provide work-space, materials, and job description.
2. Train and orient the student to all health and safety practices, agency goals, purposes, and philosophy.
3. Assist the student in developing learning objectives each term.
4. Supervise and train the student in the achievement of the learning objectives.
5. Meet with the student weekly to discuss student's learning.
6. Complete the written evaluation of student learning objectives, mid-term and final evaluations each term.
7. Discuss directly with the student any problems arising between the agency and the student.
8. Contact the college instructor if questions or problems arise.
9. The college is using the following language for protected status: "It is the policy of Chemeketa Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, veteran's status, disabilities and tobacco usage in any education programs, activities or employment." (Affirmative Action statement)
10. Report accidents involving non-paid students within 48 hours to Chemeketa Risk Management.(503-399-5079) or after normal business hours to Chemeketa Public Safety (503-399-5023).
11. Provide liability coverage and in an agency-paid position, workers compensation coverage.
12. Follow the procedure contained in the current Student Handbook for unacceptable behavior.
13. State agencies shall indemnify the student as an agent of agency, including circumstances where the position description requires the use of agency owned vehicles including for the purpose of transporting clients.

Follow the procedures below for unacceptable behavior or for dismissal from practicum placement:

- Notify the college staff of problem.
- Discuss with student:
 - What the student did that was unacceptable.
 - Why it was unacceptable.
- Tell student how he/she can improve behavior.
- Tell student what will happen if he/she doesn't improve by a given date.
- State consequences for not improving:
 - Student will not be able to return to the agency the following term.
 - Immediate termination.
- 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).

Have the option, after discussion with the college staff, to terminate the student any time for the following behavior

- System
 - Disclosing confidential agency information.
 - Discounting staff or agency publicly.
 - 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).
- Service
 - Failure to develop and maintain appropriate emotional, financial, or sexual boundaries with clients consistent with agency standards.
 - Breaking client confidentiality.
- Personal
 - 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).
 - Failure to make necessary progress in any identified problem areas after necessary corrections are clearly outlined by agency supervisor.
 - Failure to call in ahead regarding absences.
 - Excessive tardiness/absenteeism.
 - 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.

C. The College agrees to:

1. Determine the final grade a student receives for practicum.
2. Initiate two meetings per term with the agency supervisor and the student.
3. Be available to the agency supervisor to discuss questions, problems or suggestions concerning the practicum student and/or placement.
4. Provide malpractice insurance and workers compensation coverage in non-paid placements.

D. The Referral Coordinator agrees to:

1. Meet with each student to provide referral to practicum site and explain the process, paperwork, and timelines.
2. Generate and coordinate the Training Agreement with all parties involved.
3. Provide workers compensation insurance and liability coverage for students in non-employer paid practicum sites for the hours and dates designated on this form.
4. Refer students for practicum placement without regard to race, religion, color, gender, marital status, national origin, citizenship status, age sexual orientation, disability, pregnancy and related conditions, family relationship, veteran status or tobacco usage.

E. Each Party agrees to:

To the extent permitted by the Oregon Constitution and by the Oregon Tort Claims Act, each party agrees to waive, forgive, and acquit any and all claims it may otherwise have against the other and the officers, employees, and agents of the other, for or resulting from damage or loss, provided that this discharge and waiver shall not apply to claims by one party against any officer, employee, or agent of the other arising from such person's malfeasance in office, willful or wanton neglect of duty, or actions outside the course and scope of his or her official duties.

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

Catholic Community Services; New Start; Healthy Start, Cavazos Center

City of Salem 50+ 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

Juliette House

Marian Estates Retirement Center

Marion County Juvenile Department

Marion Community Action Program

Mid-Valley Women's Crisis Service

Milestones

Northwest Human Services

WorkSource Oregon

Oregon State Hospital

Salem Outreach Shelter

Serenity Lane

Tierra Rose

Yamhill County Chemical Dependency Program

Yamhill Community Action Partnership

PROGRAM 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. Donna Hirt 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 more than 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. Prior to working for Chemeketa, Peggy 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 2010 – 2011 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, and
- 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