2015-2016

43 YEARS OF HUMAN SERVICES
EDUCATION AND TRAINING

HUMAN SERVICES
PROGRAM
HANDBOOK

This handbook is designed for use by students in the Human Services Program
Chemekeeta Community College
Salem, Oregon
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 Building 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 that discrimination on the grounds of race, color, religion, sex, national origin, marital status, age, disability, or family relationships will not exist in any area, activity, or operation of the college as required by Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title VI and VII of the Civil Rights Act of 1964; the Age Discrimination Act; The Americans with Disabilities Act of 1990; Oregon Civil Rights Law (ORS 659); and their implementing regulations. Questions or complaints may be directed to: Chemeketa Community College Human Resources Department P.O. Box 14007 Salem, OR 97309. 503.399.5009.

CHEMEKETA HUMAN SERVICES FACULTY
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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.
The following ethical standards should guide student conduct:

**Ethical Standards for Human Service Professionals**  
National Organization for Human Services  
Adopted 2015

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

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

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

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

**Responsibility to Clients**

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

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

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

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

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

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

**STANDARD 7** Human service professionals ensure that their values or biases are not imposed upon their clients.
STANDARD 8 Human service professionals protect the integrity, safety, and security of client records. Client information in written or electronic form that is shared with other professionals must have the client’s prior written consent except in the course of professional supervision or when legally obliged or permitted to share such information.

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

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

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

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

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

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

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

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

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

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

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

STANDARD 20 When human service professionals have a conflict with a colleague, they first seek out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.
STANDARD 21 Human service professionals respond appropriately to unethical and problematic behavior of colleagues. Usually this means initially talking directly with the colleague and if no satisfactory resolution is achieved, reporting the colleague's behavior to supervisory or administrative staff.

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

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

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

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

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

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

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

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

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

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

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

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.
Responsibility to Self
STANDARD 34 Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

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

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

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

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

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

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

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

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

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

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

(www.accbo.com)

Addiction Counselor Certification Board of Oregon

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 a counseling or consulting relationship when it is reasonably clear to the member that the client is not benefitting 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.
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 two certificates.

1. Associate of Applied Science Addiction Studies
2. Associate of Applied Science Social Services
3. Human and Social Services Traditional Health Worker Certificate (One-Year)
4. Addiction Counselor Certification Preparation (One-Year, Post-Baccalaureate)

The Associate’s degree programs combine academic work with 25 credits of practicum.

Students with a baccalaureate or higher degree may select the one-year (four terms) Addiction Counselor Certification Preparation (ACCP) Option. (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 at Chemeketa is 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. Most courses offered by the program can be used for continuing education requirements for many certified and licensed professionals.

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.

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.

Yolanda T. Martinez joined the program in 2005. Her education is in counseling and education. Her experience has been in agency-based, direct service in the social services field, including experience in counseling children, youth, individuals, and families in the public and private sector. She is the Program Chair and Practicum Coordinator.

Christina Steiger Morris joined the program in 2013. Her education is in marriage and family therapy, and her experience is in addictions treatment, mental health, and counseling in both agency and private practice. Her areas of special interest are family therapy, co-occurring illness, and clinical supervision.

ADVISORY COMMITTEE

The Advisory Committee is comprised of representatives from local human services agencies, program graduates, present students, and the Human Services faculty. 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.
PROGRAM OUTCOMES

1. Students will understand the nature of human systems: individual, group, organization, community and society, and their major interactions.

   (All workers will have preparation which helps them to understand human development, group dynamics, organizational structure, how communities are organized, how national policy is set, and how social systems interact in producing human problems.)

2. Students will understand the conditions which promote or limit optimal client functioning in the major human systems

   (Workers will have understanding of the major models of causation that are concerned with both the promotion of healthy functioning and with treatment rehabilitation.)

3. Students will be able to identify and select interventions which promote client growth and goal attainment.

   (The worker will be able to conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome. Interventions may include assistance, referral, advocacy, or direct counseling.)

4. Students will be able to plan, implement, and evaluate interventions.

   (The worker will be able to design a plan of action for an identified problem and implement the plan in a systematic way. This requires an understanding of problems analysis, decision-analysis, and design of work plans. This generic skill can be used with all social systems and adapted for use with individual clients or organizations. Skill in evaluating the interventions is essential.)

5. Students will select interventions which are congruent with the values of one’s self, clients, the employing organization, and the Human Services profession.

   (Awareness of one’s own value orientation, an understanding of organizational values as expressed in the mandate or goal statement of the organization, human service ethics and an appreciation of the client’s values, life style and goals.)

6. Students will be able to utilize process skills to plan and implement services.

   (The worker uses himself/herself as the main tool for responding to service needs. The worker must be skillful in verbal and oral communication, interpersonal relationships and other related personal skills, such as self-discipline and time management. It requires that the worker be interested in and motivated to conduct the role that he/she has agreed to fulfill and to apply himself/herself to all aspects of the work that the role requires.)

7. Students will be able to adapt assessment skills and interventions to a variety of settings.

8. Addiction Studies students will be able to describe, identify, assess, and treat addictions.

9. Students will comprehend and recognize the worth and uniqueness of the individual including race, culture, ethnicity, gender, religion, learning styles, abilities, sexual orientation, age, social class, and other expressions of diversity.
POLICIES AND PROCEDURES

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.

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2. Students pursuing Addiction Studies degree, Addiction Counselor Certification Preparation Post-baccalaureate (ACCP), or Social Services degree must apply and be admitted to the program. Students interested in the THW certificate do not have to apply but must meet required prerequisites.

3. To be admitted to the program, students must be enrolled at Chemeketa Community College and meet all of the following criteria:
   a. Pass RD90 or place higher on the college entrance placement exams as indicated by their placement score or unofficial college transcript from an accredited institution.
   b. Prior to starting the HSP, complete HS152 and WR121 with a grade of C or better.
   c. Write and submit a 350-400 word essay.
   d. Complete the Program Application Form, along with a $25 nonrefundable program application fee by the deadlines indicated on the application.
   e. Applicants for the Addictions Studies and the Addiction Counselor Certification Preparation Post-baccalaureate (ACCP) will participate in group interviews and a writing assessment. Social Services applicants may be asked to participate in group interviews as necessary.

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. 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.

The following courses must be satisfactorily completed (grade of C or better) to satisfy program entry requirements:

HS152 Stress Management, 1 credit: Provides information on managing stress in all settings. Teaches relaxation techniques and their impact on health and well-being. Covers a variety of the major relaxation techniques and emphasizes the analysis of life stressors and the development of a personalized stress management plan.
WR121 The College Essay, 3 credits: Emphasizes clear, detailed writing that employs critical reading and thinking and basic research skills.

Prerequisites may not be used to satisfy degree credit requirements.

C. **Program Suitability**

Students must be suitable for the profession. 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, practicum agency, or program.

The Human Services staff reserves the right to not accept, 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, or on campus. Students encounter several problems that could lead to one of those actions. The following examples could be reasons a student would be excluded from the program. These are not all inclusive; however, they do address common concerns and issues.

- 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.
- 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.
- 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.
- violating or threatening the physical or psychological safety of a practicum agency client or staff, or college student or staff
- 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
- academic dishonesty
- 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 from practicum site or college courses
- reporting for work at a clinical facility, social services agency, college, college classes, or college functions or events under the influence of a mind-altering substance
- failure to maintain confidentiality of privileged information
- demonstrated lack of emotional stability

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D. **Program Expectations**

The Human Services Program believes that professional behavior is an integral part of each student’s education in Human Services. The importance of student integrity, trustworthiness, and honesty are serious concerns due to the implications to client safety, emotional well-being, and practicum agency reputation. The Human Services Program identifies inappropriate professional behavior as a serious cause for concern and it may affect the student’s progression in the program.

Students are expected to practice professional and personal behavior including but not limited to:

- **Appearance and Personal Hygiene** – Consistently follows professional appearance requirements of practicum agency and maintains personal hygiene in the presence of clients, agency staff, and fellow students/faculty; practicing good hygiene including wearing appropriate clothing for the practicum site; avoiding wearing or displaying graphics or logos that can be considered offensive or inappropriate for the goals and values of Human Services or the practicum site; using discretion when wearing scents (e.g. perfume, cologne, tobacco) as they can result in an allergic or trauma response for others.

- **Client Advocacy** – Not allowing personal bias or feelings to interfere with client care; placing the needs of clients above self-interest; protecting and respecting client confidentiality and dignity; providing culturally sensitive client care.

- **Communications** – Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations; expressing concerns using “I” statements; speaking directly to the person if there is a conflict; speaking up for own needs, not generalizing for a group; refraining from belittling or negative nonverbal messages, (eye rolling, raising eyebrows and/or making faces); avoiding constant criticism, scapegoating and/or fault-finding; avoiding angry or emotional outbursts; avoiding spreading rumors and/or pitting students, faculty, or staff against each other.

- **Empathy** – Showing compassion for others; responding appropriately to the emotional response of clients and family members; demonstrating respect for others including fellow students and HSP faculty; demonstrating a calm, compassionate, and helpful demeanor toward those in need.

- **Integrity** – Consistent honesty; can be trusted with confidential information and the property of others; complete and accurate documentation of client care; bringing issues to supervisor and/or HSP faculty that may indicate errors in judgment or behavior made: this is a sign of maturity and growth.

- **Motivation and Confidence** – Taking initiative to complete assignments and to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning improvement; consistently striving for excellence in all aspects on client care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities; demonstrating an awareness of strengths and limitations.

- **Respect** – Demonstrating esteem for and politeness to others; valuing the diversity and dignity of all persons; discouraging bigotry; not using derogatory or demeaning terms.

- **Responsibility and Accountability** – Accepting responsibility for one’s own actions without excuses; coming prepared to class (theory and practicum settings); demonstrating that client safety and well-being is the priority in providing services at the practicum site; refraining from giving or receiving inappropriate assistance.

- **Teamwork and Diplomacy** – Placing the success of the class or practicum team above self-interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.

- **Time Management** – Consistent punctuality; completing tasks and assignments on time.
Students are expected to practice educational integrity, maintain academic performance, and contribute to the safe, cooperative, and respectful learning environment throughout the college including but not limited to:

- practicing academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. (See College Academic Honesty Policy at: [http://www.chemeketa.edu/aboutchemeketa/collegelife/studentrights/rights.html](http://www.chemeketa.edu/aboutchemeketa/collegelife/studentrights/rights.html)).
- not misusing college documents, library or computer resources, student records, or identification cards.
- participating in keeping Chemeketa’s work and educational environment free of any conduct that causes intimidation, hostility, or discrimination.
- participating in classroom assignments and discussions and attend class regularly.
- not disrupting the teaching/learning process.
- not participating in physical or verbal abuse of any individual.

E. Social Media Policy and Social Networking Policy

The Human Services Program views social networking as a personal activity. Because of digital technologies, such as Google and Facebook, there are potential ethical challenges, legal ramifications (e.g. HIPAA violations), and safety risks associated with the use of social media. As a result, the HSP highly recommends careful consideration of the use of social media and networking. The following guidelines apply to students who choose to engage in social networking and/or social media:

- Any posting to a public forum, such as e-mails, web-logs or online journals, for personal use or if hosted by the college or partnering agencies, must maintain the ethical standards of human service professionals and alcohol and drug abuse counselors including confidentiality, courtesy, professionalism, nondiscrimination, and non-harassment.
- As a practicum student one must uphold the practicum site’s policy regarding the use of social media and social networking.
- Social networking sites should not be accessed or used during practicum time, unless authorized by the site supervisor.
- Students should not identify themselves as a representative of a practicum site or of the HSP. If students have associated themselves with the HSP or partnering agency, they are responsible for representing themselves in a professional manner. Any personal blogs or posts that mention the Program or agency must contain a disclaimer that the views expressed are the student’s alone and do not represent the views of the Program or partnering agency.
- Students should not engage in behavior that will reflect negatively on their reputation, the reputation of the partnering agency, or the profession. This includes and is not limited to plagiarism or copyrighted information.

Students are responsible for all online material written or posted by them. Use professional judgment and prudent action when participating in social media or social networking. Violations of this policy can result in disciplinary action up to and including termination from the HSP.

F. Code of Conduct

Chemeketa Community College Human Services Program believes that the role of excellent helping professionals is to practice personal, professional, and educational integrity including the maintenance of
standards of academic performance, contributing to a safe, cooperative, and respectful learning environment, and adhering to ethical standards of the Human Services field (see Program Suitability and Program Expectation sections for further details). Students have the responsibility to conduct themselves in accordance with the standards set forth in this policy, which is in keeping with the college Student Rights and Responsibilities policy.

Student behaviors and actions that are counter to these or other accepted helping professional codes of conduct will result in a level 1, 2, or 3 response from the Human Services Program. Behaviors that are considered to be code of conduct infractions are typically identified or recognized when faculty, staff, practicum site personnel, or student notify the Human Services Program Chair or other faculty member of a Human Services student whose behavior fails to comply with these expectations. The reporting party may be asked to submit a written report.

Response Levels
In certain circumstances, a student may be given a formal or informal opportunity to acknowledge, explain, and improve a behavior/conduct prior to the implementation of any of the following levels of response. A discussion with the advisor or other college personnel may avoid the need for a response and should be attempted before escalating the concern whenever possible. Advisors and appropriate college personnel may suggest support interventions such as readings, reconciliatory efforts (i.e. notes of apology or meetings with offended parties), personal reflections, additional learning resources, incorporation of additional study methods or techniques, or other appropriate means of redirecting the student’s behavior and attitude.

- **Level 1: Warning**
  Students who demonstrate any behaviors of concern will be notified by the Human Services Program Chair, adviser, or faculty of the concern after the first occurrence and provided an opportunity to demonstrate understanding of the concern and satisfactory improvement.

- **Level 2: Provisional Status**
  A second offense will result in the student being placed on provisional status. At this point the student may not be eligible for practicum placement or continuation in practicum; the student may also be discontinued from involvement in some or all aspects of the Human Services Program. An improvement plan will be provided that addresses the area of concern and provides the student with a directed opportunity to remediate the concern. Provisional status is removed when the plan has been successfully completed. A student placed on provisional status will be notified of the status within 14 business days of the concern being filed with the Program Dean’s Office. Provisional status must be removed prior to continuation in the program.

- **Level 3: Disciplinary Action**
  A third offense requires action by the Program Dean. Action at this level may include:

  - Removal from the program.
  - Request for additional information (resulting in a postponement of the decision for no more than two weeks).
  - Insufficient evidence (may result in continuation in the program or continuation on a provisional status; provisional status must be removed prior to commencement/continuation in practicum).

The student will be notified at least 5 business days prior to the dean’s review and is entitled to meet with the dean and provide any supporting relevant information. Once the dean makes a final decision, the student will be notified within 7 business days. (Note that timelines may fluctuate during summer and/or term breaks.)
Egregious Violations of the Human Services Code of Ethics
Any of the following behaviors will result in immediate Level 3 action regardless of prior standing:

- Behavior that has the potential of harming a student or any other person.
- Behavior that significantly jeopardizes the well-being of any other person or learning of any student.
- Illegal activity.
- Removal for cause from any field/practicum placement.

Requests for Reconsideration

Student requests for reconsideration must follow the College Appeals Process in the Student Rights and Responsibilities Policy (http://www.chemeketa.edu/aboutchemeketa/collegelife/studentrights/rights.html).

G. 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, contact the Affirmative Action Officer (503 399-5009); if sexual harassment is a student-to-student issue, the Executive Dean of Student Development and Learning Resources should be contacted (503 399-6148).

When resolution cannot be reached by talking with the individual (or when contact with the individual would not be appropriate) the Program Chair, Yolanda T. Martinez, should be contacted, (Building1, Room 262; 503 399-6236). If a resolution is not reached with the program chair, contact the Dean of Social Science, Human Services, Business and Technology (Building 1; 503 399-5048). If a resolution is not identified, the Executive Dean of Student Development and Learning Resources, (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 faculty member in the program. A meeting will then be arranged with the students and the designated faculty member. The purpose of the meeting will be to constructively resolve the conflict and reach an agreement between parties.

If resolution does not occur informally, the Conflict Resolution Policy contained in the Student Rights and Responsibilities Policy (http://www.chemeketa.edu/aboutchemeketa/collegelife/studentrights/rights.html) will then be followed.
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 practicum student is under the direct supervision of human service agency personnel. Each practicum placement will reflect the student’s interests, ability, and educational goals.

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.

Associate of Applied Science Addiction Studies: Students will have two different practicum sites, or client populations, to work with during their degree acquisition. Two terms in one agency count as fulfilling the requirement for one practicum site. Students must complete 15 credits of the 25 required credits in an agency providing addiction services. Although up to 10 credits of practicum may be earned at social services sites, students are encouraged to complete credits at addiction services agencies so as to be better trained and prepared for the field.

Practicum Objectives

1. Awareness of client individual treatment needs based on cultural norms, language, values, beliefs, gender, trauma history, and economic status.
2. Use case management skills for client care coordination.
3. Participate in consultation and referral services for clients and agency partners.
4. Conduct and compose screenings and assessments.
5. Utilize American Society of Addiction Medicine (ASAM) and Diagnostic and Statistical Manuel of Mental Disorders (DSM) criteria when performing assessments.
6. Develop discharge and relapse prevention plans with clients.
7. Co-facilitate group, individual, and family/couples addiction treatment/education and counseling sessions.
8. Understand crisis intervention practices.
10. Meet agency personnel and professional standards.

One-Year Program Post-Baccalaureate Addiction Counselor Certification Preparation: Students will work in one practicum site to complete 15 to 25 credits of practicum in the addictions area.

Practicum Objectives

1. Awareness of client individual treatment needs based on cultural norms, language, values, beliefs, gender, trauma history, and economic status.
2. Use case management skills for client care coordination.
3. Participate in consultation and referral services for clients and agency partners.
4. Conduct and compose screenings and assessments.
5. Utilize American Society of Addiction Medicine (ASAM) and Diagnostic and Statistical Manuel of Mental Disorders (DSM) criteria when performing assessments.
6. Develop discharge and relapse prevention plans with clients.
7. Co-facilitate group, individual, and family/couples addiction treatment/education and counseling sessions.
8. Understand crisis intervention practices.
10. Meet agency personnel and professional standards.

Associate of Applied Science Social Services: Students will have two different practicum sites, or client populations, to work with to complete 25 credits of practicum. Two terms in one agency count as fulfilling the requirement for one practicum site.
Practicum Objectives

1. Personal knowledge and skills – Each student will develop, practice, and evaluate the values and skills that she/he possesses and/or acquires as a human service worker.
2. Service knowledge and skills – Each student will develop and practice the skills necessary to work with clients or consumers served by the agency.
3. System knowledge and skills – Each student will develop an awareness of the philosophy, activities, and practices of the agency.
4. System knowledge and skills – Each student will develop the capacity to work with agency staff, community, and client in establishing and maintaining his/her place in the agency.

Human and Social Services Traditional Health Worker Certificate: Students will work in one practicum site to complete 4 or 5 credits of practicum in spring term.

Practicum Objectives

1. Personal knowledge and skills – Each student will develop, practice, and evaluate the values and skills that she/he possesses and/or acquires as a Traditional Health Worker.
2. Service knowledge and skills – Each student will develop and practice the skills necessary to work with clients or consumers served by the agency.
3. System knowledge and skills – Each student will develop an awareness of the philosophy, activities, and practices of the agency.
4. System knowledge and skills – Each student will develop the capacity to work with agency staff, community, and client in establishing and maintaining his/her place in the agency.

A. Practicum Placement

1. Addictions Studies students may commence practicum following completion of HS103, HS150, HS154, HS155, and HS170; or consent of instructor with grades of C or better.

   Post-baccalaureate Addiction Counselor Certification Preparation (ACCP) students must complete one term in the program prior to commencing practicum, should have completed HS 103 Ethics for Human Service and Traditional Health Workers or another counseling ethics course, and must meet with Wanda Urban for an orientation. She may be contacted at 503 399-6154 or wanda.urban@chemeketa.edu.

Social Services Students may commence practicum following completion of HS150 Personal Effectiveness, HS154 Community Services and Advocacy, and HS170 Introduction to Practicum. They must either take HS103 concurrently with or prior to starting their first practicum.

Students in the Traditional Health Worker Certificate must complete HS150 Personal Effectiveness, HS154 Community Services and Advocacy, HS171 Traditional Health Workers, and HS103 Ethics for Human Service and Traditional Health Workers with grades of C or better prior to starting practicum. Contact Yolanda T. Martinez, Practicum Coordinator at 503 399-6236 or yolanda.martinez@chemeketa.edu for program orientation.

2. Students seek a practicum placement in the term prior to commencing practicum and complete the process by the first week of the practicum commencement term. The process involves the following steps:

   a. Prepare a resume and cover letter and review the agency site descriptions.

   b. Contact an agency to request an interview.

   c. If accepted at the agency, complete a Request for Training Agreement, http://faculty.chemeketa.edu/wurban/Practi/, and submit it to Yolanda T. Martinez, Practicum Coordinator, yolanda.martinez@chemeketa.edu.
d. Print the Training Agreement provided by the Practicum Coordinator, obtain agency supervisor’s signature, and return to Practicum Coordinator.

e. In the event that a student is declined by an agency or agencies and is not successful in being placed after interviewing, he/she should make an appointment with his/her advisor to discuss interviewing skills and/or other difficulties which may be deterring the student from placement.

Once the student has met with his/her advisor to develop a plan for the following term, the student can contact agencies to request an interview for practicum placement.

If the student is again unsuccessful, the student will be asked to obtain part-time employment or volunteer work at a social services or state-approved alcohol and drug agency performing work as an entry-level social services worker or counselor.

Once he/she has accrued a minimum of 110 hours of satisfactory work, as verified by the agency, the student should contact his/her advisor and request that the site be considered for practicum completion.

In the event that the agency is unable to participate as a site, the student will have no more opportunities for practicum placement.

3. Students must be registered in HS Practicum (HS284-288A, S, or T), as well as have returned the signed Training Agreement to the HSP Practicum Coordinator prior to starting at the practicum site. Failure to do so may negate Liability and Workers Compensation insurance coverage. Any hours accrued at the site before returning the Training Agreement will not be counted toward practicum completion.

4. The Human Services staff reserves the right to withhold practicum placements or terminate practicum placement because of inappropriate behavior in class, in program-related activities, in practicum, or on campus. (Refer to Program Suitability, Program Expectations, and Code of Conduct.)

B. Practicum Requirements

1. Two consecutive terms in one agency count 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. Exceptions to the two-agency requirement are made on a case-by-case basis (see #9 below).

2. Students will be at one practicum site per term.

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.

4. Students are eligible for practicum as per the below:

   a. Successful completion of the required courses (see Practicum Placement).

   b. Have a current measles immunization.

   c. Addiction Studies students must register with the Addiction Counselor Certification Board of Oregon (ACCBO) prior to starting the first term of practicum and submit a copy of the form received from ACCBO to their practicum instructor for Addictions and Mental Health (AMH) auditing. Students should retain copy as their receipt.

   d. Students can only be in agencies identified in the Practicum Listing located at http://faculty.chemeketa.edu/faculty/wurban/Pract/index.htm. Other agencies may be considered
provided there is ample time to develop a partnership/contract before the start of a student’s practicum at the agency in a subsequent term.

e. By the second Friday of the term students will inform the Practicum Coordinator or seminar faculty if credit hours are increased or decreased after registering so that the Training Agreement or Continuation Form can be changed accordingly to reflect the correct number of credits and hours.

f. 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.

5. If the student has not begun practicum by the end of the second week of the term, it is recommended that the student drop practicum to receive a full refund.

6. 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.

7. Students must submit hour reports (refer to practicum course syllabus for instructions) signed by the practicum supervisor and student to their seminar instructor certifying the number of practicum hours completed.

8. Students shall be drug-free 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. Specifically, Oregon Administrative rule (309-032-1520) requires that Addiction Studies student interns recovering from substance-use disorder must be able to document continuous abstinence under independent living conditions or recovery housing for the immediate past two years.

9. 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.

10. Students will work the number of hours per week as determined by the credit formula.

   - **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 or non-work day 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.

11. 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.
12. Students with disabilities needing accommodations at the practicum site are encouraged to provide their site supervisors the pertinent college-approved accommodations.

13. 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.

14. Agencies must agree to the requirements in the Training Agreement (described in subsequent section).

15. Students will work with clients and agency staff ethically and appropriately as defined by the agency and college staff.

16. Should a student’s performance be rated unsatisfactorily overall by the site supervisor, no points will be given for the Student Evaluation which will result in a failing grade.

17. Because Human Services students are legally responsible for their own committed or omitted acts and agencies are responsible for their students, it is therefore necessary for the students and the HSP faculty to conscientiously identify any behavior that is unsafe.

Unsafe practicum behavior is demonstrated when the student:

a. Violates or threatens the psychological safety of the client – Speaks inappropriately in front of and to client or family. Unable to communicate therapeutically. Uses clichés repeatedly. Fails to maintain professional boundaries. Violates principles of client/family confidentiality. Fails to provide care according to client’s diverse needs.

b. Inadequately and/or inaccurately utilizes professional communication – Uses unapproved abbreviations and terminology. Cannot give accurate written case notes when required to do so as part of practicum responsibilities. Exhibits confrontational behavior with practicum agency team, or HSP faculty. Fails to use effective conflict resolution skills with peers, practicum agency team or HSP faculty. Fails to adapt communication style to meet the needs of the practicum agency and situation.

c. Assumes inappropriate independence/dependence in action or decisions – Fails to seek help when situation is beyond the student’s scope of expertise. Leaves the agency without reporting to supervisor or other appropriate staff when required. Unable to make independent decisions at the expected stage of education/training where professional skills should be established. Makes inappropriate decisions without consulting agency supervisor or HSP faculty.

d. Inadequately or inaccurately applies technology to provide safe, quality client care – Does not complete client documentation in an accurate and timely manner on the written or electronic health record (in agencies where EHRs are used). Fails to take responsibility to learn to use various types of client and/or agency equipment. Fails to use information technology to enhance care/services. Violates HIPAA through the use of social media.

Unsafe clinical performance will result in initiation of a work plan, problem-solving record, probation, or termination of practicum placement at the agency depending on the severity of the behavior.

18. 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 is expected to notify and confer with his/her seminar instructor immediately upon being asked to leave. 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.

In the event that a student is removed from a practicum site or asked not to return for cause, quits the site without notifying the site supervisor and practicum instructor, earns a failing grade for practicum (D, F, or
No Pass), or is otherwise not successful at the site, the student must meet with his/her advisor to formulate a plan to remedy the concerns. Such a plan may include a referral for personal counseling and/or additional coursework to prepare the student for a new site.

Once the student has satisfactorily completed the agreed upon plan, he/she may obtain placement at another site. In the event that the student is exited from a second site, or receives an unsatisfactory grade for practicum, the student will be required to obtain volunteer or paid employment at a state-approved Alcohol and Drug Program or a Social Services Agency and complete a minimum of 110 hours of satisfactory work, as verified by the agency, as an entry-level counselor or human services worker. Once this has been accomplished and the employment/volunteer site agrees to participate with the Human Services Program, the student should contact his/her advisor and request that the site be considered for practicum completion. In the event the agency is unable to participate as a site, the student will have one more opportunity at another site the following term. This is the final practicum placement that the program will allow.

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/aboutchemeketa/collegelife/studentrights/rights.html
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 the Practicum 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.
   3. Inform college staff and the Practicum 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 faculty.
   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 and practicum instructor any problems arising between the agency and the student.
  10. Be drug and alcohol free while at the practicum site.
  11. Submit signed hours reports 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 and 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 practicum instructor or Program Chair if questions or problems arise.
   9. Be aware 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.

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 HSP faculty agrees to:**
   1. Provide students with information on practicum sites and explain the process, paperwork, and timelines.
   2. Coordinate the Training Agreement with all parties involved.
   3. Provide appropriate college staff with necessary information for workers compensation insurance and liability coverage for students in non-employer paid practicum sites for the hours and dates designated on this form.
   4. Accept 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.
INFORMATION FOR PRACTICUM SITES/SUPERVISORS

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 (e.g. theft from the agency, staff or clients, or sexual behavior or anger outbursts with clients or staff). Provide HSP faculty with written documentation of the student behavior as early as possible and at the latest, by the end of the term.

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 to or accepting gifts from clients, giving rides to 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 or tardiness.
  - Excessive tardiness/absenteeism.
  - Under the influence of alcohol or drugs at the work site, or if the student is in recovery from addiction, resuming his/her use of alcohol/drugs.
GRADES

Letter grades A through F or Pass/No Pass are awarded based on criteria set forth in each class syllabus.

Pass/No Pass Course Eligibility
- See college Catalog for Pass/No Pass guidelines
- 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).
- 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 back to a standard letter grade except where a course is repeated for a grade.
- Each student is limited to no more than 16 P/NP credits for an associate’s degree and 8 P/NP credits for the Oregon Transfer Module or a certificate.

Incomplete
- See College Catalog for Incomplete guidelines.
- The conditions for completion of work are recorded on the Notice of Incomplete Status in a Course form, generated electronically by the instructor.
- If requirements are met within the guidelines as stated in the college catalog, the instructor changes the student’s grade.
- The Registrar’s Office informs the student of the new grade.

PRIOR LEARNING PORTFOLIO

Prior Learning Portfolio (PLP) 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. PLP involves development of a portfolio and requires comprehensive writing skills. If a student has such learning, PLP enables her/him to earn up to 24 credit hours for demonstrating what she/he already knows. No more than 10 credits of practicum may be earned in this manner. Information on the process is available at the Advising and Counseling Services office in Building 2.

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.

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 SERVICES.

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 Advising and Counseling Services staff.

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 ADVISING and COUNSELING SERVICES STAFF IS ESSENTIAL. The Advising and Counseling Services office provides comprehensive information and assistance for transfer planning to four-year schools, (Building 2/110, 503-399-5120).
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 the application packet at www.accbo.com to track hours each term. Completing this form at the end of each term will be helpful in the 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 at accbo@accbo.com or their website at www.accbo.com for further information.

Professional Registry

The Addiction Counselor Certification Board of Oregon (ACCBO) is a private organization tasked with the responsibility to certify and govern addiction counselors, addiction recovery mentors, and gambling addiction counselors in the State of Oregon. In order to begin practicum, students earning the Addictions Studies Associate of Applied Science and the Addiction Counselor Certification Preparation Post-Baccalaureate must complete the CADC I application form and submit it to ACCBO. The current fee is $50.00. Visit www.accbo.com and select “Forms and Information,” and “Applications.”

The below message applies to all Addiction students who are in recovery from a substance abuse disorder (alcohol, methamphetamine, marijuana, etc.). Addictions students may not obtain practicum positions in substance abuse treatment programs if they do not meet the following criteria:

Oregon Administrative Rules
Oregon Health Authority
Addictions and Mental Health Division
Integrated Services and Supports Rules
309-032-1520 Personnel

(3) Recovering Staff: Program staff, contractors, volunteers and interns recovering from a substance-use disorder, providing treatment services or peer support services in alcohol and other drug treatment programs, must be able to document continuous abstinence under independent living conditions or recovery housing for the immediate past two years.

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.internationalcredentialing.org
info@internationalcredentialing.org

Northwest Indian Alcohol-Drug Specialist Certification Board, Lois Jacobs, Agent; 12421 Waller Road E., Tacoma, WA 98499-0268
HUMAN SERVICES PROGRAM GRADUATION REQUIREMENTS
ASSOCIATE OF APPLIED SCIENCE ADDICTION STUDIES (108 Credits)

**HSP CORE** (48 credits total)

<table>
<thead>
<tr>
<th>COURSE ID.</th>
<th>COURSE DESCRIPTION</th>
<th>OFFERED</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS101</td>
<td>Addiction, Pharmacology and Physiology</td>
<td>All Terms</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HS103 (P)</td>
<td>Ethics for HS and TH Workers</td>
<td>W/Sp</td>
<td>2 cr.</td>
</tr>
<tr>
<td>HS150</td>
<td>Personal Effectiveness</td>
<td>F/W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS154</td>
<td>Community Resources and Advocacy</td>
<td>F/W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS155 (P)</td>
<td>Wellness Coaching, Interviewing and Advocacy</td>
<td>W/Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS156</td>
<td>Counseling Theories</td>
<td>F/W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS170</td>
<td>Introduction to Practicum</td>
<td>F/W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS201 (P)</td>
<td>Addiction and the Family System</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS209 (P)</td>
<td>Co-occurring Disorders</td>
<td>Sp</td>
<td>2 cr.</td>
</tr>
<tr>
<td>HS211 (P)</td>
<td>HIV, TB and Infectious Diseases</td>
<td>F/W/Sp</td>
<td>1 cr.</td>
</tr>
<tr>
<td>HS213 (P)</td>
<td>Multicultural Practices*</td>
<td>F/W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS214 (P)</td>
<td>Advanced Interviewing and Counseling skills</td>
<td>F</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS216 (P)</td>
<td>Clinical Screening, Assessment, and Treatment Planning</td>
<td>W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS217 (P)</td>
<td>Group Counseling Skills</td>
<td>W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS218 (P)</td>
<td>Group Processes (A, B, C)</td>
<td>F/W/Sp</td>
<td>(1 per term)</td>
</tr>
<tr>
<td>HS219 (P)</td>
<td>Client Records, Case Management, and Care Coordination</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS260 (P)</td>
<td>Group Dynamics</td>
<td>W/Sp</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**HSP PRACTICUM** (25 credits total includes 15 credits in an A/D site; 4+ terms)

- HS284-288A (P) | F/W/Sp/S | 4-8 cr. each

**SUPPORT COURSES** (3 credits total)

- CIS101 | Intro to Microcomputers (or higher) | 3 cr.

**BASIC SKILLS** (12 credits total)

- COMM111 (4 cr) | Fundamentals of Public Speaking
- COMM112 (4 cr) | Persuasive Speaking
- COMM130 (4 cr) | Business and Professional Speaking
- 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.
**SOCILOGY**  (8 credits total)

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

**Note:** (P) = Indicates prerequisite required. Check college catalog.

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**HUMAN SERVICES PROGRAM GRADUATION REQUIREMENTS**

**ADDCITION COUNSELOR CERTIFICATION PREPARATION**

*Post-Baccalaureate*

<table>
<thead>
<tr>
<th>COURSE ID.</th>
<th>COURSE DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>HS101</td>
<td>Addiction, Pharmacology and Physiology</td>
<td>All Terms</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HS103 (P)</td>
<td>Ethics for HS and Traditional Health Worker</td>
<td>W/Sp</td>
<td>2 cr.</td>
</tr>
<tr>
<td>HS155 (P)</td>
<td>Wellness Coaching, Interviewing, and Advocacy</td>
<td>W/Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS156</td>
<td>Counseling Theories</td>
<td>F/W</td>
<td>3 cr.</td>
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<tr>
<td>HS201 (P)</td>
<td>Addiction and the Family System</td>
<td>Sp</td>
<td>3 cr.</td>
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<tr>
<td>HS209 (P)</td>
<td>Co-occurring Disorders</td>
<td>Sp</td>
<td>2 cr.</td>
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<td>HS211 (P)</td>
<td>HIV/TB and Infectious Diseases</td>
<td>F/W/Sp</td>
<td>1 cr.</td>
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<td>Multicultural Practice</td>
<td>F/W</td>
<td>3 cr.</td>
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<td>HS214 (P)</td>
<td>Advanced Interviewing and Counseling Skills</td>
<td>F</td>
<td>3 cr.</td>
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<tr>
<td>HS216 (P)</td>
<td>Clinical Screening, Assessment, and Treatment Planning</td>
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<td>3 cr.</td>
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<td>Group Counseling Skills</td>
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<td>3 cr.</td>
</tr>
<tr>
<td>HS218 (P)</td>
<td>(A, B, C) Group Processes</td>
<td>F/W/Sp</td>
<td>1 cr. (per term)</td>
</tr>
<tr>
<td>HS219 (P)</td>
<td>Client Records, Case Management, and</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS285A –</td>
<td>Care Coordination</td>
<td>F/W/Sp/S</td>
<td>15-25 cr.</td>
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<tr>
<td>HS288A (P)</td>
<td>HSP Practicum</td>
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</tbody>
</table>

Students interested in this option must attend the winter term orientation or meet personally with Wanda Urban, their advisor (503-399-6154), prior to beginning.

**Note:** (P) = Indicates prerequisite required. Check college catalog.
# HUMAN SERVICES PROGRAM GRADUATION REQUIREMENTS

## ASSOCIATE OF APPLIED SCIENCE SOCIAL SERVICES (107 credits)

### HSP CORE (40 credits total)

<table>
<thead>
<tr>
<th>COURSE L.D.</th>
<th>COURSE DESCRIPTION</th>
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<tbody>
<tr>
<td>HS101</td>
<td>Addiction, Pharmacology and Physiology</td>
<td>All Terms</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HS103 (P)</td>
<td>Ethics for HS and TH Workers</td>
<td>W/Sp</td>
<td>2 cr.</td>
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<tr>
<td>HS129</td>
<td>Understanding Grief, Loss and Transition</td>
<td>All terms</td>
<td>3 cr.</td>
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<tr>
<td>HS150</td>
<td>Personal Effectiveness</td>
<td>F/W</td>
<td>3 cr.</td>
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<td>HS154</td>
<td>Community Resources and Advocacy</td>
<td>F/W</td>
<td>3 cr.</td>
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<td>Counseling Theories</td>
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<td>Introduction to Practicum</td>
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<td>3 cr.</td>
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<td>HIV, TB and Infectious Diseases</td>
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<td>Multicultural Practice</td>
<td>F/W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS223</td>
<td>Aging Theory and Practice</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS260 (P)</td>
<td>Group Dynamics</td>
<td>W/Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS265 (P)</td>
<td>Casework Interviewing</td>
<td>F</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS266 (P)</td>
<td>Case Management, Care Coordination and Systems Navigation</td>
<td>W</td>
<td>3 cr.</td>
</tr>
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</table>

### HSP PRACTICUM (25 credits total; 4+ terms)

<table>
<thead>
<tr>
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<th>CREDITS</th>
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<tbody>
<tr>
<td>HS284-288S (P)</td>
<td></td>
<td>F/W/Sp/S</td>
<td>4-8 cr. each</td>
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</table>

### SUPPORT COURSES (3 credits total)

<table>
<thead>
<tr>
<th>COURSE L.D.</th>
<th>COURSE DESCRIPTION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CIS101</td>
<td>Intro to Microcomputers (or higher)</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

### BASIC SKILLS (12 credits total)

<table>
<thead>
<tr>
<th>COURSE L.D.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COMM111 (4 cr or)</td>
<td></td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>COMM112 (4 cr or)</td>
<td></td>
<td>Persuasive Speaking</td>
</tr>
<tr>
<td>COMM130 (4 cr)</td>
<td></td>
<td>Business and Professional Speaking</td>
</tr>
<tr>
<td>WR227</td>
<td>Technical Writing</td>
<td>4 cr.</td>
</tr>
<tr>
<td>MTH060</td>
<td>Introductory Algebra (or higher)</td>
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### PSYCHOLOGY (12 credits total)

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</thead>
<tbody>
<tr>
<td>PSY201</td>
<td>General Psychology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PSY239</td>
<td>Introduction to Abnormal Behavior</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PSY237</td>
<td>Growth and Development</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>
SOCIOLOGY  (8 credits total)

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

ELECTIVES  7 credits

Social Science Option Electives  4 cr.

Arts and Letters Elective or Science/Applied Science Elective  3 cr.

Social Science  Anthropology, Chicano/Latino Studies, Criminal Justice, Early-Childhood Education, Economics, Education, Geography, History, Human Development and Family Studies, Human Services, Political Science, Prior Learning Portfolio (PLP), Psychology, Sociology, and Women’s Studies

Arts and Letters  American Sign Language, Art, Communication, English, Film Arts, French, Humanities, Journalism, Japanese, Music, Philosophy, Religion, Russian, Spanish, and Writing.

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

Note: (P) = Indicates prerequisite required. Check college catalog.
TRADITIONAL HEALTH WORKER CERTIFICATE

OPTION REQUIREMENTS = 36 CREDITS

Traditional Health Worker core requirements

<table>
<thead>
<tr>
<th>COURSE L.D.</th>
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<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS150</td>
<td>Personal Effectiveness</td>
<td>F</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS154</td>
<td>Community Resources and Advocacy</td>
<td>F</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS171</td>
<td>Traditional Health Worker</td>
<td>F</td>
<td>5 cr.</td>
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</tbody>
</table>

Plus, Choose one area of specialization below.

Health Services Navigator/Community Health Worker Specialization

<table>
<thead>
<tr>
<th>COURSE L.D.</th>
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<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>HE251</td>
<td>Community Health</td>
<td>W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS103 (P)</td>
<td>Ethics for Human Service and Traditional Health Workers</td>
<td>W</td>
<td>2 cr.</td>
</tr>
<tr>
<td>HS213 (P)</td>
<td>Multicultural Practice</td>
<td>W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS266 (P)</td>
<td>Case Management, Care Coordination and Systems Navigation</td>
<td>W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HE213</td>
<td>Women’s Health*</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS223</td>
<td>Aging: Theory to Practice*</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS260 (P)</td>
<td>Group Dynamics*</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS155 (P)</td>
<td>Wellness Coaching, Interviewing and Advocacy</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS158</td>
<td>Trauma-Informed Theory, Practice and Crisis Management</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS285T (P)</td>
<td>Practicum-Human Services and Traditional Health Workers</td>
<td>Sp</td>
<td>5 cr.</td>
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</table>

*Choose one of these three classes

Peer Wellness/Support Specialist Specialization

<table>
<thead>
<tr>
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<td>HE251</td>
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<td>W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS101</td>
<td>Addiction, Pharmacology and Physiology</td>
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<td>4 cr.</td>
</tr>
<tr>
<td>HS103 (P)</td>
<td>Ethics for Human Service and Traditional Health Workers</td>
<td>W</td>
<td>2 cr.</td>
</tr>
<tr>
<td>HS213 (P)</td>
<td>Multicultural Practice</td>
<td>W</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS155 (P)</td>
<td>Wellness Coaching, Interviewing and Advocacy</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS158</td>
<td>Trauma-Informed Theory, Practice and Crisis Management</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS219 (P)</td>
<td>Client Records, Case Management, and Care Coordination</td>
<td>Sp</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HS284T (P)</td>
<td>Practicum-Human Services and Traditional Health Workers</td>
<td>Sp</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

Students interested in the THW should meet with Yolanda T. Martinez, (503-399-6236), prior to starting the certificate.

Note:  (P) = Indicates prerequisite required. Check college catalog.
# PROGRAM COURSES

Course offerings are subject to change. Consult the current college catalog.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>COURSE #</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Pharmacology and Physiology</td>
<td>HS101</td>
<td>Explains how alcohol and other drugs are processed in the body and the brain (pharmacology). Includes information on the physiological effects of alcohol and other drugs (AOD) on the human body and the possible implications for the treatment and prevention of problems that arise from their use.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>COURSE #</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics for Human Service and Traditional Health Workers</td>
<td>HS103</td>
<td>Introduces professional issues associated with the helping relationship. Examines how personal characteristics and values affect the helping relationship and considers the issues faced by helpers-in-training. Explores the issues of client rights, confidentiality, competence, and dual relationships. Emphasizes development of an intercultural helping perspective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>COURSE #</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Elements in Providing Services to Latino Populations</td>
<td>HS105</td>
<td>Increases cultural understanding and develops personal and professional clinical skills in working effectively with Latino clients in addiction and other treatment settings. Provides participants with an opportunity to learn and practice incorporating information into everyday clinical processes through activities and case study scenarios.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>COURSE #</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alzheimer’s Disease: Coping and Caring (online only)</td>
<td>HS120</td>
<td>Presents information about Alzheimer’s Disease and other dementias, exploring the disease process including the stages of Alzheimer’s and associated behaviors. Focuses on the Best Friends approach to care-giving; addressing issues which families, caregivers, and case managers must attend to. Promotes the individual’s adaptation and addressing issues of self-esteem and fear.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>COURSE TITLE</th>
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<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women and Chemical Dependency Treatment</td>
<td>HS122</td>
<td>Explores the historical, sociological, and physiological implications for women and chemical dependency.</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>DESCRIPTION</td>
<td>COURSE #</td>
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</tr>
<tr>
<td>Understanding Grief, Loss and Transition</td>
<td>Explores individual attitudes towards death, dying, and personal loss(es) and related values clarification. Includes practical assessment and intervention strategies for working with individuals who are either dying and/or are experiencing loss. Covers specific therapeutic tools used by professionals in addressing grief and mourning. Offers an overview of individual issues related to loss such as rituals, near death experiences, end of life planning, personal responses related to suicide, out of sequence losses, and medical issues (practical and ethical).</td>
<td>HS129</td>
</tr>
<tr>
<td>Handling the Violent Client</td>
<td>Introduces the recognition, prevention, and control of aggressive behavior in clients. 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.</td>
<td>HS140</td>
</tr>
<tr>
<td>Nicotine Dependence Treatment</td>
<td>Provides an overview of the science of nicotine addiction, how it is similar and different to other addictions, and the assessment tools and treatment planning suggested in integrating treatment. Covers pharmacological supports available to aid in treatment. Designed for the chemical dependency treatment professional and students in the Addiction Studies Program.</td>
<td>HS141</td>
</tr>
<tr>
<td>Personal Effectiveness for Human Service and Traditional Health Workers</td>
<td>Develops knowledge and skills to improve personal effectiveness. Uses individual and small group exercises to improve skills in self-awareness, communication, values clarification, problem solving, and conflict management.</td>
<td>HS150</td>
</tr>
<tr>
<td>Compulsive Gambling</td>
<td>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.</td>
<td>HS151</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Provides information on managing stress in all settings. Teaches 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. [NOTE: This is a pre-program requirement and may not be used to fulfill degree credit requirements.]</td>
<td>HS152</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>HS154</td>
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</tr>
<tr>
<td>DESCRIPTION</td>
<td>Develops an understanding of the history and values of community resources designed to meet the needs of vulnerable populations. Familiarizes students with local social service agencies/organizations and provides information about making appropriate referrals for services. Introduces application of basic research techniques.</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDED</td>
<td>Concurrent enrollment in HS150 and HS170.</td>
<td></td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td>Enrollment in the Human Services program.</td>
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<tr>
<td>COURSE TITLE</td>
<td>HS155</td>
<td></td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>First of a two-course sequence for students in the Human Services degree programs and the Addiction Counselor Certificate program. Students in the Traditional Health Workers Certificate take this course in term three. Provides the theory and specific techniques required for entry-level advocacy, coaching and interviewing in human service and traditional health worker settings</td>
<td></td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td>HS150, HS154 and HS170; or consent of instructor. (All prerequisite courses must be completed with a grade of C or better.) [<em>Students in the THW certificate are not required to take HS170.</em>]</td>
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<tr>
<td>COURSE TITLE</td>
<td>HS156</td>
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<tr>
<td>DESCRIPTION</td>
<td>Introduces the major counseling theories that have demonstrated effectiveness with substance disorders and a variety of mental health issues. Presents an overview of ten specific theories, their founders, key concepts, techniques and appropriate applications.</td>
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<tr>
<td>COURSE TITLE</td>
<td>HS158</td>
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</tr>
<tr>
<td>DESCRIPTION</td>
<td>Introduces the sources and characteristics, and the acute and long-term impact of trauma on individuals, couples, and families in a developmental, biosocial context. Explores effects on those working with trauma survivors and the inadvertent retraumatization of victims by the social service system. Introduces crisis management strategies in the context of a trauma-informed practice. Discusses policy and advocacy issues. Provides framework for crisis recognition/response and intervention with people experiencing trauma symptoms. Students will analyze and practice using a trauma-informed framework designed to work successfully with trauma survivors in multiple settings, including how to recognize and respond to crisis. Examines key elements necessary to provide trauma-informed interventions and examples of trauma-informed services.</td>
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<tr>
<td>COURSE TITLE</td>
<td>HS165</td>
<td></td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>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 the continual growth and development of long-term care residents.</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>DESCRIPTION</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Practicum</strong></td>
<td>Provides the background and specific skills needed to select and succeed in a Human Services practicum course (HS284A, S, T – HS288A, S, T).</td>
<td>Concurrent enrollment in HS150 and HS154. Enrollment in the Human Services program.</td>
</tr>
<tr>
<td><strong>Traditional Health Workers</strong></td>
<td>Designed to meet most of the training requirements necessary to work in traditional health care roles such as peer wellness support, health system navigation, and community health. Focuses on the areas of outreach and mobilization, community and cultural outreach and liaising, case management, care coordination, system navigation, and health promotion and coaching.</td>
<td></td>
</tr>
<tr>
<td><strong>Addiction and the Family System</strong></td>
<td>Presents basic information regarding addiction and its effects on the whole 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 strengths-based and solution-oriented approaches.</td>
<td></td>
</tr>
<tr>
<td><strong>Youth Addiction</strong></td>
<td>Focuses on working with chemically-dependent youth. Includes prevention, intervention, assessment, and continuing recovery techniques for individuals and groups.</td>
<td></td>
</tr>
<tr>
<td><strong>The Addicted Criminal</strong></td>
<td>Assists human services workers to develop skills with chemically-dependent clients who are convicted criminals. Includes information on recognizing, confronting, and treating the addicted criminal.</td>
<td></td>
</tr>
<tr>
<td><strong>Adult Children of Alcoholics/Addicts</strong></td>
<td>Explores the relationship between growing up in a chemically-dependent or dysfunctional family and ensuing problems in adulthood. Discusses family dynamics, denial, relationships, work, social skills, and feelings.</td>
<td></td>
</tr>
</tbody>
</table>

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**COURSE TITLE**

**HS170**

**HS171**

**HS201**

**HS205**

**HS206**

**HS207**

3 cr.

5 cr.

3 cr.

3 cr.

1 cr.
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 a blended format.
PREREQUISITE: HS101, and HS216 or HS266; or consent of instructor. (All prerequisites must be completed with a grade of C or better.)

COURSE TITLE: HIV, TB, and Infectious Diseases: Risk Assessment, Harm Reduction, and Counseling
COURSE #: HS211
1 cr.
DESCRIPTION: Explores the relationship between alcohol and other drug abuse and infectious diseases, including HIV/AIDS, tuberculosis, sexually-transmitted diseases and hepatitis. Provides counseling techniques for assisting clients to identify personal risk and practice harm reduction. Also addresses special issues affecting diverse populations. Examines personal issues/discomforts arising from frankly discussing sexual behaviors of clients.
RECOMMENDED: HS101, HS150, and HS 155.

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. Builds multicultural competency by increasing 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 United States including African Americans, Asian Americans, Latinos, Native Americans, gays, lesbians, persons with disabilities, and the elderly.
PREREQUISITE: HS150 with a grade of C or better; or consent of instructor.

COURSE TITLE: Advanced Interviewing and Counseling Skills
COURSE #: HS214
3 cr.
DESCRIPTION: Introduces intentional interviewing. Focuses on developing advanced skills and strategies with significant opportunity for hands-on practice. Second of two-course sequence.
RECOMMENDED: Concurrent enrollment in HS284-288.
PREREQUISITE: HS103 and HS155, both with a grade of C or better; or consent of instructor.

COURSE TITLE: Conflict Resolution
COURSE #: HS215
3 cr.
DESCRIPTION: Explores the sources and dynamics of conflict in interpersonal, family, and work settings. Stresses developing an awareness of personal style in conflict situations and use of effective strategies for resolving conflict.
<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Clinical Screening, Assessment, and Treatment Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE #</td>
<td>HS216</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>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.</td>
</tr>
<tr>
<td>Offered winter term</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDED</td>
<td>Concurrent enrollment in HS284-288.</td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td>HS214 with a grade of C or better; or consent of instructor.</td>
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<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Group Counseling Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE #</td>
<td>HS217</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>Presents strategies from accepted and culturally appropriate models for group counseling with clients who with 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. Concurrent enrollment in HS284-288</td>
</tr>
<tr>
<td>Offered winter term</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDED</td>
<td>HS155 and HS260, both with a grade of C or better; or consent of instructor.</td>
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<td>PREREQUISITE</td>
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<thead>
<tr>
<th>COURSE TITLE</th>
<th>Group Processes A</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE #</td>
<td>HS218A</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>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. Concurrent enrollment in HS284-288.</td>
</tr>
<tr>
<td>Offered fall term</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDED</td>
<td>Enrollment in the Human Services program; and HS155 and HS260, both with a grade of C or better; or consent of instructor.</td>
</tr>
<tr>
<td>PREREQUISITE</td>
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<thead>
<tr>
<th>COURSE TITLE</th>
<th>Group Processes B</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE #</td>
<td>HS218B</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>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. Concurrent enrollment in HS284-288.</td>
</tr>
<tr>
<td>Offered winter term</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDED</td>
<td>Enrollment in the Human Services program; and HS218A with a grade of C or better; or consent of instructor.</td>
</tr>
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<td>PREREQUISITE</td>
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<tr>
<th>COURSE TITLE</th>
<th>Group Processes C</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE #</td>
<td>HS218C</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>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. Concurrent enrollment in HS284-288.</td>
</tr>
<tr>
<td>Offered spring term</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDED</td>
<td>Enrollment in the Human Services program; and HS218B with a grade of C or better; or consent of instructor.</td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td></td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>DESCRIPTION</td>
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<td>-------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Client Records, Case Management, and Care Coordination</strong></td>
<td>Offered spring term. Covers the preparation of clinical documentation related to screening and intake processes, assessments, treatment plans, reports, progress notes, and discharge summaries using medical/behavioral health terminology and other client-related data, and care coordination. Applies state, HIPAA, ASAM, and other professionally relevant standards.</td>
</tr>
<tr>
<td><strong>Aging: Theory and Practice</strong></td>
<td>Offered spring term. Introduces the field of social gerontology. Explores the relationship between the aging individual and society. Presents information on theory and practice including: behavioral responses to the normal aging process, healthy adaptation to aging, and diagnosis and treatment of common organic and functional mental disorders. Examines how discrimination of the aging population arises from culturally defined meanings attributed to difference.</td>
</tr>
<tr>
<td><strong>Group Dynamics</strong></td>
<td>Offered winter and spring term. Provides students with the theory and experience to work as effective members of small task groups. Defines and studies styles of leadership, member roles and diversity, problem solving, decision-making, status and power, communication, and resolving conflicts/controversy. Offers students the opportunity to evaluate personal performance within a group.</td>
</tr>
<tr>
<td><strong>Misuse and Abuse of Alcohol and Drugs Among the Elderly</strong></td>
<td>Offered as needed. Addresses problems of drug and alcohol misuse and abuse among older adults. Focuses on prescription drugs, over-the-counter drugs, and alcohol used either alone or in combination.</td>
</tr>
<tr>
<td><strong>Casework Interviewing</strong></td>
<td>Offered fall term. Provides training in the casework interviewing skills needed for culturally sensitive human services work. Includes advanced interviewing skills, a strength-based assessment process.</td>
</tr>
<tr>
<td><strong>Case Management, Care Coordination, and Systems Navigation</strong></td>
<td>Offered winter term. Provides theory and application in care coordination, systems navigation, casework and interviewing applied to diverse populations and cultures in human services. Includes interviewing for assessment, problem solving, planning, monitoring, crisis intervention, and development of a case file.</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Practicum: Human Services – Addiction Studies</td>
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<tr>
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</tr>
<tr>
<td>COURSE #</td>
<td>4-8 cr. ea.</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>Provides experience working on-site in a human service agency to integrate field and classroom experiences. Offers Addiction Studies students two different practicum sites, each at least two terms in length, during the Associate of Applied Science degree acquisition. The second practicum is more comprehensive and provides an opportunity to develop more advanced skills. Students in the post-baccalaureate Addiction Counselor Certification Program remain at one site for three terms.</td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td>HS103, HS150, HS154, HS155, and HS170; or consent of instructor for Addiction Studies (AS). Students in the Addiction Counselor Certification Preparation Post-Baccalaureate Program (ACCP) must have satisfactorily completed one term in the program including HS103 and HS155 or similar courses, and attend an orientation prior to consideration for practicum. Students must register with the Addiction Counselor Certification Board of Oregon (ACCBO) prior to starting the first term of practicum. (All prerequisite courses must be completed with a grade of C or better.)</td>
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<thead>
<tr>
<th>COURSE TITLE</th>
<th>Practicum: Human Services – Social Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE #</td>
<td>4-8 cr. ea.</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>Provides experience working on-site in a human service agency to integrate field and classroom experiences. Offers Social Services students two different practicum sites, each at least two terms in length, during the Associate of Applied Science degree acquisition. The second-year practicum is more comprehensive and provides an opportunity to develop more advanced skills.</td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td>HS150, HS154, and HS170; or consent of instructor. Students in the Social Services degree option must either take HS103 concurrently with or prior to starting their first practicum. (All prerequisite courses must be completed with a grade of C or better.)</td>
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<tr>
<th>COURSE TITLE</th>
<th>Practicum: Human Services – Traditional Health Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE #</td>
<td>4-8 cr. ea.</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>Provides experience working on-site in a human service agency to integrate field and classroom experiences. Offers Traditional Health Worker students a one-term practicum in the third term of the program.</td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td>HS150, HS154, and HS171. Students in the Traditional Health Worker Certificate of Completion program must take HS103 prior to starting their first practicum; or consent of instructor. (All prerequisite courses must be completed with a grade of C or better.)</td>
</tr>
</tbody>
</table>
Handbook Statement
2015-2016

My signature below indicates that I:

- Have read the 2015-2016 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.

Print name: __________________________________________________________

K number: _______________________

Signature: ___________________________ Date: _______________________

Return to: HS170 Class Instructor by the due date indicated in the course syllabus