

2017-2018

**45 YEARS OF HUMAN SERVICES
EDUCATION AND TRAINING**

**HUMAN SERVICES
PROGRAM
HANDBOOK**

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

**CHEMEKETA COMMUNITY COLLEGE
DIVERSITY STATEMENT**

We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of all.

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 college policy that discrimination or harassment on the grounds of race, religion, color, sex, marital status, national origin, age, disability, protected veteran status, sexual orientation, gender identity, or family* relationships (*see definitions, restrictions, and exceptions in ORS 659A.001) will not exist in any area, activity, or operation of the college. Harassment is any unwelcome behavior, or display, either verbal, physical, or visual in nature which meets any of these criteria: 1) submission to such condition is either an implicit or explicit condition of employment or academic performance; 2) submission or rejection of the condition by an employee or student is used as the basis for decisions affecting that person's employment or academic performance; 3) the condition has the purpose or effect of unreasonably interfering with an individual's work performance or academic performance or creating an intimidating, hostile, or offensive working environment or academic environment.

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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 be avoided or curtailed.

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

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

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

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

Responsibility to the Public and Society

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

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

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

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

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

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

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

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

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

Responsibility to Colleagues

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

STANDARD 20 When human service professionals have a conflict with a colleague, they first 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. 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 Addiction Counselor Certification Preparation (ACCP) Option. (Note: This option begins in the winter 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 Alcoholism and Drug Abuse 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 OUTCOMES

1. Students will describe 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 describe the conditions that 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 that are congruent with the values of 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. 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.

9. Addiction Studies students will be able to describe, identify, assess, and treat substance use disorder.

POLICIES AND PROCEDURES

A. Program Related

1. 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.
2. Writing classes and all Human Services (HS-designated) courses used to meet degree requirements or prerequisites must be completed with a grade of C or better.

B. Program Suitability

Students must be suitable for the profession. 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 faculty 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.
- Academic dishonesty.
- 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 and/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.
- 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.

C. **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: www.chemeketa.edu/aboutchemeketa/collegelife/honesty
- passing HSP required courses with a grade of C or better; not passing a course requires an exit interview with the instructor; failed courses may not be taken more than three times and require instructor approval to re-take.
- 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 attending class regularly.
- not disrupting the teaching/learning process.
- not participating in physical or verbal abuse of any individual.

D. Conflict of Interest Policy

It is in the best interest of the practicum student to be aware of and properly manage all conflicts of interest and appearances of a conflict of interest. This conflict of interest policy is designed to help the practicum student identify situations that present potential conflicts of interest and to provide the practicum student with a procedure to appropriately manage conflicts in accordance with the goals of accountability and transparency between the parties.

For purposes of this policy, the following circumstances shall be deemed to create a conflict of interest:

1. The practicum student (or family member of the foregoing) is or was a party to a contract, or is or was involved in a transaction with a practicum agency for goods or services (e.g. past client of the agency).
2. The practicum student (or family member of the foregoing) has a material financial interest in a transaction between the practicum agency and an entity in which the practicum student, or a family member is a director, officer, agent, partner, associate, employee, trustee, personal representative, receiver, guardian, custodian, or other legal representative.
3. The practicum student (or a family member of the foregoing) is engaged in some capacity or has a material financial interest in a business or enterprise that competes with the practicum agency.

Other situations may create the *appearance of a conflict*, or present a *duality of interests* in connection with a person who has influence over the activities or finances of the practicum agency. All such circumstances should be disclosed to the Human Services Program (HSP) and a decision made by the HSP as to what course of action

the organization or individuals should take so that the best interests of the practicum agency and HSP are not compromised by the personal interests of staff, volunteers, practicum students, or others.

In the event it is not entirely clear that a conflict of interest exists, the student with the potential conflict shall disclose the circumstances to his or her practicum seminar instructor and practicum supervisor. The HSP shall determine whether there exists a conflict of interest that is subject to this policy.

Gifts, Gratuities, and Entertainment: Accepting gifts, entertainment, or other favors from individuals or entities can also result in a conflict or duality of interest when the party providing the gift/entertainment/favor does so under circumstances where it might be inferred that such action was intended to influence or possibly would influence the interested person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value which are not related to any particular transaction or activity of the HSP or practicum agency.

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, e-mails, 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 or class time, unless authorized by the site supervisor or HSP faculty.
- 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 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 students 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.

Unacceptable student behavior or action may result in a Problem Solving Record (PSR), Probation (PR), or dismissal from the program and are a faculty decision. In making this decision, faculty consider the implications of prior and current student performance related to safety, professional and personal integrity, student success, professional judgement, legal or ethical factors, and personal responsibility. While faculty makes every effort to alert students as early as possible to problem situations, there is no implied process that requires that a PSR must precede a PR or that either of these must precede dismissal.

Students wishing to appeal a decision made by the faculty should submit a written statement including their concerns and proposed resolution to the Dean of Health Sciences within 10 business days. Students who appeal the faculty's decision regarding their continuation in the program are allowed to attend classes until the appeal is concluded. Students may not attend practicum experiences while their appeal is pending. The Dean of Health Science's decision shall be final.

Violations of the Human Services Code of Ethics

Any of the following behaviors will result in immediate dismissal 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.

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.

When resolution cannot be reached by talking with the individual (or when contact with the individual would not be appropriate) contact the Dean of Health Sciences (Building 8/114C; 503 399-5041). 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 or members. 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/rights/rights.html>) will then be followed.

If the issue involves alleged discrimination such as sexual harassment, contact the Title IX Coordinator Vivi Caleffi Prichard at 503-365-4723 or (vivi.caleffi.prichard@chemeketa.edu)

If sexual harassment is a student-to-student issue, contact the Executive Dean of Student Development and Learning Resources (503 399-6148).

H. Harassment/Discrimination Policy

Chemeketa Community College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, protected veteran status, age gender, gender identity, sexual orientation, pregnancy, whistle blowing, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under federal, state or local laws.

Under College policies, equal opportunity for employment, admission, and participation in the College's programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of its policies and other College effects designed for that purpose.

Persons having questions or concerns about:

Title IX, Which includes gender-based discrimination, sexual harassment, sexual violence, interpersonal violence, and stalking; contact the Title IX coordinator at 503.365.4723, 4000 Lancaster Dr. NE, Salem, OR 97305, or <http://go.chemeketa.edu/titleix>. Individuals may also contact the U.S. Department of Education, Office for Civil Rights (OCR), 810 3rd Avenue #750, Seattle, WA 98104, 206.607.1600. Equal Employment Opportunity or Affirmative action should contact the Affirmative Action Office at 503.399.2537, 4000 Lancaster Dr NE, Salem OR 97305.

I. School Closure or Late Opening Policy

If the college closes or opens late due to snow or inclement weather, notification is made to the Internet site Flashalert.net at <http://flashalert.net> that contacts radio and television stations by 6:00 a.m. Students are encouraged to sign up for Chemeketa's free emergency notification system. Chemeketa uses this system to quickly notify students of emergency information, including school closures. Go to your MyChemeketa account under services, click on notifications then click emergency notifications and register.

Students need to exercise good judgment regarding their own safety before deciding to drive to or from practicum or campus when the weather is bad.

If practicum is missed, practicum hours must be made up.

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.

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 Manual 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.
9. Document client participation and progress using electronic medical records.
10. Meet agency personnel and professional standards.

One-Year Program Post-Baccalaureate Addiction Counselor Certification Preparation: Students will work in one or two practicum sites to complete 15 to 25 credits of practicum in the substance use disorder 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 Manual 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.
9. Document client participation and progress using electronic medical records.
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.

A. Practicum Placement

1. 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 Christina Steiger for an orientation. She may be contacted at 503 399-6157 or christina.steiger@chemeketa.edu.

Students may commence practicum following completion of HS103 Ethics for Human Service and Traditional Health Workers, HS150 Personal Effectiveness, HS155, and HS170 Introduction to Practicum with grades of C or better; or consent of instructor.

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. Review the agency site descriptions.
 - b. If required by the agency, prepare a resume and cover letter and/or application.
 - c. Contact an agency to request an interview.
 - d. If accepted at the agency, complete a Request for Training Agreement and the Conflict of Interest Policy (the latter must be signed by student and agency supervisor), <http://faculty.chemeketa.edu/wurban/Practi/>, and submit it to Yolanda T. Martinez, Practicum Coordinator, yolanda.martinez@chemeketa.edu for fall through spring term practicum and Christina Steiger, christina.steiger@chemeketa.edu for summer term practicum.
 - e. HSP staff will review the documents and determine if the placement is appropriate for the student.

- f. Print the Training Agreement provided by the Practicum Coordinator, obtain agency supervisor's signature, and return to Practicum Coordinator.
- g. In the event that placement is not approved by HSP staff, a student is declined by an agency or agencies, and/or is not successful in being placed after interviewing, he/she should make an appointment with his/her advisor to discuss options or 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, or S), 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 placement 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.)
- 5. Due to limited availability of practicum sites for Addiction Studies students, summer seminar will prioritize for those students seeking placement with a qualified supervisor in a substance treatment program. Social Services students may be allowed to enroll in summer practicum to finalize their practicum hours (second site, last term) should spots become available.

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 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 or two sites.
- 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 a copy as their receipt.

- d. Students can only be in agencies identified in the *Practicum Listing* located at <http://faculty.chemeketa.edu/faculty/wurban/Practi/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 by requesting a new Training Agreement or submitting a revised Continuation Form to reflect the correct number of credits and hours. Students must also register for the practicum course that corresponds to the adjusted credits.
 - 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 hours 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 recovery housing for the immediate past two years.
 9. Practicum experiences should not be completed at a student's current place of business, performing regular job duties. This practice may introduce a concern of liabilities by the employer and the college, fairness to students, and the ability to provide the student with a well-rounded practicum experience.

However, the student may use their current employer if the student is allowed to fulfill the practicum experience;
 - a. in another department,
 - b. that is completely removed from the normal job duties, and
 - c. under the supervision other than the student's immediate supervisor.
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 may not register for more than 5 credits at their first-term, first-site practicum. Subsequent increases in credits require adviser approval.

Students will arrange with agency supervisors to make up hours missed because of illness or other 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.

*Summer practicum is based on 8 weeks so the formula should be revised accordingly.

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/or 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, text, email, and other electronic 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 the practicum site. 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

Instructions and Responsibilities

This agreement is designed to inform the student, training site and college of the responsibilities of the parties in the practicum experience partnership. It is understood to be a summary of the responsibilities which are described in greater detail in the Practicum Experience Guidelines contained in the current Human Services Student Handbook.

A. The Student agrees to:

1. Authorize college staff to release appropriate information as necessary to practicum training site. Complete the Student Release of Education Records and submit to the Practicum Coordinator before practicum commences.
2. Return to the Practicum Coordinator the Training Agreement and Conflict of Interest Policy signed by the Training Site representative and the student prior to beginning a new practicum placement. No placement may begin and no hours will be counted before these forms are signed and returned to the college and the academic term has started.
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. Inform the seminar instructor and the Practicum Coordinator of any other changes such as a change of supervisor, training site name, training site address or telephone number, and changes in the student's contact information (telephone or address), or number of practicum credits so the Training Agreement can be changed accordingly.
5. Develop learning objectives with assistance from Training Site supervisor and college staff.
6. Work the number of hours per week as determined by the credit formula.
7. Follow all rules, regulations and safety requirements of the training site.
8. Fulfill responsibilities agreed to with the training site.
9. Report any on-the-job accidents or illnesses to the training site supervisor immediately and complete appropriate forms.
10. Discuss with the training site supervisor and seminar instructor any problems arising between the training site and the student.
11. Be drug and alcohol free while at the practicum site.
12. Prior to the end of term, submit a signed statement to college staff certifying the number of training site hours completed.

B. The Training Site Supervisor agrees to:

1. Provide work-space, materials, and job description.
2. Train and orient the student to all health and safety practices, training site goals, purposes, and philosophy.
3. Assist the student in developing learning objectives each term.
4. Supervise and train the student in the achievement of the learning objectives.
5. Meet with the student weekly to discuss student's learning.
6. Complete the written evaluation of student learning objectives, mid-term, and final evaluations each term.
7. Discuss directly with the student any problems arising between the training site and the student.
8. Contact the college instructor if questions or problems arise.
9. Assure that students will be accepted and assigned work without regard to age, disability, national origin, race, marital status, parental status, religion, or sex.
10. Report accidents involving non-paid students within 48 hours to Chemeketa Risk Management. (399-8635) or after normal business hours to Chemeketa Public Safety (399-5023).
11. Provide workers compensation insurance and liability coverage in an employer-paid position.
12. Follow the procedure contained in the current Human Services Program Student Handbook for unacceptable behavior.

C. The Seminar Instructor agrees to:

1. Determine the final grade a student receives for practicum.
2. Initiate two meetings per term with the training site supervisor and the student.

3. Be available to the training site supervisor to discuss questions and problems or suggestions concerning the practicum student and/or placement.
4. Meet with each student to explain the practicum process, paperwork, and timelines, as needed.

D. The Practicum Coordinator agrees to:

1. Generate and coordinate the Training Agreement with all parties involved.
2. Arrange for workers compensation insurance and liability coverage for students in non-employer paid practicum sites for the hours and dates designated on this form.
3. Refer students for practicum placement without regard to age, disability, national origin, race, marital status, parental status, religion, or sex.

E. Chemeketa Community College and Training Site certify that in performing this agreement each will comply with all applicable provisions of the federal, state and local laws, regulations, rules, orders, codes, administrative rules, ordinances, and College policies applicable to the provision of goods and/or services under this Agreement, including, without limitation, the provisions of ORS 279A, 279B, 279C; the provisions of: (i) Title VI of the Civil Rights Act of 1964; (ii) Section V of the Rehabilitation Act of 1973; (iii) the Americans with Disabilities Act of 1990 and the 2008 amendment to the Americans with Disabilities Act; ORS 659A.142 and ORS 659A.400 through ORS659A.409; (v) the Age Discrimination Act; ORS 659.800 et al, and all amendments of regulations and administrative rules established pursuant to those laws; (vi) all other applicable requirements of federal and state civil rights and rehabilitation statutes, rules, and regulations.

Chemeketa Community College and Training Site agree not to discriminate against any client, employee, or applicant for employment or for services, because of race, religion, color, national origin, ethnicity, sex, sexual orientation or identity, veterans status, pregnancy or related conditions, disability, or age with regard to, but not limited to, the following: employment upgrading, demotion or transfer; recruitment or recruitment advertising; layoffs or termination; rates of pay or other forms of compensation; selection for training; rendition of services. It is further understood that any party who is in violation of this clause may be barred forthwith from receiving awards of any purchase order, purchase agreement, contract, or similar acquisition instrument, from the College unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

The venue for any action related to this Agreement shall be in the Circuit Court for the County of Marion, Oregon

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.

Grade Appeal

Students wishing to appeal a progression decision made by the faculty should submit a written statement including their concerns and proposed resolution to the Dean of Health Sciences within 10 business days. Please note, the appeal process for Health Sciences students is shorter than other Chemeketa students due to the need to begin practicum/clinical rotations at the beginning of the following term. Students who appeal the faculty’s decision regarding their continuation in the program are allowed to attend theory class until the appeal is concluded. A follow up appointment should be scheduled with the Dean of Health Sciences. The Dean of Health Science’s decision shall be final. Students may not attend practicum/clinical experiences while their appeal is pending.

The grade appeal form is located in the back of the handbook.

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. Up to 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 colleges 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 and evaluation 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
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@internatinalcredentialing.org

Northwest Indian Alcohol-Drug Specialist Certification Board, Lois Jacobs, Agent; 12421 Waller Road E., Tacoma, WA 98499-0268

HUMAN SERVICES PROGRAM GRADUATION REQUIREMENTS

ADDICTION COUNSELOR CERTIFICATION PREPARATION Post-Baccalaureate

COURSE ID.	COURSE DESCRIPTION	OFFERED	CREDITS
HS101	Addiction, Pharmacology and Physiology	All Terms	4 cr.
HS103 (P)	Ethics for Human Services	W/Sp	3 cr.
HS155 (P)	Fundamentals of Interviewing	W	3 cr.
HS156	Counseling Theories	F/W	3 cr.
HS201 (P)	Addiction and the Family System	Sp	3 cr.
HS209 (P)	Co-occurring Disorders	Sp	2 cr.
HS211 (P)	Wellness Counseling and Infectious Diseases	W	4cr.
HS213 (P)	Multicultural Issues	F/W	3 cr.
HS214 (P)	Advanced Interviewing and Counseling Skills	Sp	3 cr.
HS216 (P)	Clinical Screening, Assessment, and Treatment Planning	F	3 cr.
HS217 (P)	Group Counseling Skills	W	3 cr.
HS218 (P)	(A, B, C) Group Processes	F/W & Sp	1 cr. (per term)
HS219 (P)	Client Records, Case Management, and Care Coordination	Sp	3 cr.
HS285A – HS288A (P)	HSP Practicum	F/W/Sp/S	15-25 cr.

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

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

For a description of each course offered refer to the college catalog.

HUMAN SERVICES PROGRAM GRADUATION REQUIREMENTS

ASSOCIATE OF APPLIED SCIENCE ADDICTION STUDIES (99 Credits)

HSP CORE (55 credits total)

COURSE ID.	COURSE DESCRIPTION	OFFERED	CREDITS
HS101	Addiction, Pharmacology and Physiology	All Terms	4 cr.
HS103 (P)	Ethics for Human Services	W/Sp	3 cr.
HS150	Personal Effectiveness	F/W	3 cr.
HS152	Stress Management	All Terms	1 cr.
HS155 (P)	Fundamentals of Interviewing	W/Sp	3 cr.
HS156	Counseling Theories	F/W	3 cr.
HS158	Trauma Informed Theory, Practice, and Crisis Management	W/S	3 cr.
HS170	Introduction to Practicum	F/W	4 cr.
HS201 (P)	Addiction and the Family System	Sp	3 cr.
HS209 (P)	Co-occurring Disorders	Sp	3 cr.
HS211 (P)	Wellness Counseling and Infectious Diseases	F/W/Sp	4 cr.
HS213 (P)	Multicultural Issues	F/W	3 cr.
HS214 (P)	Advanced Interviewing and Counseling Skills	Sp	3 cr.
HS216 (P)	Clinical Screening, Assessment, and Treatment Planning	F	3 cr.
HS217 (P)	Group Counseling Skills	W	3 cr.
HS218 (P)	Group Processes (A, B, C)	F/W/Sp	3 cr. (1 per term)
HS219 (P)	Client Records, Case Management, and Care Coordination	Sp	3 cr.
HS260 (P)	Group Dynamics	W/Sp	3 cr.
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	Computing Concepts (or higher)		3 cr.
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Note: (P) = Indicates prerequisite required. Check college catalog.

BASIC SKILLS (8 credits total)		
MTH060	Introductory Algebra (or higher)	4 cr.
WR121	The College Essay	4 cr.

PSYCHOLOGY (8 credits total)		
PSY201	Introduction to Psychology: Mind and Body	4 cr.
PSY239	Abnormal Behavior	4 cr.

For a description of each course offered refer to the college catalog.

HUMAN SERVICES PROGRAM GRADUATION REQUIREMENTS
ASSOCIATE OF APPLIED SCIENCE SOCIAL SERVICES (94 credits)

HSP CORE (46 credits total)

COURSE I.D.	COURSE DESCRIPTION	OFFERED	CREDITS
HS101	Addiction, Pharmacology and Physiology	All Terms	4 cr.
HS103 (P)	Ethics for Human Services	W/Sp	3 cr.
HS150	Personal Effectiveness	F/W	3 cr.
HS152	Stress Management	All Terms	1 cr.
HS155 (P)	Fundamentals of Interviewing	W/Sp	3 cr.
HS156	Counseling Theories	F/W	3 cr.
HS158	Trauma Informed Theory, Practice, and Crisis Management	W/S	3 cr.
HS170	Introduction to Practicum	F/W	4 cr.
HS211 (P)	Wellness Counseling and Infectious Diseases	F/W/Sp	4 cr.
HS213 (P)	Multicultural Issues	F/W	3 cr.
HS218 (P)	Group Processes (A, B, C)	F/W/Sp	3 cr.
			(1 per term)
HS223	Aging: Theory and Practice	Sp	3 cr.
HS260 (P)	Group Dynamics	W/Sp	3 cr.
HS265 (P)	Casework Interviewing	Sp	3 cr.
HS266 (P)	Comprehensive Case Management	F	3 cr.

HSP PRACTICUM (25 credits total; 4+ terms)

SUPPORT COURSES (3 credits total)

CIS101	Computing Concepts (or higher)		3 cr.
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BASIC SKILLS (8 credits total)

MTH060	Introductory Algebra (or higher)		4 cr.
WR121	The College Essay		4 cr.

PSYCHOLOGY (12 credits total)

PSY201	Introduction to Psychology: Mind and Body		4 cr.
PSY237	Life Span Development		4 cr.
PSY239	Abnormal Psychology		4 cr.

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

For a description of each course offered refer to the college catalog.



**Human Services Program
Student Handbook Statement
2017-2018**

My signature below indicates that I:

- Understand that the Human Services Program Student Handbook is updated annually and that I can access the current Handbook on the Program webpage,
- Have read the current Human Services Program Student Handbook,
- Have asked program staff to clarify any questions concerning policies found within this Handbook, and therefore I understand its contents and provisions,
- Agree to comply with the Chemeketa Community College Human Services Program policies and procedures as stated in this and future handbooks as long as I am enrolled as a student in the Human Services Program, and,
- 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
or to Program Chair if an Addiction Counselor Certification Preparation student

[Download form from website]



**Human Services Program
Student Release of Educational Records Form**

Student's Name (please print)

Student K#

Chemeketa's Human Services Program curriculum requires you to participate in student practicums with outside agencies. This is to provide you with educational experiences utilizing the placement for actual experience working in the community.

It is important for the college to be able to speak candidly with agency staff about you prior to placement and with your practicum supervisor or other agency staff regarding your learning experiences and practicum-related topics. As a result the college is asking you to release your Family Educational Rights and Privacy Act (FERPA) rights relating to your educational records from the Human Resources department.

I, _____ allow Chemeketa Human Services Program faculty to speak candidly to agency staff regarding practicum placement and my educational experiences. This is limited to the times I am seeking placement and actually in a practicum location. I may revoke this release at any time.

I further agree to hold harmless the employees and Chemeketa Community College, for any claim arising out of, or related to, this release of educational information as requested.

Student's Signature

Date

[Download form from website]



Conflict of Interest Disclosure Form

Practicum Student Name: _____

Please describe below any relationships, transactions, positions (volunteer or otherwise), or circumstances that could create a dual relationship or conflict of interest between the Human Service Program, practicum agency, and your personal interests, financial or otherwise:

I hereby certify that the information set forth above is true and complete to the best of my knowledge.

I have reviewed, and agree to abide by, the Conflict of Interest Policy of the Human Service Program.

Student Signature: _____

Date: _____

The above named student, discussed the potential conflict of interest with

(Agency Name and Representative)

Agency Representative Signature: _____

Date: _____

[Download form from website]

Health Sciences Programs 2017
Immunizations Requirements
Once you have been accepted into the Program

Copies of all required documentation must be submitted with attached cover sheet included as one complete packet by orientation, September 13, 2017.

The Oregon Health Authority has established standards for requirements for health professional student placements in clinical training settings within the State of Oregon. Immunizations include Measles, Mumps and rubella (MMR). All reports of immunization status must be on official records, signed by a qualified healthcare professional, and must be complete before you are eligible to register for Health Sciences courses. We accept copies of childhood immunizations.

COPIES ONLY – NO ORIGINALS

1. Measles, Mumps, Rubella (MMR) vaccine

- Proof of two doses of MMR; second dose of MMR **cannot** be given sooner than 28 days after first dose *or*
 - Proof of positive titer

Exemptions to the requirements for immunizations may be claimed by students for medical or non-medical reasons. Documentation for exemption requires one or more of the following:

a. Medical –

A written statement of exemption signed by a licensed independent practitioner; or

b. Non-Medical –

A signed Vaccine Education Certificate you receive after talking with your healthcare provider *or* watch the College Measles Module online and print out and sign the Vaccine Education Certificate at the end of the module. You can find more information at:
<http://public.health.oregon.gov/PreventionWellness/VaccinesImmunization/Gettingimmunized/Pages/non-medical-exemption.aspx>

IMPORTANT: Students who exempt themselves from the vaccination requirements should be aware that circumstances may arise that would require their exclusion from clinical and/or classroom settings. Also, illness that may result from lack of immunizations may prevent students from attending class or clinical sessions. Either exclusion from clinical and/or class or missed time due to illness may result in an inability to meet course requirements and, therefore, the need to withdraw from the Health Sciences program.

Disability Accommodations (if requested): Medical evaluations of physical capacity may be necessary to provide information needed to accommodate functional limitations. When needed for this purpose, reports of an examination conducted by a licensed healthcare professional may be required from students. Students requesting accommodations should make an appointment with the College's Disability Services at 503-399-5276.



Health Sciences Programs 2017 Immunizations Packet PACKET COVER SHEET

Submit COPIES of all required documentation as one complete packet including this COVER SHEET by orientation, September 13, 2017.

Student Name: _____ K Number _____

Program: _____

Please check box with immunization included in this packet.

MMR

By Fax: 503-399-5113

By Email: healthsciences@chemeketa.edu

By Mail/In Person: Health Sciences Department
Chemeketa Community College
PO Box 14007, Bldg. 8, Room 114A
Salem, OR 97309

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Grade Appeal

To appeal the grade you have received in a course:

1. Carefully read over the instructions on page one.
2. Complete this appeal form and submit it along with documentation of the facts cited in your appeal.
3. Your appeal must be submitted no later than 10 days after the end of the academic term of the dispute.
4. **Submit your appeal to the Executive Dean of Student's office where it will be forwarded to the appropriate Academic Dean/Director for review.**
 - a. Salem Campus, Bldg 3, Room 272B
5. You will be contacted regarding the decision within 30 calendar days of receipt of the appeal
6. The decision of the Academic Dean/Director is final, and there will be no further appeal beyond this point.

Student ID (K#): Date: - -

Name: _____
Last, First, Middle

Address: _____
Street, City, State Zip

Phone Number with Area Code: _____ Cell Phone: _____ Home Phone: _____

Course Subject & #: _____ Term: _____
(example MTH 095) (example Fall 2014)

Instructor's Name: _____

Provide answers to the following questions and provide documentation as requested. You may attach separate sheets if the space provided is not sufficient.

- 1) Please cite facts supporting your appeal including specific dates or situations that affected your grade (e.g. classroom participation, exams, coursework, etc...). Attach documentation supporting the facts that you have cited.

2) Prior to submitting this appeal how have you attempted to resolve this situation?

3) What grade do you believe that you have earned? _____

Student Signature: _____

For Office Use Only:

Date Appeal Received: _____ Appeal Received By: _____

Supervisor's Summary of Investigation & Decision:

Supervisor's Printed Name: _____

Supervisor's Signature: _____ Date: _____

Copy Sent To: Student Instructor