



Wayne County Community College District

COURSE SYLLABUS

SW 105 Field Practicum I

CREDIT HOURS: 4.00

CONTACT HOURS: 60.00

COURSE DESCRIPTION:

This course is designed to prepare the social work, addictions studies and mental health student to select and apply relevant knowledge, values and helping and intervention skills to real-life human issues. Students will be guided through a process that helps to develop needed practice competencies. You will meet with your instructor for 1 hour per week at an agreed upon location.

PREREQUISITES:

SW 101

EXPECTED COMPETENCIES:

Upon completion of this course, the student will be familiar with:

1. Identify as a professional social worker and conduct ones self accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Advance human rights and social and economic justice.
5. Apply knowledge of human behavior and the social environment.
6. Engage, assess, intervene, and evaluate with individuals,

ASSESSMENT METHODS:

Student performance may be assessed by examination, quizzes, case studies, oral conversation, group discussion, oral presentations. The instructor reserves the option to employ one or more of these assessment methods during the course.

GRADING SCALE:

90%-100% = A

80%-89.9%= B

70%-79.9%= C

60%-69.9%= D

<60% = E

**STUDENT HANDBOOK
Of
FIELD PLACEMENT**

**THE HUMAN SERVICES
PROGRAM**

**WAYNE COUNTY COMMUNITY
COLLEGE DISTRICT**

2017

**CERTIFICATE PROGRAMS
ASSOCIATE IN ARTS DEGREE PROGRAMS**

Wayne County Community College District
Human Services Program

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Wayne County Community College District
Human Services Program

I. The Mission of the Human Services Program

To provide students at Wayne County Community College District (WCCCD) with the opportunities for successful and viable employment and/or transfer credit to four year degree programs. To provide opportunities to enhance the knowledge and skills commonly held to be relevant to living and working in students' homes, communities and a global society of multiple cultures.

II. Program Objectives

Students who complete the certificate and/or associate degree curriculum will:

1. Understand the basic concepts, guiding principles and realities of contemporary human services.
2. Comprehend the principles of a variety of helping theories.
3. Develop basic helping skills.
4. Develop competence in basic helping skills through supervised service-learning experiences in community agencies.
5. Be able to write clear, objective reports.
6. Achieve a greater awareness of their values and their reactions to those whom they would be helping.
7. Learn the ethical standards of persons in the helping professions.

III. Admission Philosophy and Guidelines

The faculty and administration reserve the right to admit and retain only those students who, in their judgment, possess academic and personal suitability for the Human Services Program. Student assessment is carried out by the faculty on an ongoing basis. A Criminal Background Check via www.CertifiedBackground.com and Criminal Background Statement is required for admission.

IV. Retention and Dismissal Policies

Students who are admitted into the program are expected to maintain satisfactory academic and behavioral standards, as detailed in WCCCD guidelines. Students who fail to meet these standards will be subject to a review of status which could result in dismissal from the program.

- a) The student must maintain at least an 80% rate of attendance in class and in an internship placement.
- b) A student intern must honor the agreement with her or his host agency.
- c) The student must maintain ethical behavior as defined in the Organization for Human Service Education's "Ethical Standards of Human Services Professionals."
- d) Students must display acceptable classroom behavior in their interactions with other students and with faculty. As well as adhere to all campus policy.

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Examples of appropriate behavior include:

- 1) Listening to the views of others with consideration and respect;
- 2) Treating others with courtesy and sensitivity;
- 3) Being tolerant of the views and values held by those of other cultures; and;
- 4) Skillfully managing disagreements with others

Examples of unacceptable behavior include:

- 1) Displaying inappropriate attention-seeking behavior;
- 2) Treating others with rudeness and disrespect;
- 3) Interrupting others;
- 4) Speaking dismissively to others;
- 5) Being argumentative with others;
- 5) Making insulting or derogatory comments to or about others.

If evidence arises that the student's status in the program needs to be formally reviewed, faculty will conduct an interview with the student. Agency personnel charged with supervising the student may also be consulted, if the student is serving a field placement. However, the authority to make decisions concerning the student's status in the program will reside with the WCCCD faculty. The student will be allowed to present her or his own observations in the interview.

If the student fails to maintain one or more of the standards listed above, Human Services faculty may elect to recommend that the student be dismissed from the program/internship. The student will be notified of the decision in writing. The student retains the right to appeal the decision within thirty days of notification. The procedure of appealing the decision to dismiss shall be identical to the procedure by which a student appeals a decision of denial.

V. Statement of Nondiscrimination

(1) WCCCD offers certificate and degree-credit programs and community service learning/field placement to qualified persons without regard to race, sex, color, age, religion, national origin, sexual orientation, or disability.

(2) The Human Services Program is committed to making its services accessible to and usable by qualified persons with disabilities.

(3) Students needing accommodation in class, program or course work should make the request to the ACCESS center on campus.

(4) Anyone may contact the ACCESS at any time regarding questions or concerns he or she may have.

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The Human Services Field Placement

SW 105 - FIELD INSTRUCTION I

180 placement hours 4 credit hours

This course is designed to prepare the social work, addictions studies and mental health student to select and apply relevant knowledge, values and helping and intervention skills to real-life human issues. Students will be guided through a process that helps to develop needed practice competencies. You will meet with your instructor for 1 hour per week at an agreed upon location.

For a 15-week semester, the student is required to complete 12 field work hours per week and 1 classroom hour per month. For a 12-week semester the student is required to complete 18 field work hours per week and 1 classroom hour per month. This course integrates students into the working world by having them complete field work in a human service agency. The student will have the opportunity to progress from observation, to directly supervised client contact, to indirectly supervised client contact. The field work will be integrated with course work during a one hour per month seminar. Learning objectives will be individualized according to the field internship and career goals of each student.

SW 106 - FIELD INSTRUCTION II

180 placement hours 4 credit hours

Prerequisites: SW 105

This is a continuation of Field Instruction I; Students will expand the knowledge acquired in SW 105. The courses of instruction that students receive in this area are essential to the acquisition of the knowledge and skills needed for the competent practice in human service settings.

For a 15-week semester, the student is required to complete 12 field work hours per week and 1 classroom hour per month. For a 12-week semester the student is required to complete 18 field work hours per week and 1 classroom hour per month. This course integrates students into the working world by having them complete field work in a human service agency. The student will have the opportunity to progress from observation, to directly supervised client contact, to indirectly supervised client contact. The field work will be integrated with course work during a one hour per month seminar. Learning objectives will be individualized according to the field internship and career goals of each student.

Students taking SW 105 and SW 106 field placement can focus on Addiction, Mental Health or Gerontology or a combination of either.

SAMPLE SYLLABUS

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COURSE SYLLABUS

SW 105 Field Practicum I& SW 106 Field Practicum II

CREDIT HOURS: 4.00

CONTACT HOURS: 60.00

COURSE DESCRIPTION:

This course is designed to prepare the social work, addictions studies and mental health student to select and apply relevant knowledge, values and helping and intervention skills to real-life human issues. Students will be guided through a process that helps to develop needed practice competencies. You will meet with your instructor for 1 hour per week at an agreed upon location.

PREREQUISITES: SW 101

EXPECTED COMPETENCIES:

Upon completion of this course, the student will be familiar with:

1. Identify as a professional social worker and conduct one's self accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Advance human rights and social and economic justice.
5. Apply knowledge of human behavior and the social environment.
6. Engage, assess, intervene, and evaluate with individuals.

ASSESSMENT METHODS:

Student performance may be assessed by examination, quizzes, case studies, oral conversation, group discussion, oral presentations. The instructor reserves the option to employ one or more of these assessment methods during the course.

GRADING SCALE:

90%-100% = A

80%-89.9%= B

70%-79.9%= C

60%-69.9%= D

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THE INTERNSHIP EXPERIENCE

Supervised experience in a human service agency is an essential part of the Addiction Studies, Gerontology and Mental Health programs. Field Placement involves spending, on average, twelve hours per week in a supervised field placement at a local human services agency. The student intern will have the opportunity to (1) learn first-hand how a human service agency operates; (2) provide services to agency clientele; and (3) receive supervision from the agency. Field Placement also involves a seminar: as a student intern, you will meet monthly on campus with other Human Service interns to share your internship experience.

The value of the experiential learning provided by field work is difficult to overstate. The purpose of the internship is to expose the student to “real world” situations, for it is only in this way that the skills, attitudes and knowledge needed for competent practice can be fully learned. Through field work, the student learns how services are provided, the characteristics of the populations served, and problems related to the people being served. As an intern, you are given the opportunity to apply your academic learning to actual problem situations. The internship may also be regarded as a rehearsal for your future employment.

The purpose of the monthly seminar is to give students the opportunity to share field work experiences with other interns, to make sense of the internship experience, and to find solutions to problems which arise in the field work. The seminar helps pull together the formal academic learning of prior and concurrent Human Services courses with the actual performance of duties.

Here are the most frequently-asked questions about the Human Services internship program:

Question: How many hours of field work am I required to spend?

Answer: 180 hours.

15-week semester = average of 12 hours per week

12-week semester = average of 18 hours per week

Question: I currently work at a human service agency. Will I be able to count my work experience toward the internship requirement?

Answer: Discuss this issue with the course instructor.

Question: I worked for a human service agency last year, but I no longer work there. Can I use this experience to satisfy part of the requirement?

Answer: No. Work experience must be performed concurrently with the semester in which SW 105 is taught. The reason for this is that the experiential learning, whether paid or unpaid, needs to be integrated with formal academic learning in order to be truly effective.

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Question: How do I “get placed” at an agency?

Answer: The Faculty will assist you in your effort to find a suitable placement if you are unable to independently ascertain a placement. You will be given contact information for those agencies that have entered into a service-learning partnership with WCCCD. You are also encouraged to learn more, on your own, about agencies you are interested in. It is important to note that internship sites must be approved by the Human Service Faculty/WCCCD. When you have decided which agencies you are interested in, one or more interviews will be scheduled with the prospective internship supervisors. Students should consider this interview much like a job interview. Accordingly, you will be expected to prepare and submit a resume to the potential intern site. In this, as in other stages of the process, the faculty will actively assist you. However, the responsibility for finding the placement will be yours. There are two advantages of this arrangement to you. First, you will be able to seek out agencies that perform the specific kind of work that you’re most interested in. Second, the experience of actively seeking your field placement will be a valuable “dress rehearsal” for seeking future employment.

Question: What if I want to be placed at an agency that is not on your list of approved agencies?

Answer: Talk to us. We would be happy to review the agency to determine whether it meets our criteria for a field placement. We need to make sure that they can offer you an effective learning experience.

When a human service agency wishes to take students, and when it meets our criteria, WCCCD signs an affiliation agreement with that agency. This is a formal agreement which spells out the responsibilities of all three parties involved: the student, the agency, and WCCCD.

Question: How do I know just what’s expected of me?

Answer: The specific expectations and responsibilities of the student, the agency, and WCCCD are spelled out in a statement found later in this handbook.

Question: I’m apprehensive when I think about doing actual work in the field! Is there hope for me?

Answer: Yes - this is a very common, and natural, feeling! Almost everyone who has gone into the human services field has experienced a certain degree of “stage fright.” Remember that each intern is assigned a supervisor at the placement agency: someone who will oversee the intern’s work and help the intern solve any problems that might arise. The Human Services Faculty will also be available for problem-solving. It is also helpful to keep in mind that, upon the placement of a student as an intern at an agency, the Human Services instructors will contact the site during the semester to talk with the intern’s supervisor. The primary purpose of the contacts is to ensure an effective learning experience for

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the student intern. Remember also that the ability to manage apprehension is part of every human service worker's "standard operating equipment." The internship experience will give you an early start on developing coping skills that work for you.

Question: What else should I know about field work?

Answer: Keep in mind that agencies, like people, are different. For instance, each agency will have its own standards, whether formal or informal, about what sort of clothing is appropriate for the type of work performed. As you are making initial contacts with an agency, assess whether it feels like a "good fit" for you. Once you agree to be an intern at a particular agency, you are also agreeing that you will abide by that agency's policies and procedures.

When you begin your internship, you will be expected to work with your supervisor, as well as your seminar instructor, in developing a learning contract for the internship experience. The intent is to give both student and supervisor a sense of direction for internship. It should include a job description and a list of concrete learning objectives. Copies will be retained by you, your supervisor, and by the seminar instructor. The contract will be used as a basis of evaluating progress at the end of the semester.

You may be asked to keep a journal of your internship experience. Confidential information should not be included. Since the journal is a diary of events at your internship site, you should include what you have done each day and how you felt about doing it. You may also include interactions with others, interactions with your supervisor, questions for your seminar instructor, policy questions, and so on. The journal can be a good record of progress throughout the semester. It is also intended to keep the seminar instructor aware of what is happening in your internship. Normally, the journal will only be read by your instructor. If an internship supervisor would like to read the journal, he or she may do so only with your agreement. Also, each day that you attend your internship site, there is a need to document the date, the hours worked, and the total hours for that day.

Virtually every human services agency has a written code of ethics, and strict policies governing confidentiality. It is imperative that you learn and abide by the codes and policies established by your host agency.

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THE INTERNSHIP PARTNERSHIP

Internship Expectations

I. Responsibilities of the Internship Student

The student should provide the organization with:

- A. A schedule of regular hours which will be devoted to internship activities: a total of 180 hours minimum for the semester. This is 12 hours per week for a 15 week semester OR 18 hours a week for a 12 week semester.
- B. A rough draft, then a finalized version, of a learning contract for the semester. This will include a list of learning objectives and a list of desired work activities which will help the student accomplish his or her objectives.
- C. Assurance that he or she will abide by the organization's personnel policies and will be an asset to the organization.
- D. Cooperation with the internship by appearing regularly as scheduled, completing assignments and reports, and actively participating in supervisory discussion.
- E. Notification of any circumstances preventing his or her carrying out expected tasks at the agency.
- F. Communication of any difficulty, concerns or questions directly to the internship supervisor and/or to the seminar instructor.
- G. Completion of all mandatory trainings of the host agency (i.e. Recipient Rights, HIPAA, Corporate compliance, etc.)

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II. Responsibilities of the Internship Site

Once it is decided that a student will be placed with a particular human services organization, it is that organization's responsibility to provide the student with:

- A. An orientation to the organization, including its philosophy, goals, services, and clientele.
- B. Information about and experience in specific methods of organization functions, personnel rules and policies, description of duties, and a mutually agreed upon set of tasks which will meet both the needs of the organization and those of the student.
- C. A regular period of supervision with a supervisor who is agreeable to working with a student and who is accessible and interested in the student's progress.
- D. An evaluation, made on a form supplied by the school, at the semester midpoint and during the final week of the internship. A grade for the student may be suggested.
- E. The opportunity for face-to-face contact with clients.
- F. The opportunity to be involved in conferences and staffings, and to contribute to them when appropriate.

III. Responsibilities of the Seminar Instructor

The Seminar Instructor is responsible for:

- A. Meeting with all internship students on a regular basis, through the seminar class and individual appointments.
- B. Helping the student secure an internship if the student has not already done so.
- C. Providing the internship supervisor and student with information on procedures and expectations for the internship.
- D. Providing the student with course expectations, assignments, and grading procedures.
- E. Contacting and/or visiting each agency two times during the semester.
- F. Providing the internship supervisor with a format for evaluation of the students.
- G. Providing the student with an opportunity to evaluate her or his experience.
- H. Submitting the final grade.

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INTERNSHIP JOB DESCRIPTION

Agency: _____

Student: _____

Address: _____

Address: _____

Telephone: _____

Home Telephone: _____

E-mail: _____

Work Telephone: _____

Supervisor: _____

Semester/Year: _____

Supervisor's Degree: _____

Days and times of work per week at agency:

Title: _____

Total hours per week: _____

JOB DESCRIPTION

1. Student Job Title: _____

2. Description:

PLEASE NOTE: If the agency has a job description in another format, then simply attach it to this form. Please use the back side of this form if there is insufficient room.

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TIME VERIFICATION FOR SEMESTER

Student: _____

Agency: _____

Agency Supervisor: _____

Week Beginning	Day(s)/Date(s)	Hours	Total Hours Per Week
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Total for Semester _____

Signature of Student: _____ Date: _____

Signature of Agency Supervisor _____ Date: _____

(Sign at the end of the Semester)

PLEASE NOTE: This form is only a sample. If the agency uses a different form/format, please attach it to this form. Please make sure the date, student and agency supervisor's signatures appear somewhere.

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STUDENT LEARNING OBJECTIVES/ASSIGNMENTS

Each student is expected to develop a minimum of three specific objectives/assignments that is unique to his/her placement site. These objectives should be developed in conjunction with the agency supervisor and seminar instructor. **IT IS THE STUDENT’S RESPONSIBILITY TO COMPLETE THIS FORM AND MAKE SURE THAT THE AGENCY SUPERVISOR AND SEMINAR INSTRUCTOR RECEIVE A COPY OF THE COMPLETED FORM.**

Student: _____

Student Job Title: _____

Internship period from: _____ to _____

Agency Supervisor & Title: _____

Seminar Instructor: _____

Developing learning objectives is an important part of the internship experience. Learning objectives help to focus on what you, your supervisor, and your seminar instructor want you to gain from the internship experience and will provide part of the basis for your final grade.

In developing learning objectives for your internship, you should consider: what tasks you will be doing, what you expect to learn and how you will learn it. The objectives should be approved by your seminar instructor and also shared with your agency supervisor.

Objective/Assignment #1:

Objective/Assignment #2:

Objective/Assignment #3:

If additional objectives/assignments are required, continue on back.

In addition to signing this form acknowledging the learning objectives the agency is agreeing to work on with the above student, the agency acknowledges that Wayne County Community College District has not performed any form of background screening/check on said student. It is acknowledged that said agency will ascertain this student’s legal status if needed and provide adequate screening for the population(s) student will be working with.

Student Signature

Date

Agency Supervisor

Date

Seminar Instructor

Date

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EXPECTED ATTITUDES AND ETHICS

It is expected that students in the Human Services Program will demonstrate the following attitudes and ethics during their field internships and in any future jobs:

- A. belief in the value of choosing the least intrusive intervention in the least restrictive environment,
- B. belief in client self-determination,
- C. respect for the personal values of the client,
- D. respect for the confidentiality of personal information,
- E. recognition of the worth and uniqueness of the individual,
- F. belief that individuals can change,
- G. belief that social and service systems can change,
- H. willingness to work with other professionals on behalf of clients, and
- I. personal commitment, conscientiousness, and willingness to fulfill all aspects of the job (including working at inconvenient times, working with “undesirable” clients, and doing distasteful aspects of physical care).

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Letter of Agreement: The Human Services Internship Program

The Wayne County Community College District (WCCCD) Human Services Program requires each student in the program to serve a field internship of 180 hours over the course of a semester. The following agreement outlines the specific agreement that student interns enter into with WCCCD with regard to this program.

1. WCCCD agrees to facilitate Student Internships at appropriate human service settings. The ultimate responsibility for finding an internship, however, rests with the Student.
2. The Student intern agrees to abide by WCCCD rules and regulations and by the rules and regulations of the site(s) at which they are placed.
3. WCCCD agrees to mediate, if necessary, between the student intern and the placement site in the event that there is a dispute between the intern and the agency which cannot otherwise be settled.
4. The Student intern agrees to establish, in consultation with the agency supervisor, regular hours at the placement sites and to report to the placement sites during these hours. The number of hours shall not be less than 180 hours over a semester.
5. The Student acknowledges that, depending on the particular internship site, there may be certain risks inherent in practicing at that site. The Student agrees to work with the agency supervisor in identifying and taking proper precautions in minimizing such risks.
6. The Student agrees to notify his/her faculty advisor if, for any reason, the Student feels that the agency placement involves an unreasonable risk of his/her health or safety.
7. The Student acknowledges that he/she may be removed from the placement at the request of the Agency.

I agree to work at _____ in the,
(Placement Site)

_____ Semester beginning _____.
(Semester) (Date)

The person I will report to is _____.
(Agency Supervisor)

My faculty advisor/seminar instructor will be _____.
(Faculty Advisor/Seminar Instructor)

(Signature of Student) (Date)

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HEALTH RELATED ISSUES

1. The Human Services Program will comply fully with the Wayne County Community College District Policy on chronic communicable diseases.
2. Each student is encouraged to obtain his/her own health insurance. It is the responsibility of the student to do so. Some agencies may require you to have health insurance and take a T.B. test. For more information regarding health insurers, please refer to the State of Michigan's Michigan Department of Health and Human Services for more information on available health insurance.
3. Each student should consider obtaining Hepatitis B vaccination depending on the population(s) with whom s/he will be working.
4. Each student is required to read the following six (6) pages and sign that s/he has done so. In reading these pages, the student should appreciate that much of the policy is directed at Health Occupations students -- eg. in nursing, in dental assisting program, etc. Depending on the field internship site and internship population, the student may find this policy equally relevant and important.

POLICY ON CHRONIC COMMUNICABLE DISEASES

Wayne County Community College District (WCCCD) shall comply with all applicable Federal and State laws governing the admission of students or employment of persons diagnosed as having a chronic communicable disease and shall ensure their rights to privacy in accordance with these laws.

In responding to the knowledge that an employee or student has been infected with a chronic communicable disease, WCCCD will be guided by its adherence to the individual's rights of privacy and confidentiality while exercising the utmost regard for public health interests on WCCCD community at large.

I. General Admission/Employment Criteria

WCCCD has a legal obligation toward individuals with a chronic communicable disease. In accordance with sections 503 and 504 of the Rehabilitation Act of 1973, we will not discriminate against any individual who has contracted a chronic communicable disease, nor anyone who is perceived to be infected or who is an individual in a category of persons at risk of infection, or because of an individual's familial responsibility for or relationship with a person in one of the above categories. In general, WCCCD will not discharge or demote an employee or limit educational access for a student who is physically and mentally capable of satisfactorily performing her/his job or studies in a manner which presents no real threat to the safety of the public, merely because that individual has a chronic communicable disease condition.

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Just as WCCCD will reasonably accommodate the workplace limitations of other handicapped individuals, WCCCD will attempt to reasonably accommodate employees or students infected with a chronic communicable disease virus. WCCCD may deny employment or educational opportunities to any individual who cannot meet the demands of the job or program due to any physical or mental condition or who presents an immediate and real risk to the health or safety of others. Decisions shall be made on a case-by-case basis.

Co-workers or co-students of an employee or student who has a chronic communicable disease or a related condition should be counseled that a chronic communicable disease is not easy to catch in the academic setting. The fear surrounding these diseases can be managed within WCCCD setting through education and understanding.

A. Admission of Students with Chronic Communicable Diseases

Students with identified chronic communicable diseases may attend college whenever, through reasonable accommodation, the risk of transmission of the disease and/or the risk of further injury to the student is sufficiently remote in such setting so as to be outweighed by the detrimental effects resulting from the student's exclusion from college. Placement decisions will be made by using this standard in conjunction with current, available public health department guidelines concerning the particular disease in question. Individual cases will not be prejudged; rather, decisions will be made based upon the facts of the particular case in accordance with procedures implemented by WCCCD.

WCCCD shall respect the right to privacy of any student who has a chronic communicable disease. Inasmuch as all confidential medical information is protected by statute, unauthorized disclosure may result in serious criminal penalties. Therefore, WCCCD prohibits disclosure by WCCCD employees of information pertaining to individuals with communicable diseases in all cases, except to the Department of Health.

B. Employment of Individuals with Chronic Communicable Diseases

Employees with identified chronic communicable diseases shall be permitted to retain their positions whenever, through reasonable accommodation of the employee's physical condition and without undue hardship to the employer, there is no reasonable risk of transmission of the disease to others. Such employees shall remain subject to the Board's employment policies, including, but not limited to the current collective bargaining agreement in effect, the Employee Assistance Program sick leave, physical examinations, temporary and permanent disability and termination.

Employment decisions will be made by utilizing the general legal standard in conjunction with current, available public health department guidelines concerning the particular disease in question. Individual cases will not be prejudged; rather, decisions will be made based upon the facts of the particular

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case. The determination of an employee's continued employment status will be made in accordance with procedures implemented by WCCCD.

WCCCD shall respect the right to privacy of any employee who has a chronic communicable disease. Inasmuch as all confidential medical information is protected by statute, unauthorized disclosure may result in serious criminal penalties. Therefore, WCCCD prohibits disclosure by WCCCD employees of information pertaining to individuals with communicable diseases in all cases, except to the Department of Health.

C. The Infected Person as the Coworker/Costudent

Current knowledge indicates that students or employees with any form of HIV infection do not pose a health risk to other students or employees in an academic setting. HIV is transmitted by intimate sexual contact and by exposure to contaminated blood. There has been no confirmed case of transmission of HIV by any household, school, or other casual contact. The U.S. Public Health Service states that there is no risk increased by living in the same place as an infected person; caring for an AIDS patient; eating food handled by an infected person; being coughed or sneezed upon by an infected person; casual kissing; or swimming in a pool with an infected person.

II. Blood, Saliva, or Other Body Fluids Disease Standard for Students (Health Occupations Programs)/Employees

Since transmission of several human diseases capable of causing significant illness and death may occur from direct contact with "blood, saliva, or other body fluids", their droplets, aerosols, and possible contaminated laboratory wastes, it is essential that standards of practice which will protect health students, their families, and patients be put in place and enforced.

The realization of the risk of contracting BSOBF-borne diseases from patients should motivate students to use the recommended preventive measures which have been designed to minimize the risk of occupational transmission of these potentially serious diseases.

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A. The Standards for such protection shall include:

1. A basic premise that all patients, real or simulated, should be considered potential carriers of contagious disease.
2. The strong recommendation that all students obtain immunization, if available, against known diseases transmitted by direct contact with blood, saliva, or other body fluids to help prevent disease transmission.
3. The use of "Universal Precautions" including, but not limited to, the use of gloves, masks, eye protection, appropriate clothing, and hand washing techniques, to be used at all times when working with any real or simulated patient.
4. The reduction of cross-contamination between treatment areas and non-treatment areas such as home and school. Examples include, but are not limited to, wearing uniforms from a clinical area to the grocery store or the movies, wearing a lab coat from a college class to another public place and so forth.
5. The proper aseptic management of contaminated environmental surfaces
6. The proper sterilization or high-level disinfection of contaminated reusable instruments.
7. The proper use, care, and disposal of sharp instruments and needles.
8. The proper management of contaminated waste materials.

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B. Hepatitis B Virus

Hepatitis B Virus (HBV) infection is a major cause of acute and chronic hepatitis world-wide. The U.S. Center for Disease Control recommends that "persons at substantial risk of acquiring HBV infection who are demonstrated or judged likely to be susceptible should be vaccinated. They include: (among others) health-care workers. It is recommended that vaccination be completed during training in schools of medicine, dentistry, nursing, laboratory technology, and other allied health professions." (Center for Disease Control, MMWR, "Morbidity and Mortality Monthly Report", Vol. 34, No. 22, 1985, page 322.)

WCCCD therefore strongly recommends that every Health Division student be inoculated with the Hepatitis B vaccine before or during his/her first semester in a WCCCD Health Program. The cost of such vaccination shall be the responsibility of the student. Students who are unwilling to be vaccinated will be asked to sign a statement indicating that they understand the high-risk situation they are entering, but that they are declining the vaccine, nevertheless. Students would also be informed that they may be excluded from certain clinical areas if they have not been vaccinated.

College employees exposed to blood and other body fluids by nature of their position functions shall be provided with Hepatitis B Vaccine at time of placement into such position; WCCCD shall bear the cost of vaccination.

C. Acquired Immunodeficiency Syndrome - Related Complex

There is no evidence that the Acquired Immunodeficiency Syndrome (AIDS) or Related Complex (ARC) is spread by ordinary interpersonal contact. The causative virus, Human T-Lymphotropic Virus, Type III (HTLV-III), is quite fragile and will not survive on environmental surfaces, in the atmosphere, on personal articles, or on eating utensils.

The transmission of AIDS requires the exchange of body fluids, such as occur in intimate sexual relationships, or an exposure to blood or blood products from an infected person. Although the virus has been detected in a variety of bodily secretions, there is no evidence that casual contact with someone with AIDS virus is a means of spread; unfortunately, some infected people are healthy and are not aware of carrying the virus. There is no current evidence that people who are infected spread the infection by casual, ordinary contact. Accordingly, there is no reason to exclude AIDS victims or carriers from campus academic, social, or cultural activities. Shared classrooms, study areas, libraries, theaters, etc., do not represent problems. Although the AIDS virus has been found in tears and saliva, there is no evidence that anyone has been infected with AIDS by the tears or saliva of someone else. There is no current evidence that AIDS is transmitted by sneezing, coughing, shaking hands, or hugging. It cannot be obtained from toilet seats, door knobs, eating utensils, plates and glasses,

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clothing, books, or furniture. The appropriate areas of concern are those shared needles and sexual relationships with those in risk groups. Wayne County Community College District recommends to all students and employees that caution in both of these practices is not only warranted, but essential.

III. Blood, Saliva, or Other Body Fluids Disease Standard for Employees

Proper housekeeping including maintaining sanitary conditions throughout and proper disposal of contaminated wastes are required. Blood and other body fluid spills must be cleaned immediately with a chemical germicide or bleach. Contaminated wastes must be in leak proof receptacles (puncture resistant in the case of sharp objects such as needles) in accordance with public health and environmental regulations.

All hazardous substances shall be tagged as appropriate: "Solid Waste, Medical Waste, or Waste Oil." Employees must be trained in the biohazards of their particular workplace.

The HIV antibody test for detection of infection is recommended only with informed consent, on a case by case basis and in the management of punctures, mucous membrane exposures and high risk skin exposures.

WCCCD shall adhere to these guidelines in developing and implementing work-related and instruction-related operating procedures for all tasks in employment or instructional areas of risk.

This certifies that I have read and understood the preceding six pages on Health Related Issues.

Signed: _____

Dated: _____

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Minimum Student Performance Criteria

- I. The student must maintain a satisfactory academic class performance, as evidenced by a 2.0 GPA or higher. The student will achieve the grade of “C” or better in each of the Human Services core curriculum courses.
- II. The student must maintain at least an 80% rate of attendance in class and/or fieldwork placement.
- III. The student must honor the agreement made with the internship agency, if placed in a field internship.
- IV. The student must maintain ethical behavior as defined in the National Organization for Human Service Education’s “Ethical Standards of Human Services Professionals.”

I recognize that continuing membership in the Wayne County Community College District Human Services Program is contingent upon meeting the above standards.

I acknowledge receiving a copy of these minimum performance criteria. I have also received a copy of the NOHSE “Ethical Standards of Human Service Professionals”.

Signed _____

Date _____

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Student Evaluation of Practicum Setting

Student Name: _____ Practicum Setting: _____
Date: _____

Please be as concrete and specific as possible in describing how you experienced this setting. The following questions are suggested areas and are not meant to limit your evaluation.

1. Did your experiences at this setting allow you to learn new skills, attitudes, and concepts? What type of learning was this?

2. What was the nature of supervision that you received? Did you feel this was adequate (too little, too constraining, etc.)?

3. How much stress was involved in this setting? What were the sources of stress?

4. What were the special demands of the setting on you? Did you need to be independent and a self-starter? Were there specific time requirements in terms of important meetings?

5. How independent were you allowed and expected to be? How did you feel about this level of independence?

6. Other Comments

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INTERN EVALUATION (Must be discussed with the student)

PURPOSE OF EVALUATION: To take a professional inventory of student’s strengths and weaknesses exhibited in this field placement

Intern Evaluation Form

Intern Name: _____ Date of evaluation _____
Supervisor: _____ Placement Site: _____

Legend for Evaluation Items:

NA: Not applicable or not enough information to form a judgment

1 – Below expectation, needs much improvement, a concern

2 – Meets expectation, acceptable, meets standards at average level for interns

3 – Above expectation, performs well above average level for interns, definite strength

I. Basic Work Requirements

	1	2	3	NA
Arrives on time consistently				
Uses time effectively				
Informs supervisor and makes arranges for absences				
Reliably completes requested or assigned tasks on time				
Completes required total number of hours or day on site				
Is responsive to cultural norms about of the organization (clothing, language, etc.)				
Total				

Comments:

Opportunities for Improvement:

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II. Ethical Awareness and Conduct

	1	2	3	NA
Knowledge of general ethical conduct				
Knowledge of ethical guidelines for internship placement				
Demonstrates awareness and sensitivity to ethical issues				
Personal behavior is consistent with ethical guidelines				
Consults with others about ethical issues if necessary				
Total				

Comments:

Opportunities for Improvement:

III. Knowledge and Learning

	1	2	3	NA
Knowledge of consumer population				
Uses time effectively				
Knowledge of treatment approaches				
Knowledge of treatment setting				
Receptive to learning when new information is offered				
Actively seeks new information from staff				
Ability to learn and understand new information				
Understand addiction concepts, theories, and information				
Ability to apply new information in placement setting				
Total				

Comments:

Opportunities for Improvement:

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IV. Identify skills listed on the PDP	1	2	3	NA
Total				

Comments:

Opportunities for Improvement:

V. Response to Supervision	1	2	3	NA
Actively seeks supervision when necessary				
Receptive to feedback and suggestions from supervisor				
Understands information communicated in supervision				
Successfully implements suggestions from supervisor				
Aware of areas that need improvement				
Willingness to explore personal strengths and weaknesses				
Total				

Comments:

Opportunities for Improvement:

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VI. Interaction with consumers

	1	2	3	NA
Appears comfortable interacting with consumer				
Initiates interactions with consumers				
Communicates effectively with consumers				
Builds rapport and respect with consumers				
Is sensitive and responsive to consumers' needs				
Is sensitive to cultural differences				
Total				

Comments

Opportunities for Improvement:

VII. Interactions with co-workers

	1	2	3	NA
Appears comfortable interacting with other staff members				
Initiates interactions with staff				
Communicates effectively with staff				
Effectively conveys information and expresses own opinions				
Effectively receives information and opinions from others				
Total				

Comments:

Opportunities for Improvement:

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VIII. Work Products

	1	2	3	NA
Reliably and accurately keeps records				
Written or verbal reports are accurate and factually correct				
Written or verbal reports are presented in professional manner				
Total				

Comments:

Opportunities for Improvement:

IX. Overall Evaluation
Accumulative Score:

Overall, what would you identify as strengths:

What would you identify as overall improvement opportunities:

Intern's Signature:

Date:

Supervisor's
Signature

Date:

TO BE RETURNED BY THE STUDENT TO THE INTERNSHIP INSTRUCTOR, WAYNE COUNTY COMMUNITY COLLEGE DISTRICT

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INTERNSHIP SELECTION CHECKLIST

This checklist is designed to help interns and supervisors select placements that will best meet the intern's educational and training needs.

Previous Experience

List any previous experience you have had (include paid, volunteer and field experience).

Academic Classes or Skills Training

List any coursework or skills training that would be relevant to an internship (e.g. , Psychology, Sociology, Addiction, Human Development, etc.)

Time

Carefully considering the requirement for your program and the various other commitments in your life, how much time can you realistically allocate to this placement each week? Please be specific about days and times you will or will not be available.

Treatment Setting

What treatment settings would best match your abilities and interest at this time?
Indicate any prior experience relating to this setting.

Clients Served

What types of clients are you most interested in working with at this point in your training?
Indicate any prior experience with this group.

Treatment Approach

What theoretical orientation or treatment approach is most interesting to you at this time?
Indicate any prior experience you have with this approach.

Learning Opportunities

Based on your Professional Development Plan (PDP) what learning opportunities have you identified and hope to have at your internship? You want to also ensure it aligns with MCBAP requirements if you hope to sit for the exam.

Supervision Style and Personality

What personal qualities of a supervisor do you think you would work with best?

What personal styles might challenge you but help you learn?

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Career Plans

What experiences will be most useful in helping support your candidacy for a job or academic admission?

Safety and Risks

List any concerns you might have about the limits of your ability or knowledge.

Identify any concerns or questions you have about your personal safety or risk relating to placements.

Peers

Are there any other interns with whom you would particularly like to be assigned? If, so please indicate who and briefly describe you reasons.

Are there any other interns with whom you particularly *not like* to be assigned? If, so please indicate who and briefly describe you reasons.

Other Comments

Please identify and discuss any issues that you have not had an opportunity to address above.

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PERSONAL DEVELOPMENT PLAN WORKSHEET

Name:	Current Position:	Date Started:
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Career Mission Statement:

Major Career Goals:

Goal:	Target Date:	Goal:	Target Date:
Goal:	Target Date:	Goal:	Target Date:
Goal:	Target Date:	Goal:	Target Date:

Skills Audit:

A: I have accomplished this skill/I demonstrate high competence **C:** I need to improve this skill/competency
B: I have this skill/competency but some improvements could be made **D:** I need to put in considerable work to develop this skill/competency
E: I need to acquire this skill/develop this competency

Skill/Competency	Rank				Skill/Competency	Rank			
	Now	6m	1yr	3yr		Now	6m	1yr	3yr

Action Plan for the next **2 / 3 / 6 / 9 / 12 months** (circle the appropriate timescale)

Development Goal	Action Steps	Complete by (Date)	Obstacles/Solutions	Evaluation

I am committing to these goals and will review this Personal Development Plan on a regular basis and update it as necessary.

Signature: _____

Date: _____

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Appendix I

ETHICAL STANDARDS OF HUMAN SERVICE PROFESSIONALS

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

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

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

SECTION I - STANDARDS FOR HUMAN SERVICE PROFESSIONALS

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO CLIENTS

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

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

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

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

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

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

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO THE COMMUNITY AND SOCIETY

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

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

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

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

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

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

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

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

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

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

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

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

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THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO COLLEAGUES

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

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO THE PROFESSION

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

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

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

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO EMPLOYERS

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO SELF

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

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

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