

HUMAN SERVICES PROGRAM MANUAL

HUMAN SERVICES ASSOCIATE DEGREE

ALCOHOL AND DRUG ABUSE COUNSELING CERTIFICATE

COMMUNITY SUPPORT HUMAN SERVICES
PRACTITIONER CERTIFICATE

DIRECT SUPPORT CERTIFICATE

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DEDICATION

THIS HUMAN SERVICE PROGRAM MANUAL IS DEDICATED TO THE GRADUATES OF THE PROGRAMS WHO HAVE BECOME MENTORS FOR PRESENT AND FUTURE STUDENTS.

GRADUATES OF THESE PROGRAMS SUPPORT STUDENTS WHO SEEK A PROFESSIONAL CAREER IN THE FIELD OF HUMAN SERVICES AND MAY BE FOUND PROVIDING SERVICES IN AGENCIES THROUGHOUT MERRIMACK VALLEY.

WE ALSO WISH TO RECOGNIZE THE WORK, DILIGENCE, AND COMMITMENT MADE BY PROFESSOR JANE GAGLIARDI WHO WORKED TIRELESSLY FOR FOURTEEN YEARS AS PROGRAM COORDINATOR AND WHOSE LEADERSHIP AND STEADY GUIDANCE HELPED TO KEEP THIS PROGRAM A UNIQUE JEWEL IN THE NECC CROWN. WE WISH JANE A WELL-DESERVED RETIREMENT.

FACULTY

Faculty in the program aim to provide a positive learning experience for all students and support each other to achieve the mission and goals of the programs and college.

Brian MacKenna-Rice, LMHC, LADC I, Springfield College School of Human Services. Assistant Professor, Human Services Program, Northern Essex Community College. Extensive experience as a therapist and educator, specializing in substance use disorders and recovery. Experienced in multiple modalities and venues. Professor MacKenna-Rice is both a Licensed Drug and Alcohol Counselor and Licensed Mental Health Counselor in the Commonwealth of Massachusetts. Became Program Coordinator in January, 2016.

Jane Gagliardi, A.B., MSW, LICSW, HS-BCP, Vassar College, Boston College Graduate School of Social Work. Professor and Past Program Coordinator of the Human Services Program at Northern Essex Community College. Extensive experience as a clinical social worker, training director, consultant and supervisor. Professor Gagliardi is licensed as an Independent Clinical Social Worker (LICSW) in Massachusetts and a Human Services Board Certified Practitioner (HS-BCP).

Diana Mele, LMHC, A.A. Northern Essex Community College, B.A. Flagler College, M.A. Gallaudet University. Professor, Human Services Program and Deaf Studies Program. Extensive experience as both a Clinical Therapist as well as a Nationally Certified Interpreter working within the Deaf Community. Professor Mele has licensure as both a Mental Health Counselor as well as a Nationally Certified Interpreter of the Deaf.

Donna Johnson, LICSW, Human Services Program Staff Associate; BA, Simmons College; MSW, Hunter School of Social Work, City University of New York. Extensive experience in clinical social work, group work, program development, student and staff supervision, and human services, social work and public health management.

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**HUMAN SERVICE ASSOCIATE DEGREE PROGRAM
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PREFACE: This Program Manual has been developed to provide information to students, cooperating agencies in partnership with Northern Essex Community College, and agency supervisors about the available program options: the Human Services Associate Degree Program, the Community Support Human Service Practitioner Program, the Direct Support Certificate and the Alcohol Drug/Abuse Counseling Certificate Program. It will identify the mission, philosophy and goals of the programs to prepare graduates with the competencies and skills, based on national standards, which are needed to deliver direct services to individuals within the human service systems of care.

The Program Manual describes the curriculums in each program and explains the roles and responsibilities of the college faculty, agency partnerships, supervisor and student in the learning contract for fieldwork experiences. It is a general guide which establishes the framework within which the human service students, the supervisor and faculty work together to provide essential learning experiences and promote the profession of human services.

NORTHERN ESSEX COMMUNITY COLLEGE

The **College Catalog** and the **Academic Advising Handbook** contain all the essential information about the college and programs. The catalog is to be used in conjunction with the Program Manual to gain a more comprehensive understanding of the college mission and purpose in the community.

Northern Essex Community College, an accredited public two year community college, offers 70 academic programs including associate degrees with career or transfer focus (sometimes both) and certificates preparing students in specific career fields. Cooperative education, directed studies, high school equivalency (GED) preparation and testing as well as study abroad are available. Services include assessment and placement, advising, counseling, health services, childcare and academic support. Special services are available for students with disabilities. NECC is architecturally barrier-free.

The plan for education at Northern Essex is based on the premise that people in the Merrimack Valley community have differing abilities, needs, desires and interests and that their educational needs vary as they continue through life. These educational needs must be met by a variety of educational programs. The Human Services Associates Degree Program, the Alcohol and Drug Abuse Counseling Certificate Program, the Community Support Human Service Practitioner Certificate and the Direct Support Certificate all aim to prepare individuals for positions in the human services field with competencies and skills needed for the 21st Century.

Starting in the fall of 2014, any student enrolled in an associate degree program who is new to NECC and has no academic history at the college, must take at least one course designated as intensive in each of NECC's six [core academic skills](#) in order to graduate. In most cases, the program's core required courses include these intensive courses. Plan to see an advisor for more complete information about this graduation requirement.

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VISION STATEMENT:

OUR VISION IS A PROGRAM CAPABLE OF INTEGRATING EXPERIENTIAL LEARNING WITH ACADEMIC COURSEWORK GIVING GRADUATES THE OPPORTUNITY TO PURSUE A BROAD RANGE OF CAREERS AND/OR TO CONTINUE FURTHER STUDY AT A FOUR-YEAR COLLEGE.

MISSION STATEMENT:

OUR MISSION IS TO PREPARE BEGINNER PRACTITIONERS WITH THE VALUES, COMPETENCIES, ETHICS, AND PROFESSIONAL IDENTITY NEEDED TO DELIVER QUALITY CARE.

PHILOSOPHY

We recognize and respect the uniqueness of each individual student.

We support individual learning experiences for student's personal and professional growth.

We believe that education is a life-long process and assist students to achieve their highest potential.

We believe that faculty are responsible for creating a supportive environment in the classroom whereby students can learn and transfer theory into practice.

We promote an atmosphere of sharing and learning in the classroom and practicum experiences.

We support the concept of student empowerment and choices in the learning process.

We believe that individuals can change if we guide them with empathy, tolerance, patience, and understanding.

We believe that emotional maturity is essential to effective practice as a human service professional.

We respect the human rights of all individuals and promote cultural diversity.

We respect the right to confidentiality and promote ethical practice in human services.

We believe in an educational process that prepares graduates with competencies and skills that will transfer to all human services settings.

**HUMAN SERVICES ASSOCIATE DEGREE PROGRAM
AND
CERTIFICATE PROGRAMS
ALCOHOL AND DRUG ABUSE COUNSELING PROGRAM
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The Human Service Associate Degree Program, Community Support Human Service Practitioner Certificate Program, Direct Support Certificate and the Alcohol/Drug Abuse Counseling Certificate Program all follow the general policies of the college as outlined in the College Catalog and *Students' Rights and Responsibilities: A Code of Conduct*. All four programs follow the general policies of Northern Essex as identified in the college catalog in relation to admission requirements, tuition and fees, financial aid, transfer credit, counseling and advising, and academic standards.

PROGRAM POLICY ON HEALTH EXAMINATION: All students are required to complete a health examination and immunizations, prior to final acceptance to the program. All students must have a completed health examination and required immunizations for practicum placement. Upon acceptance to the program, students receive a health packet from Enrollment Services of the College and return the completed information. Students desiring a career in Human Services must be physically and emotionally capable of assuming responsibility for direct care/community support services with clients. The physician must note that a student is able to enter into a practicum/work experience. If a health issue arises, the student will be contacted to determine if the practicum experience requirements for the program cannot be met. Without the practicum experiences, the student cannot graduate from the program. See **HEALTH REQUIREMENTS PACKET**.

PROGRAM POLICY ON LIABILITY INSURANCE: All students in the program are required to have liability insurance, which is taken out at the time of registration as a student fee, and prior to practicum placement.

PROGRAM POLICY REGARDING SUBSTANCE ABUSE DISABILITY: Students who experience a substance abuse disability, are required to meet the accepted guidelines for recovery based on standard practice. Program requirements are a minimum of one year for class content and two years for practicum. Students, who relapse, need to be responsible for their own behavior and appropriately cope with the relapse.

PROGRAM POLICY ON ACCEPTANCE FOR PRACTICUM PLACEMENT: Students may request experience in a specific practicum agency. However, final decision regarding placements of students remains with the Program Coordinator or Program Staff Associate. Students are interviewed by the Human Service/practicum agency. The practicum agency has the final decision on acceptance of the student into practicum. See the **Process for Practicum Guidelines** in this **Human Service Program Manual**.

PROGRAM POLICY ON TRANSPORTATION TO PRACTICUM: Students are responsible for transportation to and from practicum agencies. Students are responsible for transportation to and from any site visits associated with courses in the Human Service curriculum.

PROGRAM POLICY ON DRIVERS LICENSE/CAR ACCESS: Students are responsible for being able to participate in a practicum experience. In addition to other factors, this requires a sufficiently flexible schedule to allow for agency scheduling and no more than a one-hour commute to an agency. Students who request practicum placements in an agency near their home only because they cannot get anywhere else, due to lack of a driver's license or car, hinder the practicum experience. A choice of practicum experiences needs to be based on providing a wide range of learning opportunities rather than geography. The program aims to accommodate students who do not have a license or car whenever possible and locates practicum experiences that are accessible to the student. However, the program cannot guarantee placement for any student with such limitations on transportation.

In the Human Service industry, students are also made aware that having a valid driver's license, a good driving record, and car are conditions of employment in many areas of the Human Service industry. The trend is for staff to accompany clients for services in the community, to take clients into the community for social integrations, to follow up clients at job sites, and to provide supportive services in a client's residence in independent living situations.

PROGRAM POLICY ON CORI/SORI/CHRI CHECKS FOR PRACTICUM PLACEMENT:

Students interested in participating in this academic program will be required to undergo a Criminal Offender Record Information (CORI) and/or Sex Offender Record Information (SORI) check and/or Criminal Records Central Repository check (CHRI). Northern Essex Community College is committed to the success of every student. Students with legal issues in their background will meet with a committee as part of the CORI/SORI/CHRI process and will receive guidance and counseling throughout the review of their records. NECC personnel make every effort to help students prepare for careers in their chosen field. Students are encouraged to seek assistance and support.

PROGRAM POLICY ON WITHDRAWAL FROM PRACTICUM: The College Program follows the policies contained in the **Students' Rights and Responsibilities: Code of Conduct**. The Program has a policy on withdrawal from practicum experience as appropriate to the situation. See pages 46-47 for further information.

PROGRAM POLICY ON COURSE REGISTRATION/COURSE SELECTION: Faculty and the Program Staff Associate in the Human Service Program serve as academic advisors. Students are requested to follow the recommended course sequences outlined for the programs. Credits earned in the Certificate Programs may be applied toward the Associate Degree in Human Services. Students are expected to follow the planned curriculum sequence if they continue toward the Associate Degree. It is the responsibility of the student to be knowledgeable regarding the sequence of courses and to plan their schedule accordingly. Students are strongly encouraged to meet with their advisors early to mid-semester to plan out an academic schedule at least 1-2 semesters ahead.

PROGRAM POLICY ON TRANSFER CREDIT

Transfer credit may be awarded for a course earned with a grade of C or better at another accredited institution when the course is equivalent to one offered by the college and is applicable to the Northern Essex curriculum in which the student is enrolled. Credits earned at other than accredited institutions will be evaluated on an individual basis. Academic Advising evaluates all credit from other institutions. (See the College catalogue for more information on transfer credit). The Program Coordinator also reviews the student's credits from another institution for transfer credit purposes and makes recommendations of transfer credit as appropriate.

PROGRAM POLICY ON CREDIT FOR LIFE LEARNING

The College program follows the policies of the college for credit for life learning. The credit for life learning policy provides opportunity to award college credit to students who demonstrate that their knowledge and skills are equivalent to those gained in a course or courses offered by the college. The College catalogue contains information on credit for life learning. The process for obtaining credit for life learning is individualized and may include a challenge examination, one or more personal interviews, preparation of a portfolio, and other evidence that students know those things, or possess the skills, offered in a course for which Northern Essex Community College grants credit. When the general requirements (and those requirements of the particular department involved in the process) are completed, a decision concerning the awarding of credits for life learning will be forwarded to the students and to the Registrar's Office by the Committee on Credit for Life Learning. The Registrar will enter the credit awarded on the student's permanent record indicating that the credit has been awarded and that it has been earned by the Credit for Life Learning process. See the **Credit for Life Learning Application**.

The Human Services Program has established criteria for those students wishing to submit a portfolio to receive credit for life experience for a practicum. Academic credit is based upon demonstrated knowledge and skills, not only attendance. Therefore, documented work experience and attendance at workshops are not sufficient demonstration of knowledge and skills. Students may be approved to receive credit for life experience for a practicum if they can demonstrate that they have met all of the following criteria:

1. They have completed a supervised clinical placement at a human services agency and received undergraduate or graduate academic credit for that work (e.g. the student has received a B.A. in social work and is returning to complete their Alcohol/Drug Abuse Counseling Certificate) and a grade of "C" or better.
2. IF that supervised clinical placement (see #1) is addressing a different client population and needs than those appropriate to the particular practicum, the student may alternately provide documentation (written) of employment experience comparable to the practicum in terms of hours of experience and specialty (e.g. an agency focusing primarily on substance abuse treatment). For example, if a student has completed a clinical placement or internship of at least 180 hours on an inpatient adult psychiatric unit and received a satisfactory grade and has also been employed at a residential program for adults in early recovery, they would have met the conditions of #1 and #2 for the Alcohol/Drug Abuse Counseling Certificate.
3. The student completes a written case presentation that satisfies the requirements of that practicum (HUS190, 191, 192, or 291 as relevant).
4. The student demonstrates understanding of the Community Support Skill Standards (or the Core Functions of Addiction Specialists if the student wishes to pursue credit for HUS191 or HUS192).

This statement applies to all courses with the HUS prefix. These courses are:

HUS101	Introduction to Human Services
HUS105	Introduction to Disabilities
HUS103	Community Resources and Client Populations
HUS150	Issues in Intellectual and Developmental Disabilities
HUS170	Modalities of Treatment
HUS171	Alcohol and Drug Abuse
HUS172	Counseling Techniques with Substance Abuse
	HUS173
HUS201	Group Dynamics
HUS202	Behavior Management Principles and Techniques
HUS250	Seminar in Human Services

All HUS Human Service Practicum Courses: 190, 291, 191 and 192

For further clarification of this issue, refer to the college catalog section on **Academic Ethics and Plagiarism**.

NORTHERN ESSEX COMMUNITY COLLEGE

REQUIRED STATEMENT OF PLAGIARISM FOR ALL COURSES IN THE HUMAN SERVICES PROGRAM

STATEMENT OF PLAGIARISM AND CHEATING

Plagiarism is defined as copying material from a book, article, or other source presenting it in a paper, exam, project, or other work as one's own without properly identifying the passage, citing its source, paraphrasing and/or using quotations marks in appropriate form; cheating on any type of exam by copying from another student's exam or by using notes when none are permitted. (Singer 1975) **PLAGIARISM AND/OR CHEATING WILL RESULT IN A ZERO FOR THE EXAM/ASSIGNMENT, POSSIBLE DISMISSAL FROM THE COURSE AND POSSIBLE WITHDRAWAL FROM THE PROGRAM.**

HUMAN SERVICE ASSOCIATE DEGREE PROGRAM CERTIFICATE PROGRAMS

**ALCOHOL AND DRUG ABUSE COUNSELING CERTIFICATE
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ATTENDANCE POLICIES

Northern Essex Community College: "Attendance and Non Participation": Students are expected to attend each meeting of each class in which they are enrolled. The class instructor has full and final authority to decide whether a student is permitted to make up work missed through absence, and on what terms. Students should ask each of their instructors about their respective policy.

Faculty has the academic authorization to remove students from their class for nonparticipation. A non-participating (NP) student is one who, because of absence, missed quizzes, tests, or papers, or inappropriate behavior has fallen behind the work of the class to such a degree that the instructor feels the student is not likely to attain a passing grade. When students are removed from class due to non-participation (NP), a grade of NW (Withdrawal via non-participation) will be assigned and recorded on their transcripts. Students who are NP'd will receive a letter from the Registrar along with instructions on reinstatement procedures. (See **NECC College Catalogue**)

PROGRAM ATTENDANCE POLICIES

The attendance policy of the college is followed by the Human Service Program. In addition, each syllabus in the curriculums state that attendance and participation in class is expected in the programs. A point system is used in some of the courses that includes class attendance and participation as part of the grade. The policy for the Human Service practicums is that all students have the same amount of hours in the practicum experience. Students who miss practicum days must make up the time lost. Students are made aware that the nature of the curriculums demands that they attend and participate in all courses in the curriculum. The curriculums are based on National Community Support Skill Standards and the standards of the Council for Standards in Human Service Education. They are competency based and it is essential that students learn that what is taught in the classroom will also be transferred to the clinical practicum setting. Commitment to the programs involves total class attendance and participation

PROGRAM RESPONSIBILITIES

Success of the Human Service Program depends upon a collaborative relationship between the college, student, faculty, and community agencies. The Human Service Programs have a partnership relationship with agencies to make the programs successful and to prepare students for careers as Human Service practitioners. To meet this mission, we all have to work together and provide support to each other to reach final goals. Each must assume and respect certain responsibilities that we all have to one another.

RESPONSIBILITIES: PROGRAM COORDINATOR/FACULTY

A. TO STUDENTS

- To provide the best education possible to all students meeting individual needs as presented by students.
- To recognize student empowerment and to assist students to identify choices in career paths.
- To help students to develop socially, emotionally, intellectually, and professionally.
- To assist students to develop a professional Human Service Portfolio as they exit a program.
- To arrange for the best possible practicum experiences under professional supervision.
- To recruit the best possible students into the program. To some degree, you will be judged by the performance of your fellow students. If one student in the program obtains a job or practicum placement in a certain agency and does not meet the expectations of the agency, that agency may not want to take a chance on another student from the program. Agencies need and want students who are able to accept responsibility and make a personal commitment in the field of Human Services.
- To advertise the program to potential employers so that they can anticipate applications from graduates of the program.

- To seek out and become aware of new employment and transfer possibilities for graduates of the program.
- To give fair and accurate references on graduates of the program to potential employees. If the Program Coordinator or faculty gave a graduate a good reference when the graduate was not performing at the level expected, the potential employer would hesitate to trust future references.
- To monitor the progress of each student and collaborate with the student and agency supervisor over the course of each semester. The faculty person will make no less than one site visit to each field placement each semester.

B. TO THE COLLEGE

- To recruit the best possible students into the programs and to give students the education expected when they entered the community college system. For the Human Service programs at Northern Essex Community College, this means an education based on the **National Standards of the Council for Standards in Human Service Education which includes the National Community Support Skill Standards.** The programs at Northern Essex Community College have maintained standards over the years and intend to continue a curriculum that is up to date and relevant for the next century of graduates.
- To be a representative of the College when coordinating a learning contract with practicum agencies that is in the best interests of both partnerships.

C. TO POTENTIAL EMPLOYERS

- To recruit the best possible students into the programs and to give students the education expected. Field practicum placements may open the door to employment of the student while in the program as well as after completion of the program. Agencies allow students to utilize their facilities for direct work experiences. They expect that the student will learn and become competent Human Service practitioners/substance abuse counselors.
- To ask practicum agencies to participate in the design of the program content and present their viewpoints on new training mandated by State and Federal guidelines. The Human Service Advisory Committee has representation from potential employers.

RESPONSIBILITIES: STUDENTS

- To take studies seriously and realize that what you learn in the classroom situation will later be transferred to the practicum clinical situation. Ultimately, the individuals that are serviced by the agency will be the ones who will receive your services, and you have an obligation to give the best care possible to individuals who seek your help and assistance in the practicum situation. You will be expected to demonstrate that you are learning the skills and competencies based on the National Skill Standards. Your evaluation at a practicum agency will be based on performance.
- To offer suggestions as to how the program and classes could be more meaningful to you.
- To perform at the best possible level of performance in practicum agencies and in employment after graduation.
- To notify the Program Coordinator of a name change or address change so that follow up of graduates is possible after completing the program. All graduates need to maintain contact with the college through an alumni status. We need the support of our graduates to continue the mission of the program and college. We hope that graduates will agree to be *mentors* as they enter the Human Service career field.
- To prepare for and assume appropriate responsibility for your participation in clinical supervision at a practicum agency. Please see handout provided in practicum classes.
- To abide by the National Organization for Human Services (NOHS) code of ethics.
- To recognize and seek appropriate assistance to deal with personal issues when they impact client care.

RESPONSIBILITIES: PRACTICUM AGENCIES

A. TO THE INDIVIDUALS THAT THEY SERVICE

- Human Service agencies, community based programs, and institutions all exist to provide health and human services to individuals in need of services. The staff is first obligated to give services to these individuals who seek assistance. Agencies must expect that students will do their very best in the practicum placement and that they will have the interests of the agency and individuals that they service foremost in mind when at the facility

B. TO STUDENTS

- To provide weekly supervision at times designated by the Supervisor and with agreement with the student. Agencies provide direct supervision on site and staff also provides direct support to students in the learning experiences. Agency staff serves as role models and students benefit from this exposure. Students are not to function as independent practitioners. Students should not be alone with participants/clients in a physical setting (e.g. participant's home, a clinic, a residential program) without staff present.
- To demand of students their best both in the practicum placement and in the classroom.

- To work with students to help them develop learning goals appropriate to the practicum setting and their level of education.

C. TO THE HUMAN SERVICES PROGRAM

- Agencies and supervisors agree to take their responsibilities seriously and to meet with the student on a weekly basis to further the learning goals.
- To collaborate with the faculty supervisor and student to support the student's learning and address any concerns that arise in a prompt and direct fashion.
- To meet with the faculty supervisor and student at least once per semester, or as needed to review learning issues. If practicum placements, for whatever reason, end earlier than expected, communication about the circumstances will take place with students and faculty supervisor. This communication is intended to facilitate learning for the student as well as guide future placement matches with the agency.
- To complete and provided written student evaluations to be shared with student and faculty supervisors at the completion of each practicum semester. These evaluations will document strengths and challenges and potential future learning goals for the student. These evaluations may be shared with other program faculty and staff to assure suitable assignment and matching of students to future practicum sites

Northern Essex Community College Human Services Program

Student Agreement Required for Admission into the Human Services Program

Faculty, students and agency staff supervisors all share responsibility for the welfare of clients who are served by students enrolled in the human services program and practicum experiences. The program is responsible to its partner agencies and to the clients they serve to assure that our graduates are competent beginning professionals who work towards the well-being of clients and who are capable of delivering quality services in an effective and timely manner. Thus, it is important that students retained and graduated from this program possess the cognitive ability, the integrity, emotional health and compassion necessary to competent practice.

The Human Services Program at Northern Essex Community College (NECC) is a professional education program that has standards and expectations that are different from traditional academic programs. Applicants to the program are required to sign and submit the following statement to the Program Coordinator or designated human services faculty person indicating that they have read and understood the academic and professional requirements to enroll in the Human Services Program.

Student Agreement:

I have applied for admission to the Northern Essex Community College (NECC) Human Services Program. I understand that I may be denied admission or removed from the program if I am unable to meet the essential functions of performance (as outlined below), if I fail to abide by the ethical and behavioral expectations as outlined by the National Organization for Human Services (NOHS) in their code of ethics (available at: <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>) and/or by the Student Code of Conduct at NECC. I also understand that I need to meet all of the NECC requirements for admission and graduation.

Essential functions include communication skills, cognitive abilities, behavioral/emotional health and functioning and ethical/professional functioning.

Communication: The graduating student must be able to effectively communicate information through reading and writing in the English language. The student must be capable of confidential, responsive and empathic listening demonstrating the ability to establish rapport, to promote openness on issues of concern and sensitivity to cultural differences. He or she must demonstrate a willingness to give and receive feedback.

Cognitive abilities: The student must have the cognitive and intellectual abilities to master relevant course content in academic and practicum coursework. A minimum grade of C- is necessary in all human services coursework to meet graduation requirements.

Behavioral/emotional health and functioning: The student must possess sufficient emotional health to make full use of his/her intellectual abilities, to exercise good judgment and appropriate professional behavior. The student must be able to complete academic and professional responsibilities in a timely manner. He/she must also be able to maintain effective working relationships with clients, coworkers, supervisors, classmates, faculty and other professionals, even when working with highly challenging clients, under stressful situations and during crises. The student must be willing to examine and change his/her behavior when it interferes with productive academic and agency-based relationships.

Ethical/professional: The student must be able and willing to learn and apply professional standards of practice. He or she must be willing to follow the NOHS code of ethics and maintain appropriate professional boundaries in the classroom and practicum/agency settings. Any student with a substance abuse disability is expected to meet the general standards of practice which require one year of recovery prior to registration for the core substance abuse academic classes (HUS171 and HUS172) and two years of recovery prior to beginning a practicum

- In addition I understand my obligation to inform immediately, the Practicum Site Supervisor and the NECC Practicum Classroom Advisor if there are any:
 - Former or present friends, family members, in-laws, co-workers, classmates, life partners, or other acquaintances who are in residence, are clients (patients), or employees of the agency, clinic, hospital, office, or other environment in which I perform my duties as a NECC Practicum Student.
 - Former or present friends, family members, in-laws, co-workers, classmates, life partners or other acquaintances of classmates who are in residence, are clients (patients), or employees of the agency, clinic, hospital, office, or other environments in which I perform my duties as an NECC Practicum Student.
 - I further agree that if any of the above people are admitted to or hired by my site that I will inform both my Practicum Site Supervisor and the NECC Practicum Classroom Advisor and will follow any and all suggestions made by either or both of those supervisors.
 - I understand that the consequence of failing to immediately notify the above named parties may lead to my suspension or dismissal from that Practicum site and the NECC Human Services Programs.

Student Name (Printed)

Signature

Date

Faculty Signature

Date

HUMAN SERVICE PRACTICUMS
HUMAN SERVICE ASSOCIATE DEGREE PROGRAM CERTIFICATE PROGRAMS

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ALL PRACTICUMS HAVE A MAJOR COMMON OBJECTIVE

PRACTICUM COURSE OBJECTIVES

- To practice the National Community Support Skill Standards.
- To provide direct participant services in the agency and community.
- To share practicum experiences.
- To learn about current modalities of treatment in practicum settings.
- To gain proficiency in communication skills/observation/recording/and writing.
- To gain proficiency in case presentations/problem solving, and conflict resolution.
- To gain proficiency in the implementation of service plans/documentation/and community networking.
- To participate as a member of the transdisciplinary team in practicum.
- To identify major problems affecting the participants ability to lead a productive life.
- To develop a philosophy of Human Services that recognizes individual dignity and rights.
- To practice the ethical code of standards of the National Organization for Human Service Education (NOHSE) and the Council for Standards in Human Service Education (CSHSE)

PRACTICUM COMPETENCIES

All programs contain the skills and competencies as identified by the Human Service Research Institute Project funded by the United States Department of Education to foster the adoption of national voluntary skills standards for direct support workers. The

Community Support Skill Standards are:

- | | |
|-------------------------------------|---|
| 1. Participant empowerment | 6. Community Living Skills and |
| 2. Communication | 7. Education, Training, and Self Development |
| 3. Assessment | 8. Advocacy |
| 4. Community and Service Networking | 9. Vocational, Educational and Career Support |
| 5. Facilitation of Services | 10. Crisis Intervention |
| | 11. Organizational Participation |
| | 12. Documentation |

The Curriculum Matrix illustrates the Relationship between the Human Service (HUS) courses and the National Community Support Skill Standards.

PRACTICUM PLACEMENTS

The following agencies are a *sampling* of those which have served as practicum sites for our program. The sites vary from semester to semester and change due to trends and changes in the Human Service delivery system. The program is open and receptive to new sites whenever possible. All agencies must agree to provide professional supervision. Supervision may be provided from any discipline in the field. Students in the Alcohol/Drug Abuse Counseling Certificate Program must complete practicum placements in substance abuse agencies. Students in the Community Support Human Service Practitioner Program must complete practicum placements in residential and community support programs. Students in the Direct Support Certificate must complete placements in the field of intellectual and developmental disabilities. ***As of fall 2014, students are expected to complete 150 hours of practicum experience at their practicum sites per each semester.***

Link House, Newburyport, MA
 Opportunity Works, Inc., Newburyport, MA
 Essex County Correctional Facility and Sheriff's Department Anna
 Jaques Hospital, Newburyport MA
 Amesbury Council on Aging, Amesbury MA
 Career Resources, Haverhill, MA
 Class, Inc., Lawrence, MA
 Emmaus, Inc., Haverhill, MA
 Baldpate Hospital, Georgetown, MA
 Mitch's Place, Haverhill, MA
 The Clubhouse, Haverhill, MA
 Team Coordinating Agency, Haverhill, MA
 Veterans Northeast Outreach Center, Haverhill, MA
 Amesbury Middle School, Amesbury MA
 Seacoast Youth Services, Salisbury MA
 Pegasus House, Lawrence, MA
 Women's View, Lawrence, MA
 Fidelity Inc., Lawrence, MA
 Greater Lawrence Headstart Program, Lawrence, MA
 CAI Headstart Program, Haverhill, MA
 St. Ann's Home, Methuen, MA
 The Samaritans, Methuen, MA
 Holy Family Hospital and Medical Center, Methuen, MA
 Merrimack Valley Hospital, Haverhill MA
 Department of Youth Services, Lawrence, MA

HUMAN SERVICE PROGRAM
HUMAN SERVICE PRACTICUMS – PROCESS FOR PRACTICUM

1. Students intending or registered to take practicum I or II should participate in the practicum orientation workshop and the Ethics/Confidentiality Workshop held once each year at the beginning of the fall semester.
2. Students are expected to read the **Program Manual** for specific information about the program/practicum.
3. Students may be able to use current Human Service employment for practicum experience, with the permission of the Program Coordinator or Program Staff Associate and by agreement of the agency. This is arranged on an individual basis if the site is appropriate and provides “new learning” opportunities for the student. The work setting may only be used for one of the required practicum experiences.
4. Students are responsible for completing a **Practicum Request Form** at the time of registration and returning it to the Program Staff Associate as soon as possible (preferably during the early registration period prior to that semester in which the student takes the practicum). **Students who complete the practicum request forms thoroughly and promptly, receive priority consideration for placements.**
5. The Program Staff Coordinator will review the student’s requests for a practicum site and inform the student of a site to contact for a practicum interview. This typically occurs before the start of the semester.
6. Students will complete a Background Information Form/or Resume to be given to the agency supervisor (or director) at the interview for practicum.
7. The student will contact the identified agency staff/Supervisor and make arrangements for a site visit and interview. Students will discuss a specific schedule for practicum hours and supervision meetings at this time.
8. The student will inform the faculty responsible for practicum referrals (the Program Staff Associate) within 24 hours after the interview with a written or telephone contact. Agency staff members/or Supervisor may also verify the student site visit and interview with a written or telephone contact to the Program Staff Associate. The agency staff/supervisor may elect to inform the student directly.
9. Students are to notify the practicum agency that they have accepted the placement and confirm the approximate starting date/hours of practicum for the semester. Students may not begin practicum until they have been advised by faculty that they are “eligible” to begin practicum per CORI/SORI/CHRI processing. Students **may not** begin before the semester begins.
10. Students are to review the Academic Calendar (covers the full academic year) and be aware of important dates that pertain to their college experience. The calendar is available online through the NECC homepage.

STUDENT HUMAN SERVICE PRACTICUM GUIDELINES

Students are expected to read the **Human Service Program Manual** and to observe the following guidelines and regulations for the practicum experiences. Expectations for students include:

1. Students have their own means of transportation to and from the agency.
2. Students park in areas designated by the Human Service agency.
3. Students dress appropriately for the agency. Students are expected to respect the policies of the agency in the matter of dress.
4. Be on time for practicum as arranged by your agreement with the agency and maintain consistent attendance.
5. Observe the rules, regulations of the agency at all times.
6. Provide your own meals at the agency unless having meals with participants of the agency is an identified learning experience.
7. Report to your supervisor or designated staff member when you arrive at the agency and when you leave the agency.
8. **Call the agency if you are unable to attend practicum due to illness. All absences must be made up in order to meet the required hours of practicum. Inform the faculty supervisor if you have missed a practicum day at the next practicum class session.**
9. Students are to follow the agency policies in regards to transporting any individuals that are serviced by the agency. **Students are not authorized to transport individuals serviced by the agency whether in the agency vehicle or their own vehicle, but may accompany a staff member in transportation.**
10. Report to the supervisor or designated staff member if you become ill while on duty in the practicum.
11. When storms prevent the student from getting to the agency, the student is expected to call the agency. It is the student's responsibility to listen to the radio for any class closings due to storms. Students may use their own discretion as to going to a practicum as conditions vary depending on where the student lives and the location of the practicum site.
12. To read agency records as directed by the agency. Never remove a record from the agency.
13. To follow the agency policies and (NOHS) Code of Ethics in matters of confidentiality and ethics.
14. Recognize and respect boundaries within the practicum agency.
15. Students are not to function as "independent practitioners" or assume primary responsibility for a participant's well-being. Specifically, students should not be alone in a physical setting without staff present whether that setting is a residence, participant's home, clinic, etc.
16. All students are expected to meet the general standards of practice if they have experienced substance abuse or dependence: Program guidelines require two years of recovery prior to practicum and one year of recovery prior to core class content.

If a student is having difficulty in the practicum area, he/she is to report and discuss the situation with the agency supervisor. Any student in the program who is having difficulty in the practicum agency is also required to inform the faculty supervisor. Resolution of difficulties is best resolved first with the agency, student, and faculty member. The Coordinator of the Program may also be contacted at any time for consultation if necessary and appropriate.

Telephone Number (Include area code and Number)

The Agency Director or designated agency staff have met with _____ (student) on _____(date).

The agency agrees to accept this student into practicum placement for one semester as required by the college program and agrees to provide this student with weekly supervision. (It is understood that students generally remain at the same practicum agency for two semesters.) This learning experience will be coordinated with the college faculty member assigned for the practicum, including meeting(s) at designated times during the semester as arranged by mutual agreement with the student and faculty instructor.

Agency Supervisor (Please sign with relevant educational degree and any relevant license or other credentials): _____ Date: _____

Supervisor E-Mail Address:

Agency Director: _____ Date: _____

SECTION C: STUDENT STATEMENT OF UNDERSTANDING AND AGREEMENT

I have read and agree to follow the policies and procedures for practicum as outlined in the NECC Human Services Program Manual. I have read and agree to follow the guidelines and responsibilities as outlined. I am aware of the guidelines for students with a substance abuse disability and understand that the program requires a minimum of one year of recovery to register for the alcohol and drug abuse counseling academic courses and a minimum of two years of recovery to register for a practicum course. I also understand that failure to follow policies established by the program or policies established by the practicum agency may be grounds for withdrawal from the practicum and/or program.

_____ Student Signature

_____ Date

SECTION D: (For faculty instructor to complete)

In witness and agreement with this practicum affiliation:

Faculty instructor (Please sign with relevant educational degree and any relevant license or other credentials):

_____ Signature and license/relevant credentials

_____ Date

Northern Essex Community College
HUMAN SERVICE ASSOCIATE DEGREE PROGRAM AND CERTIFICATE PROGRAMS:
 ALCOHOL/DRUG ABUSE COUNSELING CERTIFICATE
 COMMUNITY SUPPORT HUMAN SERVICE PRACTITIONER CERTIFICATE
 DIRECT SUPPORT CERTIFICATE

Practicum Learning Goals

STUDENT NAME: _____

DATE: _____ **SEMESTER:** _____

AGENCY SUPERVISOR: _____

INSTRUCTIONS:

1. Review reading assignment on goals in your text, THE SUCCESSFUL INTERNSHIP.
2. Review the Community Support Skill Standards and other materials (e.g. the Twelve Core Functions of Substance Abuse Counselors for those students within the Alcohol/Drug Abuse Counseling Certificate) within the Human Services Program Manual to consider professional development.
3. Consider feedback that you have been given by previous supervisors at work sites, previous practicums, etc.
4. Write down your semester goals on this form. Consider knowledge goals, skill goals, personal and professional development goals. Request that your agency supervisor sign off on your goals below, after discussion and revision. Be as specific and descriptive as possible.

Consider these questions: *How will you know when you have reached your goals? How will your supervisor/faculty instructor know when you have reached your goals?*

5. Meet with your agency supervisor and discuss your goals.
6. Revise your goals as needed. Hand in one copy of your goals to the faculty supervisor/instructor on the date indicated on your syllabus.
7. Attach a second copy of your goals to your practicum log.
8. Reassess your goals at least once during the semester.

GOALS

Student Signature

Date

Faculty Supervisor Signature (Please include relevant credentials)

Date

Agency Supervisor Signature (Please include relevant credentials)

Date

INSTRUCTIONS:

1. Review reading assignment on goals in your text, THE SUCCESSFUL INTERNSHIP.
2. Review the Community Support Skill Standards and other materials (e.g. the Twelve Core Functions of Substance Abuse Counselors for those students within the Alcohol/Drug Abuse Counseling Certificate) within the Human Services Program Manual to consider professional development.
3. Consider feedback that you have been given by previous supervisors at work sites, previous practicums, etc.
4. Write down your semester goals on this form. Consider knowledge goals, skill goals, personal and professional development goals. Request that your agency supervisor sign off on your goals below, after discussion and revision. Be as specific and descriptive as possible.

Consider these questions: *How will you know when you have reached your goals? How will your supervisor/faculty instructor know when you have reached your goals?*

5. Meet with your agency supervisor and discuss your goals.
6. Revise your goals as needed. Hand in one copy of your goals to the faculty supervisor/instructor on the date indicated on your syllabus.
7. Attach a second copy of your goals to your practicum log.
8. Re-assess your goals at least once during the semester.

GOALS

Student Signature

Date

Faculty Supervisor Signature (Please include relevant credentials)

Date

Agency Supervisor Signature (Please include relevant credentials)

Date

**NORTHERN ESSEX COMMUNITY COLLEGE
HUMAN SERVICE ASSOCIATE DEGREE PROGRAM**

**CERTIFICATE PROGRAMS:
ALCOHOL AND DRUG ABUSE COUNSELING CERTIFICATE
COMMUNITY SUPPORT HUMAN SERVICE PRACTITIONER CERTIFICATE
DIRECT SUPPORT CERTIFICATE**

STUDENTS RIGHTS IN PRACTICUM AGENCIES

1. To make a site visit to the agency and have an interview with a designated agency supervisor.
2. To accept or refuse practicum placements based on appropriate issues with a written statement to the Program Coordinator.
3. To have a supervisor identified in the agency and supervision in practicum.
4. To expect an orientation to the agency and receive a copy of the organization's public information materials, such as flyers, an annual report, or other related materials if available.
5. To request a conference with the faculty supervisor at any time during the practicum experience.
6. To raise issues of concern as related to the practicum experience to appropriate sources, following due process procedures. Students are expected to communicate clearly, promptly and directly.
7. To be informed mid way in the practicum experience, by the agency supervisor, if there are any issues of concern in the placement.
8. To have a meeting with the agency supervisor/faculty supervisor if there are issues.
9. To request a change in practicum agency within the first month of the practicum experience as long as the student has first discussed the issue with the agency supervisor and the faculty instructor. A just cause for leaving the agency needs to be agreed upon and documented by the student, agency supervisor and faculty instructor. Students will not necessarily be referred to an alternate placement if the student leaves an agency before engaging in appropriate communication and problem-solving with supervisor and faculty instructor.
10. To receive a copy of the evaluation of practicum experience from the agency supervisor.
11. To have a copy of the college Catalogue or Student Handbook that describes curriculum and roles of the college and student.
12. To expect appropriate learning experiences as identified by the student and supervisor.
13. To expect the faculty supervisor from the program to be in communication with the agency supervisor and to evaluate the learning experience.
14. To have the opportunity to evaluate the practicum experience and receive feedback from supervision.

**NORTHERN ESSEX COMMUNITY COLLEGE
HUMAN SERVICE ASSOCIATE DEGREE PROGRAM**

**CERTIFICATE PROGRAMS:
ALCOHOL/DRUG ABUSE COUNSELING CERTIFICATE
COMMUNITY SUPPORT HUMAN SERVICES PRACTITIONER CERTIFICATE
DIRECT SUPPORT CERTIFICATE
ORIENTATION CHECK LIST FOR AGENCY SUPERVISORS**

The following items may be used as a suggested guideline for student orientation to the practicum placement.

1. Tour of the facility to introduce students to the environment. If the agency has more than one site, perhaps at some time in the semester, the student may visit other sites to gain a better understanding of all the programs offered by the agency.
2. Introduction to staff in the unit/program where the student will be working and to other appropriate personnel in the agency. This introduction may also serve as an opportunity to clarify the student's role with other staff of the agency.
3. Review facility/agency personnel policies to acquaint students with expected staff responsibilities if a personnel policy manual is available and any policy essential for the student to follow.
4. Review the agency Organization Chart with the student.
5. Make Agency Annual Reports or Agency Flyers/Newsletter available for student review.
6. Review any specific policies of the unit. Review safety/fire/evacuation/incident policies.
7. Review the policies regarding practicum as written in the college program manual.
8. Review the objectives of the practicum placement as written in the college program manual with the student.
9. Review methods of communication with the direct student supervisor or designee in case of the student's absence and/or the supervisor's absence.

10. Arrange a regular (if possible) weekly time for practicum supervision which meets both supervisor and student needs. Supervision time may be individual or in small peer groups depending upon the setting.
11. Review the grading process for students in practicum. Agency supervisors recommend a grade when they complete the student evaluation at the end of the semester, but faculty instructors make the final decision. Students complete a practicum log as part of their academic coursework. Supervisors and students may wish to clarify use of the log. Students complete an evaluation of their practicum site at the end of the semester.

**NORTHERN ESSEX COMMUNITY COLLEGE
HUMAN SERVICE ASSOCIATE DEGREE PROGRAM**

**CERTIFICATE PROGRAMS:
ALCOHOL AND DRUG ABUSE COUNSELING CERTIFICATE
COMMUNITY SUPPORT HUMAN SERVICE PRACTITIONER CERTIFICATE
DIRECT SUPPORT CERTIFICATE**

GUIDELINES FOR THE AGENCY SUPERVISOR IN PROVIDING SUPERVISION

Students, faculty, and agency supervisors have contributed to these suggested guidelines and hope that they will be of use in the supervision of practicum students. Supervisors may:

1. Provide a consistent supportive presence. Help the student realize that working with clients can be stressful. Encourage the student to express feelings of anxiety, frustration and inadequacy.
2. Support the student to reach out for learning experiences appropriate to the student and agency. Review the goals the student has identified and promote self-growth in the learning process. Let the student know their progress during the practicum experience.
3. Help the student to understand client issues and to be aware of the diagnostic/assessment process.
4. Help the student to identify their skills in the practicum area and to clarify competencies based on skill standards that are learned in the practicum setting.
5. Recognize that supervision usually focuses on the client practicum experience but that student personal life issues often are addressed during supervision sessions as they relate to practicum performance and client care.

6. Confront the student directly when the student has not abided by the agency rules/regulations/policies.
7. Assist the student to clarify their role within the agency and to seek feedback about their performance as reported by other staff in the agency.
8. Recognize that supervisors and students in supervision need to clarify their own boundaries in what they choose to reveal about themselves to each other. The issue of self-disclosure with clients has to be clarified in the practicum setting.
9. Give guidelines or suggestions as to the content of the supervision.
 - A. The supervisor may expect the student to come prepared with the questions relative to the agency, clients, or role of staff.
 - B. The supervisor may assign specific responsibility or identify tasks for the student to perform during the clinical experience, or may expect a written report during the semester.
10. Assist the student to recognize and appreciate that supervision is precious and needs to be utilized to its fullest potential.
11. Confront the student with issues of concern and allow opportunity for the student to express areas of conflict within the practicum agency.
12. If there is a need to terminate practicum prior to end of the semester, the reasons and circumstances need to be discussed with both the student and the faculty supervisor. It is hoped that we might learn from the situation and reduce or avoid similar outcomes for future student placements.
13. Assist the student to communicate in specific terms rather than in generalizations and to clearly articulate issues of concern professionally as well as personally.
14. Serve as a role model for students and share expert clinical skills in supervision.
15. Clarify that the student has an active role in the supervision process. Help them to appreciate that he/she is expected to prepare for supervision, to ask questions and that questions are essential and to the learning experience.
16. Recognize that as a supervisor, you may become aware of a crisis situation in the student's personal life that may affect the practicum experience. The supervisor, if appropriate, may then assist the student to come to some resolution of their crisis and/or refer or recommend that the student obtain professional help, and discuss the situation with the faculty supervisor.
17. Assist the student to accept the supervisory process which will later be part of work experience.

18. Assist the student to develop and clarify their own goals for the practicum experience and to assess and demonstrate to what degree they have achieved these goals during their practicum. (Students will likely need help to frame goals that are attainable, relevant and clearly understood.)
19. Complete the student evaluation form and discuss it with the student at the termination of the practicum.
20. Give the suggested grade based on the Northern Essex Community College Grading System. (See Human Service Performance Evaluation Form).
21. Collaborate and communicate with the faculty supervisor as concerns or learning issues arise. Meet with the college faculty supervisor at mutual convenient times arranged during the academic year (at least once per semester).

**NORTHERN ESSEX COMMUNITY COLLEGE
HUMAN SERVICE ASSOCIATE DEGREE PROGRAM**

**CERTIFICATE PROGRAMS:
ALCOHOL AND DRUG ABUSE COUNSELING CERTIFICATE
COMMUNITY SUPPORT HUMAN SERVICE PRACTITIONER CERTIFICATE
DIRECT SUPPORT CERTIFICATE**

POLICY ON WITHDRAWAL FROM A PRACTICUM EXPERIENCE

The College programs follow the directive of the Vice President of Academic Affairs relative to the student issues. The Human Service Associate Degree Program, Community Support Human Service Practitioner Program, Direct Support Certificate and the Alcohol/Drug Abuse Counseling Certificate Program all have practicum experiences. If problems arise between the student and agency during the course of the semester, the college faculty instructor and the program coordinator need to be notified as soon as possible. The student needs to follow a due process procedure and first notify the agency supervisor of any difficulty. The student is also responsible for notifying the faculty instructor as soon as possible, and updating the instructor regularly. The program coordinator may also be informed at this stage. However, if the issue is not resolved, the program coordinator needs to be notified. The NECC Human Services Program Coordinator, in addition to representing the interests of the college and being responsible for student learning, is also committed to maintaining a positive relationship with the community agency. This open communication is essential to maintain trust between the college community and the agency which allows students to participate in practicum experiences.

REASONS WHY A STUDENT MAY BE WITHDRAWN FROM A PRACTICUM

1. The student fails to initiate and meet with an agency supervisor/agency to develop the practicum experience for the semester beyond the time for the practicum to begin for the semester.
2. Non-attendance in the practicum as identified in the course syllabus and policies of the college.
3. Students who fail to call in to the agency when they are sick or not able to attend the practicum during scheduled hours as agreed upon at the time of the interview. Students, who are out sick as documented by a physician and miss a significant portion of the practicum that cannot be made up in the semester registered for the practicum, will be asked to withdraw. Students may contact the Registrar's Office and request a withdrawal due to medical reasons. Agencies have a fifteen-week time period where students are expected to be in practicum. Once the semester ends, the students are no longer in the practicum and the agency has no obligation to provide supervision beyond the academic semester, although they may agree to do so by request of the student and college program coordinator. Agency supervisors receive no fee for supervision.
4. Student fails to comply with the agency/regulations.
5. Student fails to comply with all health requirements of the program in the time specified by the college. If a student's health status changes during the course of the semester and they are unable to participate fully in the practicum, they need to withdraw from the course.
6. Student's failure to respect client confidentiality is a serious breach of the learning agreement and the student is subject to immediate withdrawal. The first responsibility of the agency is to the clients that they service. In some agencies, students sign a confidentiality statement.
7. Student demonstrates that they cannot perform the expected duties in the agency.
8. Student fails to meet the objectives of the practicum course as identified in the practicum syllabus and program manual.
9. Student exhibits behavior/conduct that is not professional as identified in the NOHS professional code of ethics (e.g. a student engages in a dual or an inappropriate relationship at the practicum site or exhibits behavior (verbal and non-verbal) that is threatening to the clients or staff in the agency, etc.).

10. Student is identified as using substances or under the influence when at the practicum setting.
11. Student is unable to develop a cooperative working relationship with the agency staff/clients/peers that interferes with client services.
12. Students may be withdrawn for violating other stated program policies. Students may also be withdrawn if their performance fails to demonstrate the cognitive abilities, communication skills, emotional and behavioral health and ethical/professional functioning as outlined in the Student Statement of Acceptance.

In a rare event that a student should ever have to be removed (for just cause) from an agency, a meeting of the agency supervisor, student, faculty, and program coordinator may occur at the college or agency. A written report that outlines the purpose of the meeting and recommendations from that meeting would be completed by the agency supervisor/faculty instructor and a copy given to the student. This report remains with the program coordinator and is not part of the college record.

**NORTHERN ESSEX COMMUNITY COLLEGE
HUMAN SERVICE ASSOCIATE DEGREE PROGRAM**

**CERTIFICATE PROGRAMS:
ALCOHOL AND DRUG ABUSE COUNSELING CERTIFICATE
COMMUNITY SUPPORT HUMAN SERVICE PRACTITIONER CERTIFICATE
DIRECT SUPPORT CERTIFICATE**

POLICY: PRACTICUM AT CURRENT PLACE OF EMPLOYMENT

Work/Employment settings may be approved as the setting for one of the two required courses if the following criteria are met:

1. The student registers for the Human Service Practicum.
2. The employer/agency agrees to use the work site for a practicum experience/college credit.
3. The employer/agency agrees to meet with the student/employee to clarify and identify the separate goals of the learning experience for the semester.
4. All the usual established practicum criteria are met as identified in the Program Manual.
5. Employment settings may be used for a maximum of 4 credits, (the equivalent of one semesters of field work experience) **only** with the approval of the Program Coordinator.
6. The Program Coordinator of the college accepts the work/employment experience as a learning experience equal to the other practicum sites in the program.
7. The employer/agency supervisor and student must document a clear understanding of the difference between the role of the student employee as a practicum student and employee in the setting. The student will clearly identify (in writing) new learning goals and tasks and provide copies of these to both the program coordinator and the faculty instructor.
8. The student/employee will submit a copy of the employee job description to the Program Coordinator, and identify competencies expected on the job and their relationship to the Program Goals of the college program.
9. The Program Coordinator and the faculty instructor will discuss with the employee supervisor **new and appropriate learning experiences** within the agency. New learning is essential to approval of a place of employment for practicum.
10. All parties will agree in writing (Practicum Agreement) to the policies as written for the work/practicum experience.
11. The grading system and evaluation will be the same as for students enrolled in the college program. Grades will be based on content in the course syllabus.

LOG RECORDING GUIDELINES

DEFINITION

LOG: A daily account of learning experiences that identifies skills and competencies used by students in a Human Service practicum and that promotes increased self-understanding and knowledge. The log describes the communication styles of the student and of the individual/client receiving services from the agency and staff. Students have an opportunity to reflect upon their interactions with clients and staff and to consider in what ways they have been effective and how they might further improve their skills. It demonstrates application of classroom theory to practice, and identifies areas of student self-growth and understanding of the role of a Human Service practitioner.

PURPOSE OF THE LOG/JOURNAL

- To document that you have the opportunity to practice the 12 National Community Support Skill Standards in the practicum agency.
- To document learning that demonstrates competencies in the Human Service field that can become part of a Professional Human Service Portfolio.
- To provide a description of learning experiences in the agency.
- To provide experiences in the use of observation and recording of data.
- To provide opportunities to practice and improve writing skills
- To utilize the log as a teaching tool whereby you can look at your interactions and assess the relationship you are providing to a person in need of support services.
- To reflect upon your strengths and accomplishments as well as areas of challenge and difficulty.
- To determine how the Human Service student copes with problems presented by individuals serviced by the agency.
- To record your own feelings and reactions about the learning experiences and to learn from them.
- To identify areas that you want to discuss in a supervision session.
- To maintain ongoing communication with your faculty instructor about important experiences and issues at your practicum

DIRECTIONS FOR WRITING OF THE LOG/JOURNAL

1. Typewritten, 12 point font, double-spacing is preferred. If you find this to be a hardship, please speak with the faculty instructor. It is essential that you be able to write legibly if you are not yet able to use the computer! (Use a ball point pen if writing in the log.)
2. Obtain a log notebook that is 8 ½ x 11 inches. **Be sure that your entries are attached** in some way to your log book (whether a 3-ring binder, stapled, etc.) and that there is some kind of **opaque** cover for your log. This is essential for confidentiality.
3. Skip a line between each entry, leaving space so that the instructor can make comments.
4. **Practice confidentiality** in the writing of the log. No names (other than your own) or identification of the setting. Use initials, or fictional names for clients. **Be aware of other ways you could unintentionally identify your clients.** Refer to your practicum site as "the agency", "the house", "the unit", etc. Use staff initials or first names only

(being mindful again that an unusual first name such as "Boris" could identify the setting in a small community such as the Merrimack Valley human services network.)

5. Your initial log entry should include a summary or overview of the practicum, to include some information about the kinds of services provided, the nature of the clients served, the kind of staffing, etc. and your initial impressions.
6. You should have one entry for each practicum "shift". (You may negotiate with your practicum supervisor to complete your hours in different ways...whether you complete one 8-hour and one 4-hour, or two 6-hour shifts, attend one 2-hour staff meeting, etc.) As a guideline for length, write 3-4 pages for each "12-13 hour **week**" of practicum experience.
7. Date and note hours for each entry/shift. The signed time sheet and log entry needs to match.
8. Read all text materials as required by the faculty in the course syllabus.
(See Sweitzer and King Text: The Successful Internship regarding keeping a journal)
9. Use the log to regularly document your application of the CSSS. (E.G.; CSSS #7A Education/Training and Self-Development). Ideally you will be including multiple CSSS by each daily entry.
10. Each "shift" or log entry should include a brief summary of the shift/day's activities followed by selective focus on particular areas of interest or concern, using the three-column

format, as discussed in class. Your entries will be more useful to you and to me if they are specific, detailed and clear. Client interactions can help you better understand your skills, and assess the usefulness of an interaction. (What happened before, during and after an interaction? How did the client seem to feel and behave? How did you feel and behave?) What other options did you consider in a given situation? How do you understand the outcome/interaction? Your log may also help you to identify questions for supervision.

FURTHER COMMENTS ON CONTENT IN THE LOG/JOURNAL

Log content might also include:

A description of the environment, a description of relationships with staff and with clients/participants, descriptions of how you assist individuals to problem solve and use conflict resolution, descriptions of how you cope (or difficulties you have) with difficult individual situations, descriptions of how you use different treatment modalities, descriptions of how you implement the individual service plan, **identifying any skill standards involved with the activity**, descriptions of how you accomplished the learning goals you have set for yourself at the practicum, descriptions of your struggles with ethical dilemmas, and descriptions of how you maintain confidentiality.

Much of this "content" will fall under the category of what might be directly observed. Writing in a 3-column format, you will also include columns that speak to your thoughts and feelings about the content. This is intended to promote selfreflection. It is expected that you will identify situations that you have handled well, areas of strength and talent. It is also expected that you will identify and reflect upon areas that you find difficult and challenging and that you will write about these situations and reflect upon any "mistakes" or interactions that you might wish to manage differently in the future. You may wish to include questions as well!

All students will be required to demonstrate that they are learning the skill standards through the classroom experiences and practicum.

GRADING RUBRIC FOR LOGS (worth up to 30 points of final grade)

For grades of 27-30 points (equivalent to grades in the "A" range such as "A" or "A-"): Log follows designated guidelines (See "Log Recording Guidelines" for more complete description.) including **regular** use of 3-column format (per text, processing of actions/content, thoughts and feelings), demonstrated ability to appropriately identify and apply CSSS, attention to confidentiality, sufficiently clear writing skills and efforts to improve writing skills, dated (including hours and day) entries. Log entries include **specific** client and staff interactions that provide an opportunity for me to look, with you, at your specific interactions and the impact of those interactions with staff and/or clients. Entries are up to date and include the relevant CSSS. Students will also demonstrate effort and improvement in their writing skills over the course of the semester. Students will be expected to take the necessary steps to check spelling, pursue assistance from the Academic Tutoring Center to work on writing skills, and learn from feedback that they receive about their writing. Adequate writing skills are essential for documentation skills, your professional presentation and for providing competent client care.

Students in advanced practicums (II and III) will demonstrate in their log that they are able to use multiple levels of effective oral, written and non-verbal communication with clients. They will demonstrate awareness of cultural diversity in their interactions (e.g. the role of gender, age, race, ethnicity, education, marital status, sexual orientation, etc.). They will also demonstrate awareness of ethical issues and dilemmas as they arise during their practicum experience. It is expected that students in Practicum II will provide more detail to specific interactions and increased ability to reflect upon their use of self. Interactions will allow for reflection of the process of an interaction and will therefore need to include a series of interchanges between the student and other client or staff person (as relevant).

For grades of 24-26 of a possible 30 points (equivalent to a grade in the "B" range (B-/B/B+):

Log **generally** follows format including that above-mentioned aspects. (See Log recording guidelines for more complete description.) However, log entries may be more general and provide less information about the nature of your contacts/interactions with clients and the impact of those interactions...or entries may be primarily focused on content with less demonstration of reflection upon your thoughts, feelings and impact.

Logs may also be incomplete. Students will receive reduced credit for late and/or incomplete documentation.

For grades of 23 points or less of a total possible 30 points (equivalent to C+ or lower):

Log may only **occasionally** follow format or make use of the 3-column processing model. Log may not regularly demonstrate the student's understanding of the CSSS and ability to apply the CSSS. Log may not clearly document the date and specific hours of practicum work (matching the time sheet). Log may only demonstrate limited, if any, reflection upon the student's "use of self" at the practicum site. Therefore, there may be insufficient evidence that the student is working at the professional and personal growth so necessary in this field. Writing skills may need to be

improved to provide the clarity in communication that is important in this field and student may not evidence growth in their ability or efforts toward that end over the course of the semester. (I am less concerned at this point in the skill level achieved over the course of one semester (the end point) than I am concerned with students' efforts to improve their writing skills (the demonstrated learning or growth).

Again, late or incomplete logs will receive reduced credit.

PRINCIPLES TO FOLLOW IN WRITING AGENCY PROGRESS NOTES/REPORTS

1. Say exactly what you mean. You are the observer. Try to describe as accurately as you can what the participant does and says. Be aware of the difference between what client reports, what you observe and what you infer or interpret.
2. Be as objective and fair as possible. If you disapprove of a participant's behavior, try not to let your reactions distort the facts. Ask yourself: Am I overreacting to this behavior? Put it in proper perspective.
3. Be concrete and specific. For example; "participant is hostile" is not enough to report. Do not just "label" behaviors. Describe **behavior** that leads you to this conclusion. For example, participant (client) is breaking windows, swearing, etc.
4. Quote exactly what the participant states. (E.G. The client described himself as feeling "a bit down" but denied feeling "depressed". This is particularly important when you report what services the client is requesting, what he/she wants or hopes in terms of help or change.
5. Use simple language. Make reports readable. Use terminology appropriately to describe a specific situation and behaviors. For example: "The participant is ambivalent. He/she wants to find a job, but is fearful of more rejections".
6. As always, use standard grammar, appropriate punctuation and spelling. Use only those abbreviations that are universally understood. Make use of a dictionary, and/or a proofreader if you are not absolutely confident of your writing skills. Many computers have spell-check and grammar check. These tools are helpful but not perfect so you should always proofread in addition to using these tools!
7. Follow agency requirements for all documentation. Request assistance as appropriate.
8. If I have already used words that you do not understand in these guidelines, now is a good time to take out a dictionary! Start this practice now!

NORTHERN ESSEX COMMUNITY COLLEGE ALCOHOL AND DRUG ABUSE COUNSELING CERTIFICATE PROGRAM

Competencies and skills identified with substance abuse counseling

Stanley Kulewicz: The Twelve Core Functions of a Counselor

Counselor Publications, P.O. Box 515, Marlborough, CT 06447, (203) 295-9185

Used in the Alcohol/Drug Abuse Counseling Certificate Program

Comment: These skills cross over into many areas of the Human Service delivery system. Different systems may call the skills different names. They also relate to the National Community Support Skill Standards.

1. **Screening:** The process by which a client is determined appropriate and eligible for admission to a particular program.
2. **Intake:** the administrative and initial assessment procedures for admission to a program.
3. **Orientation:** Describing the general nature and goals of the program to the client.
4. **Assessment:** Those procedures whereby the clients' strengths, weaknesses, and needs are identified.
5. **Treatment Planning:** the process whereby the client and counselor determine a plan of treatment.
6. **Counseling:** the utilization of special skills to assist individuals and families in achieving objectives.
7. **Case Management:** Bringing resources and people together to achieve established goals.
8. **Crisis Intervention:** the response to the client's needs during acute distress.
9. **Client education:** The providing of information to the client.
10. **Referral:** Utilizing support systems and community resources.
11. **Report and Record Keeping:** Charting the results and other client-related data.
12. **Consultation with other Professionals in Regard to client Treatment/Services:** Relating with other professionals to assure comprehensive care.

MATRIX CHARTS

1. Matrix Illustrating Relationship between the Human Service Associate Degree Curriculum Components and the National Community Support Skill Standards
2. Matrix Illustrating Relationship between the Community Support Human Service Practitioner Certificate and the National Community Support Skill Standards
3. Matrix Illustrating Relationship between the Alcohol/Drug Abuse Counseling Certificate and the National Community Support Skill Standards
4. Matrix Illustrating Relationship between the Alcohol/Drug Abuse Counseling Certificate and the Core Functions of Substance Abuse Counselors
5. Matrix Illustrating Relationship of Core Functions of Substance Abuse Counselors and the National Community Support Skill Standards

Matrix Illustrating Relationship between Community Support Human Service Practitioner Certificate & National Skills Standards**National Skill Standards****Course Numbers**

CURRICULUM COMPONENTS	HUS 101	HUS 102	HUS 103	HUS 170	HUS 195	HUS 196	HUS 202
Participant Empowerment (1)	X	X	X	X	X	X	X
Communication (2)	X	X	X	X	X	X	X
Assessment (3)	X		X	X	X	X	X
Community and Services Networking (4)	X	X	X		X	X	
Facilitation Services (5)	X			X	X	X	X
Community Living Skills and Supports (6)	X			X	X	X	X
Education, Training and Self-Development (7)			X	X	X	X	
Advocacy (8)	X	X	X		X	X	
Vocational, Educational and Career Support (9)					X	X	
Crisis Intervention (10)	X				X	X	X
Organizational Participation (11)			X		X	X	
Documentation (12)	X	X	X	X	X	X	X

Matrix Illustrating Relationship between Alcohol/Drug Abuse Counseling Cert & Core Functions of Substance Abuse Counselors**Core Functions of SA Counselors****Course Numbers**

CURRICULUM COMPONENTS	HUS 101	HUS 102	HUS 103	HUS 170	HUS 190	HUS 291	HUS 292	HUS 250	HUS 201	HUS 171	HUS 191	HUS 192	HUS 172	HUS 195	HUS 196	HUS 202
Screening (1)	X		X	X					X	X	X	X	X			
Intake (2)	X		X	X					X	X	X	X	X			
Orientation (3)	X		X	X					X	X	X	X	X			
Assessment (4)	X		X	X					X	X	X	X	X			
Treatment Planning (5)	X			X					X	X	X	X	X			
Counseling (6)				X					X		X	X	X			
Case Management (7)			X	X							X	X	X			
Crisis Intervention (8)	X		X	X						X	X	X	X			
Client Education (9)		X		X					X	X	X	X	X			
Referral (10)		X		X							X	X	X			
Reports and Record Keeping (11)		X	X	X					X		X	X	X			
Consultation with other Professionals (12)			X	X							X	X	X			

ADDENDUM

THE HUMAN SERVICES PROGRAM ADVISORY COMMITTEE

Northern Essex Community College aims to serve and to respond to the demonstrated needs of the community. The Human Services Programs utilize the Advisory Committee, composed of laypersons, professionals and program graduates, to work toward this main objective.

The Human Services Program includes three one year Certificate Programs. The Community Support Human Service Practitioner Program, the Direct Support Certificate Program and the Alcohol/Drug Abuse Counseling Certificate Program allow students the opportunity to continue in a career ladder track into the two-year Associate Degree Program in Human Services. The Advisory Committee members, who serve as individuals as well as representatives of community agencies, are authorized to advise only, and have no administrative authority.

Committee contributions serve to develop and promote the program within the college and the community. Northern Essex Community College objectives which are relevant for this committee help to define the functions of the Advisory committee.

COLLEGE OBJECTIVES

Offer students a wide variety of opportunities and the chance to explore different curriculums.

Encourage the business and professional committees to make financial commitments to the occupationally oriented programs of the college.

Arouse the public interest and engender support of post secondary education, in particular to initiate to higher education those who by economic or sociological disadvantages have previously been unaware of the possibilities around them.

Meet the adult needs of the region in terms of cultural growth and academic achievement, occupational improvement and personal fulfillment.

MEMBERSHIP

The membership of this committee is from a wide variety of Human Service professionals. They all share common goals to improve Human Services, to promote education and training of students and staff, and to promote the image of the Human Service provider in our community and State.

COMPOSITION

- Coordinator of the Human Service Associate Degree Program and Certificate Programs
- Faculty in the Human Service Program and Certificate Programs
- Professionals from the community
- Alumnus of the Program
- Ex Officio members of the College administration

FUNCTIONS OF THE ADVISORY COMMITTEE

- Advisory Committee will become familiar with the Human Service career program to adequately understand the programs offered in the Division of Humanities, Social Sciences and Human Services Professions.
- Assess the Human Service Programs of study in relation to the needs of the community and employment possibilities.
- Recommend ways to improve the communication between the college and the community.
- The Human Service Program Advisory Committee will become familiar with the needs of our adult student population as regards to in-service education, career development, and personal fulfillment.
- Assist the college in recruiting students, providing practicum experiences and in placing graduates in positions in the field.
- Review the college curriculum for the programs.
- Review the recruitment processes for the programs.
- Assist in identifying skills, knowledge, and technical information needed by the graduate in the field.
- Review current job descriptions in the field and assess the relationship to the program objectives. Provide faculty with technical assistance and support.
- Interpret the programs to the community.
- Review news media information which relates to the Human Service area and issues which affect the programs.

APPOINTMENT

The recommendations for appointments are made to the Vice-President of Academic Affairs by the Human Service Program Coordinator. The President of the college makes the final appointment to the Advisory Committee.

NATIONAL ORGANIZATION FOR HUMAN SERVICES

The National Organization for Human Service Education (NOHSE) was founded in 1975 as an outgrowth of a perceived need by professional care providers and legislators for improved methods of Human Service delivery. With the support of the National Institute of Mental Health and the Southern Regional Education Board, NOHSE focused its energies on developing and strengthening Human Service education programs at the associate, bachelors, masters and doctoral levels. In 2004-2005, the organization changed its name to the National Organization for Human Services (NOHS).

The current purposes of the organization are:

- (a) to provide a medium for cooperation and communication among Human Service organizations and individual practitioners
- (b) to foster excellence in teaching, research, and curriculum development for improving the education of Human Service delivery personnel
- (c) to encourage, support, and assist the development of local, State and National organizations of Human Services
- (d) to sponsor conferences, institutes and symposia that foster creative approaches to meeting Human Service needs

Members of NOHS are drawn from diverse educational and professional backgrounds that include corrections, mental health, child care, social services, human resource management, gerontology, developmental disabilities, addictions, recreation and education. Membership is open to Human Service educators, students, field work supervisors, direct care practitioners and administrators. Benefits of membership (the bi-monthly newsletter) include the availability of professional development workshops, professional development and research grants, and an annual conference. Membership in the NOHS is an individual membership at this time.

Six regional organizations are affiliated with NOHS and provide additional benefits to their members; they include the New England Organization for Human Service Education (NEOHS), Mid Atlantic Consortium for Human Services, Southern Organization for Human Services, Midwest Organization for Human Service Education and Southwestern Organization for Human Service Education.

NOHS is closely allied with the **Council for Standards in Human Service Education (CSHSE)**. CSHSE, founded in 1979, has developed a highly respected set of standards for professional Human Service education programs and also provides technical assistance to programs seeking council approval. In 1997, the National Community Support Skill Standards were integrated into the Council Standards. Both the NOSHE and the CSHSE entered into a Partnership Agreement with the Human Services Research Institute, Cambridge, Mass. to integrate skill standards on a national level. Membership in the Council is an institutional program membership.

BIBLIOGRAPHY AND REFERENCES

The original content in the curriculums was based on the competencies from the (SREB) Southern Regional Education Board Publications. The CSSS have updated and strengthened the curriculums with new contents/competencies needed for the next century.

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