

Social and Human Services Professional Expectations

It is important to be aware that this program prepares students to assist people who may be experiencing a variety of challenges, difficulties and disabilities. This degree includes an academic component and field placement experiences. Recognizing that both academic and interpersonal skills are needed to be successful in this program and the human services profession, we are providing you with the information below which provides details about the different qualities and standards of behavior that are expected of students in this program and in the Ethical Standards put forth by the Council for Standards in Human Services Education. (National Organization for Human Services). You will be required to meet the standards and expectations that are determined necessary to effectively work in human services. These Professional Expectations should be considered conditions for continuation in the Social and Human Services Program, as they reflect the characteristics necessary for success as a student and to become a human services professional. Throughout your participation in this program each of the following areas will remain a focus for learning, growth, and evaluation:

- 1. Academic Performance**
- 2. Acquisition of Knowledge**
- 3. Demonstration of Skills**
- 4. Acceptance of Others**
- 5. Emotional Stability**
- 6. Interpersonal Communication and Interaction**
- 7. Personal and Professional Integrity**
- 8. Responsibility**
- 9. Self-awareness and Maturity**

Since the above qualities and behaviors have been identified as essential to effectively working with others, you will have many opportunities to demonstrate the behaviors, skills and knowledge with your peers, faculty members, in and out of the classroom, as well as with clients and co-workers at your field placement/practicum/agency sites. Please be aware that should there be concerns about your performance or behavior, the program will communicate with you. *If faculty or agency staff become concerned that there could be harm to clients or if there are concerns about your clinical work, or behaviors in the classroom or field, you may be denied program admission into or dismissed from the program.* Students that are dismissed from the field will not be reassigned to another site that term and the student may need to withdrawal from corresponding courses. Students that are dismissed from the field receive a failing grade for practicum. Please be aware that should you receive a failing grade or be dismissed from placement, you may be dismissed from the program.

We recognize that some people who enter the field of Human Services are in recovery from alcohol and drug addiction and/or they may have their own mental health issues. These issues will not necessarily negatively impact a student's participation in this program. However, it is important that there be continued recovery, emotional stability and management of one's illness in order to provide effective services to clients and to protect clients from potential harm.

Students who have a history of past criminal activity and/or incarceration are not automatically excluded from working in the field of human services, however some restrictions will apply depending on the specifics of the crime and the agencies' policies. Students must be off of probation/parole for a minimum of one year. A minimum of 3 years (post disposition) from non-violent offense(s) and 8 years (post disposition) from violent and/or sexually oriented offenses is required. Additionally, students with violent and/or sexually oriented offenses will be required to attend a meeting with the program review committee to assess the student's appropriateness for this program (regardless of the date of the offense(s)). This program cannot guarantee field practicum experiences for students with prior criminal convictions. Please be aware that there could be instances where Columbus State cannot secure an adequate field placement for students with a past criminal history, therefore, continuation in this program, graduation or post degree licensure cannot be guaranteed. Students who receive any criminal charge after admission to the program may be removed from the program. Students are required to report all new criminal charges to the Social and Human Services faculty Program Admission Coordinator.

Students with field placement restrictions (such as limited available hours and transportation restrictions) are also not guaranteed a field practicum.

Essential Qualities of a Human Service Professional

The following *essential* qualities have been identified and reflect the Ethical Standards put forth by the Council of Standards in Human Services (NOHS). The descriptions and lists provided serve as examples of these qualities, or lack thereof, and are not all-inclusive. Failure to abide by and demonstrate the below expectations may result in disciplinary action, including but not limited, to a warning, Student Code of Conduct disciplinary action, a student not being allowed to continue with the program admission process in the Social and Human Services program, and/or being dismissed from the program. Students are also expected to abide by the Social and Human Services Student Code of Conduct, which includes Academic and Classroom Conduct standards.

1. **ACADEMIC PERFORMANCE (NOHS, Standard 39)**
Students must earn a minimum of a "C" in all prerequisite and Social and Human Services courses. **Earning a "D" or "E" is not acceptable.** Students must have a 2.25 GPA for program admission.

Should a student earn a "D" or "E", they must repeat the course and earn at least a "C" in order to proceed in the program sequence and/or graduate from the program. Students who do not earn a "C" or better in two or more Social and Human Services courses may either not be admitted to or be dismissed from the program.

An incident of plagiarism is reported to the Office of Student Conduct and may result in a zero "0" for the assignment and additional disciplinary action may occur.

2. ACQUISITION OF KNOWLEDGE (NOHS, Standards 26, 27 & 31)

The body of knowledge that has been identified as important and essential for persons working in the various areas of Human Services is included in the content of each of the technical courses. In addition, each field practice site also offers important information that is essential for working effectively in the agency. A student must be able to demonstrate the ability to apply the knowledge learned in the classroom to the field practice setting.

The inability to translate knowledge to classroom assignments, exams and field placement evaluations may earn the student a failing grade.

3. DEMONSTRATION OF SKILLS (NOHS Standards 1, 4, 5, 14, 26 & 31) Students are required throughout this program to learn in the classroom and translate that knowledge into skills. Students practice these skills through classroom activities and their field practice experiences. Since this is a “building block” program, it is important to note that skills taught early in the program will be built upon in the advanced courses and field practice experiences. Students are asked to identify, give examples and demonstrate the use of a variety of skills when working with clients. The inability to demonstrate effective skills in assignments or at the field placement site may earn the student a failing grade.

4. ACCEPTANCE OF OTHERS (NOHS Standards 1, 10-16, 26 & 34)

Students need to be able to work with diverse people. Students who recognize and value differences in people demonstrate acceptance of others.

A lack of acceptance of others may be demonstrated by:

- making comments that are viewed as judgmental and offensive by others
- making stereotypical statements about others
- inability to see beyond one’s own experiences when considering others’ concerns
- being unwilling to explore how one’s own values could be detrimental to others
- blaming clients for their current life situations
- using hostile or offensive language when sharing opinions that are different from others
- using humor that is insensitive (racial, sexist, homophobic, classist, etc.)

5. EMOTIONAL STABILITY (NOHS Standard 35)

Students need to be able to demonstrate appropriate expression of emotion. Students who are experiencing difficult life circumstances must be able to remain professional and therapeutic when interacting with clients and staff. Students experiencing personal issues should seek appropriate professional help.

A lack of emotional stability may be demonstrated by:

- inappropriately discussing their own personal problems/difficulties in classroom, on discussion board postings, or at the field placement site
- failing to seek professional help when problems are impeding performance
- failing to follow clinical recommendations from professionals (i.e., counseling, medication)

- expression of distressed personal emotions in the classroom or at the field placement site

6. INTERPERSONAL COMMUNICATION AND INTERACTION (NOHS Standards 20, 21, 25 & 29)

Students are able to clearly communicate their thoughts and ideas with instructors, peers, field placement agency staff and clients. Asking questions and seeking clarification are important aspects of communication. Students listen to what is being communicated to them and respond in a respectful manner. When verbal or written communication issues emerge, students will seek ways to improve or resolve these issues.

A lack of appropriate interpersonal communication and interaction may be demonstrated by:

- failing to ask questions or seek clarification to adequately perform a task
- failure to successfully complete the interview process at the field placement site
- refusing to consider or responding defensively to feedback
- bullying or other behavior that is hostile, intimidating or threatening
- failure to recognize or explore how one's behavior is impacting others after receiving feedback
- inappropriate or excessive self-disclosure in the classroom or field placement setting
- failure to modify behaviors (such as side conversations, self-disclosure, tardiness) after being given feedback
- participation in gossip/slander in verbal, written and cyber communication
- not seeking assistance when communication deficits are pointed out
- failing to participate in conferences as requested by faculty or field supervisor
- inappropriate recording (documentation) in a client's record
- removal of client record from the field placement site
- failure to respond to faculty or administrative requests for individual meetings
- unprofessional use of email and blackboard with instructors and peers (Please review Netiquette guidelines)

7. PERSONAL AND PROFESSIONAL INTEGRITY (NOHS Standards 33 & 44)

Students are aware of and abide by the professional codes of conduct and ethics which have been established for the Human Services professions. Students behavior inside and outside of the academic setting adhere to the highest standards of honesty and integrity.

A lack of personal and professional integrity may be demonstrated by:

- any form of academic dishonesty including intentional or unintentional plagiarism or cheating
- bullying or other behavior that is hostile, intimidating or threatening
- not working within one's own area of competence and scope of practice
- demonstrating behaviors and/or making comments that are seen as potentially causing harm to clients
- involvement with illegal activities at any time
- use of illegal substances or abuse of a legally procured substance
- coming to class or field placement under the influence of alcohol

- participating in class or field placement when impaired
- failing to report concerns of client abuse or neglect
- making commitments to clients that the student is unable to keep
- a breach of confidentiality in seminar or in the field
- theft or misuse of college or field placement agency resources
- inappropriate and/or unprofessional electronic correspondence with instructors, agencies and peers (Please review Netiquette guidelines)

The program faculty may require a drug screening at the student's expense if there is a documented suspicion that the student is using drugs or alcohol. A suspicion may include, but is not limited to, self-disclosure of drug or alcohol use, a past history of failed drug screening for a practicum site, and/or appearing to be under the influence of drugs or alcohol. If a student tests positive on a drug screening, the student will be removed from practicum, may not be given another practicum opportunity that term and will lose the option of an addictions practicum in our program.

8. RESPONSIBILITY (NOHS Standard 23)

Responsibility is demonstrated by students' adherence to the College's Student Code of Conduct and the Social and Human Services Program Student Code of Conduct, this includes attending classes on time and for the scheduled duration of class. It is also demonstrated by participating in the field placement sites as scheduled. Responsibility is also demonstrated by completing assignments on time and meeting clinical expectations in a timely manner.

Irresponsibility may be demonstrated when:

- students do not adhere to the college or Social and Human Services Student Code of Conduct
- students engage in behaviors that are disrespectful to peers, instructors, and agency staff and/or clients at field placement site
- students are repeatedly tardy to class or field placement
- students repeatedly leave class early or do not return from a break in a timely manner
- students do not meet deadlines specified in written program communication
- students do not call an agency when they are late or absent
- students do not take responsibility to make up missed placement days
- students do not take responsibility to get course content or notes from peers when absent from class
- students do not complete classroom assignments or clinical expectations as assigned

9. SELF-AWARENESS AND MATURITY (NOHS Standards 34-36)

Students need to be aware of their own behavior, values and attitudes and how they may impact others. Seeking and responding to feedback demonstrates maturity. Being aware of one's limitations and strengths also demonstrates maturity. Recognizing and functioning within one's role as a student and maintaining appropriate professional boundaries are important behaviors.

A lack of self-awareness and maturity may be demonstrated in:

- a student's inability to accept or explore critical feedback without defensiveness

- a student's inability or unwillingness to modify behaviors that have been identified as detrimental to the profession
- inappropriate self-disclosure in the classroom and/or at field placement with clients, co-workers or field instructor
- inappropriate attire in the classroom or agency
- using humor that is degrading or sexual in nature
- failure to communicate 'impairment' to supervisors at the college or agency
- inability to recognize need for enhanced knowledge and skills thus working outside one's scope of practice
- breaching personal and professional boundaries with clients and workers

References

National Organization for Human Services. (2015). *Ethical Standards for Human Service Professionals*. Melbourne, Fla. Retrieved from:
<http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

Shea, V. (1997). *Netiquette*. San Francisco, CA: Albion Books.
 Retrieved from: <http://www.albion.com/netiquette/corerules.html> 6

 (Student's Printed Name)

 (Student's CID)

 (Student's Signature)

 (Date Signed)