Health and Human Services Division

COLUMBUS STATE
SOCIAL AND HUMAN SERVICES

Student Handbook
2017-2018
MESSAGE FROM THE DEAN OF HEALTH & HUMAN SERVICES

On behalf of the faculty, associates and administrators of the HHS Division, welcome to Columbus State Health & Human Services. A robust and eclectic group of academic disciplines are available to prepare you for your career aspirations in one of our six academic departments.

We are glad you have selected Columbus State to formalize your educational experience and hope that your educational journey is a positive one. Many resources are available to you to help ensure student success. Your faculty, teaching assistants, associates, HHS Advising team and administrators are available to answer your questions and guide you through this exciting time in your life. If we do not have the answer, we will find it together.

This handbook is an important tool and it is imperative you understand your responsibilities as a student at Columbus State and in your respective HHS degree or certificate program. Please make sure to read all the contents and ask any and all questions you may have about this document or your academic program requirements.

Take the time to become involved in your campus. With many organizations, clubs, athletic, recreational and wellness programs, afford yourself the chance to meet new people and maximize the student life experience. Engage all that the campus has to offer you and your unique interests.

The Columbus State HHS Division is committed to your academic success and ensuring that the support measures you need are in place to encourage your degree or certificate completion. Again, welcome and good luck in your upcoming academic journey! We are glad you are here!

All my best & Go Cougars!!

Thomas A. Habegger, Ph.D.
Dean, Health & Human Services
Columbus State
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Social and Human Services Program

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INTRODUCTION STATEMENT

Dear Social and Human Services Student,

Welcome to the Social and Human Services Program. Our program is accredited by the Council on Standards in Human Services Education (CSHSE). CSHSE assures the quality, consistency, and relevance of human service education through research-based standards and a peer-review, accreditation process. The program’s most recent reaccreditation is until May of 2019. The Social and Human Services Program teaches relevant knowledge and skills that prepares graduates for entering the field. This degree has also been granted the Social Work Assistant Curriculum Endorsement by the Ohio Coalition of Associate Degree Human Service Educators.

This handbook will give you an overview that will help familiarize you with the program. It does not contain every detail you need to know, but it is an excellent resource for you. Please use it in conjunction with your attendance at an information session, your program acceptance interview, information found on the Blackboard student community and meetings with your academic advisor.

In this handbook, you will find information about:

- The history, mission, and goals of the Social and Human Services (SAHS) program
- The SAHS curriculum
- The SAHS Student Code of Conduct and Professional Expectations
- SAHS and Columbus State policies and procedures
- Information about advising
- Career and credentialing opportunities

You should refer to your SAHS Student Handbook often while you are a student. Together with the Columbus State Catalog and the Columbus State Student Handbook, you will become aware of important resources, information, policies and procedures on campus.

Please don’t hesitate to ask an SAHS faculty or staff member for clarification. We are excited that you are here and look forward to working with you on your educational goals.

Sincerely,

The Social and Human Services Faculty and Staff
PROGRAM LEARNING OUTCOMES

- Recognize the diverse settings and roles of human service workers in social work, mental health, developmental disabilities, and addictions treatment.
- Critically analyze, synthesize and evaluate multiple sources of information and evidence for assessment, treatment planning and interventions, and document professionally.
- Demonstrate effective engagement and communication skills necessary to build rapport and establish and maintain collaborative relationships.
- Engage in research-informed and evidence-based practices: engagement, assessment, service planning, interventions, evaluation with individuals, families, groups, organizations and communities.
- Understand and demonstrate a set of congruent behaviors, attitudes, policies that enable a system, agency or professional to function effectively across cultural difference. Difference or diversity includes but is not limited to sex, age, sexual orientation, gender identity, race, ethnicity, religion, national origin, immigration status, political affiliation, marital status mental or physical disability and socio-economic status.
- Demonstrate effective group facilitation skills.
- Recognize the multi-faceted nature of addiction and the individualized needs of persons with substance use disorders while demonstrating the 12 core functions of a substance abuse counselor.
- Engage in policy practices to advance social justice and economic well-being.
- Provide effective service coordination/case management services.
- Demonstrate sufficient self-awareness and respond appropriately to feedback.
- Conduct oneself as a human service professional according to academic program and professional standards, goals, values and the Human Services, Social Work, and Addiction Professionals codes of ethics.
STATEMENT ACKNOWLEDGING CHANGES TO THE STUDENT HANDBOOK

All policies and procedures within this student handbook are subject to federal, state, and local law as well as national and state governing bodies. As changes in the law or policy by one or more of these agencies occur, corresponding changes to the handbook are necessary. Students are advised that these changes may occur with or without prior notice. Columbus State Community College required College Syllabus Statements on College Policies and Student Support Services can be found at www.cscc.edu/syllabus or on the College website Quick Links “Syllabus Statements.”

COLLEGE POLICIES

Student Code of Conduct
Columbus State Community College (CSCC) has a high standard of conduct for members of its college community, including students. Consistent with the educational mission of the College, CSCC students are expected to perform all work honestly, maintain prescribed academic standards, pay all debts to the college, and respect the property and rights of others. To ensure the maintenance of an environment conducive to the attainment of the educational mission of CSCC, the President is authorized to establish such rules and regulations as are deemed appropriate and necessary for the orderly operation of the college. In addition to these rules, the behaviors enumerated under Academic and Behavioral Misconduct may result in penalties up to and including expulsion from the college. Should the concern involve allegations of violations of students’ civil rights by employees, including but not limited to sexual harassment, sexual misconduct, and/or harassment, the matter will be referred to the college’s EEO officer for disposition.

The student conduct process at CSCC is not intended to punish students. Rather, it exists to protect the interests of the college community and to challenge those whose behavior is not in accordance with our policies. Sanctions are intended to challenge students’ moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to conform his/her behavior to community expectations, the student conduct process may determine that he/she should no longer share in the privilege of participating in the CSCC community. Students should be aware that the student conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct proceedings are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. Due process, within these procedures, assures timely written notice and a hearing before an objective decision-maker. Students continue to be subject to city, state, and federal laws while at CSCC, and allegations, charges or violations of those laws may also constitute violations of the Student Code of Conduct. In such instances, CSCC may proceed with disciplinary action under the Student Code of Conduct independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the Student Code of Conduct even if such criminal proceeding is not yet resolved or is resolved in the student’s favor. No student will be found in violation of CSCC policy without information
showing by a preponderance of the evidence that a policy violation occurred. In CSCC’s sole discretion, sanctions will be proportionate to the severity of the violation(s).

The full Student Code of Conduct can be accessed through the current College Catalog.

**Disclosure for Students Pursuing Health and Human Services Programs**

Students who are pursuing degrees or certificates leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, practicums, or similar experience through their program, should be aware that Columbus State Community College may require a criminal background check, fingerprinting, or drug screening prior to placement or acceptance into such a program. Each student is responsible for paying for the background check or other screening process as required by the program. Should the background check indicate a conviction, the academic program will make reasonable efforts to place students. However, it will be up to the host facility to determine whether a student will be allowed to perform his/her clinical placement, internship, practicum, or similar experience at that facility. If it is unlikely that a placement can be found, the academic program may deny acceptance into the program of study. Students shall further be aware that a criminal record may jeopardize licensure by the state certification body. Students should consult the licensing certification body corresponding with their intended occupation for details. Successful completion of a program of study at the College does not guarantee licensure, certification or employment in the relevant occupation. Standards may change during a student’s program of study.

This policy can be found in on page 43 of the CSCC Student Handbook at: [http://www.cscc.edu/services/studenthandbook/2015StudentHandbook.pdf](http://www.cscc.edu/services/studenthandbook/2015StudentHandbook.pdf).

**Individuals with Disabilities**

It is Columbus State policy to provide reasonable accommodations to students with disabilities as stated in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If you would like to request such accommodations for access, please contact Disability Services: 101 Eibling Hall, (614) 287-2570. Email or give your Instructor a copy of your accommodations letter from Disability Services as soon as possible. Accommodations do not start until the letter is received, and accommodations are not retroactive. Delaware Campus students may contact an Advisor in the Student Services Center on the first floor of Moeller Hall, (740) 203-8000.

**FERPA**

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their educational records. The student has the right to inspect and review the student’s education records within 45 days after the day Columbus State Community College receives a request for access. The student has the right to request the amendment of the student’s educational records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. The student has the right to provide written consent before the college discloses identifiable
information from the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Columbus State Community College to comply with the requirements of FERPA. For more information on FERPA, visit the U.S. Government’s website at: [http://familypolicy.ed.gov/content/model-notifications-rights-under-ferpa-postsecondary-institutions](http://familypolicy.ed.gov/content/model-notifications-rights-under-ferpa-postsecondary-institutions)

**Notice of Non-Discrimination**

Columbus State Community College is committed to maintaining a workplace, academic environment, and athletic environment free of discrimination and harassment. Therefore, the college shall not tolerate discriminatory or harassing behavior by or against employees, faculty members, vendors, customers, students or other persons participating in a college program or activity.

While the college does not tolerate any form of discrimination or harassment, the Non-Discrimination/Anti-Harassment Policy and related procedures are intended to cover discrimination and harassment based on protected class. Protected classes for purposes of this policy are sex, race, color, religion, national origin, ancestry, age, disability, genetic information (GINA), military status, sexual orientation, and gender identity and expression.

[http://cscc.edu/_resources/media/about/pdf/3-43.pdf](http://cscc.edu/_resources/media/about/pdf/3-43.pdf)

**Sexual Harassment/Title IX**

Title IX is a federal law that prohibits sex-based discrimination in education programs and activities receiving federal financial assistance. “Education programs and activities” include all of a school’s operations, including employment and school-sponsored athletics and activities (on or off campus).

Title IX protects students, employees and third parties with a relationship to the College whether on or off campus. This includes: Columbus State students; faculty, staff and interns; applicants for employment or education; high school students participating in programs at Columbus State; visiting student athletes; and campus visitors. It prohibits sex discrimination in educational institutions, programs and activities. This includes, but is not limited to: sexual assault; domestic, intimate partner and dating violence; gender-based stalking; sexual harassment (quid pro quo and hostile work environment); failing to provide appropriate accommodations for a pregnant or parenting student; and treating a person differently based on marital status.

[http://www.cscc.edu/services/title-ix/](http://www.cscc.edu/services/title-ix/)
Social and Human Services Program

Military and Veterans Services
Columbus State’s Military and Veteran Services exists to facilitate the transition “from boots to book bags.” The office regularly assists veterans, service members and their families in applying for benefits, navigating admissions, advising, and registration processes, and in maintaining ongoing progress to achieve successful program completion.

If you would like more information regarding military and veterans’ services, please contact the Office of Military and Veterans Services in Delaware Hall room 156. You may also call (614) 287-2644.

Drug and Alcohol Free Campus
It is the philosophy of Columbus State Community College to maintain a drug and alcohol free campus. Manufacture, use, dispersal, possession, or distribution of any such controlled substances is prohibited by students, faculty, and staff. Violation of this policy could be grounds for program expulsion, dismissal, and/or further corresponding legal action.

If you feel that you may have a substance abuse issue, please contact the Office of Mental Health and Substance Abuse Counseling in Nestor Hall room 010, or phoning (614) 287-2818.

Tobacco Free Campus
Columbus State is committed to promoting a healthy lifestyle and workplace environment and will support administrators, faculty, staff and students in their efforts to reduce or discontinue the use of tobacco products. The College has adopted a tobacco free policy that supports a healthy environment for all who are on the grounds of any of our district locations. The primary emphasis of this approach is to focus on the elimination of tobacco use on all College property with cessation left as a choice for the individual. The use of all types of tobacco products is prohibited in all Columbus State district buildings and on all College-owned or leased properties including parking lots, garages and all outside areas. The College will support administrators, faculty, staff and students in their efforts to reduce or discontinue the use of tobacco products.

For more information, please refer to Policy 13-13 of the Columbus State Community College Policy and Procedures Manual. The policy can be accessed at the following web address: http://cscc.edu/about/tobaccofree/Tobacco_Free_Policy.pdf.

Grade Grievance Procedure and Grade Grievance Form
The Columbus State Community College grade grievance procedure provides a method of recourse to students who reasonably believe that a final course grade was assigned in error. This is intended for students who believe the instructor made an error in computing the final grade, evaluated the student using different standards than applied to others in the class or failed to follow the grading policy as stated in the course section syllabus.

The College will maintain a Grade Grievance Committee whose purpose is to determine if a grade grievance appeal is warranted in accordance with procedure 5-09 (D), and facilitate the
grade grievance hearing panel appeal process. The committee is composed of eleven members, five of whom are faculty members from the Arts and Sciences division, five of whom are from the Career and Technical division, and one faculty representative from the Columbus State Education Association (CSEA). Committee members are chosen by the dean of the respective division. Committee members will serve a term of three years, with approximately one-third of the members rotating off the committee each year after the second year. Two committee members, 51 one from each division, are appointed to serve as co-chairpersons by the division deans.

Grade Grievance Process

a. When a student’s final grade has been posted to his/her transcript, and the student believes that an error in evaluating or recording a grade has occurred, the student must first contact the instructor no later than the end of the second week of the semester following the posting of the grade. If the instructor of record is no longer affiliated with the College, the student shall contact the department chairperson or his/her designee.

b. After discussion with the student, the instructor of record will determine whether or not an error in grading has been made and will communicate his/her decision to the student and department chairperson within five business days of the student contact. If the instructor agrees that an error in grading has occurred, the instructor must authorize the Records and Registration Department to change the grade on the student’s transcript.

c. If the instructor disagrees that an error has been made the instructor has five (5) business days to notify the student. If the student remains dissatisfied with the instructor’s reasoning, the student must complete and submit a Grade Grievance form (available in the Office of the Registrar) and supporting documentation to the department chairperson or designee within seven (7) calendar days of notification from the instructor.

d. If the instructor does not respond within five (5) business days, the student has an additional seven (7) calendar days to complete and submit a Grade Grievance form (available in the Office of the Registrar). When submitted, the form must include a written statement from the student clearly stating why the disputed grade should be changed along with documentation supporting the student’s claim. After consulting with the instructor and student, the department chairperson or designee must communicate to the student and instructor his/her decision within four (4) business days.

e. If the chairperson upholds the awarded grade, the chairperson informs the student that he/she may appeal the decision to the College Grade Grievance Committee. The chairperson submits the Grade Grievance form and supporting documentation to the College Grade Grievance Committee for a possible hearing.
f. The College Grade Grievance Committee co-chairpersons will review the documentation and determine whether or not the grievance warrants a formal hearing panel and communicate their decision to the student, instructor and chairperson.

g. If a hearing panel is warranted, a hearing panel will be formed to review the grievance. The hearing panel will be composed of three faculty members: two faculty members will be from the department in which the grievance originated and will be chosen by the department chairperson, and one faculty will be selected by the College Grade Grievance Committee co-chairpersons from the College Grade Grievance Committee to chair the hearing panel and be from a department other than the department from which the grade is being grieved.

h. The student may be accompanied at the hearing by a College official (faculty, administrator or full-time staff) to provide personal support in a non-speaking role.

i. The hearing panel shall consult with both the instructor and the student, separately, at an agreed upon time to determine the validity of the grievance. The student and instructor are encouraged to use this opportunity to provide written and verbal information regarding the grade grievance to the panel. The hearing panel will rule on the validity of the grade grievance based on this information. If the instructor is no longer affiliated with the College, the department chairperson or designee may meet with the hearing panel in lieu of the instructor.

j. After consideration, the hearing panel shall inform both the student and instructor of the hearing panel’s decision and submit a report of its findings to the department chairperson either confirming the student’s grade remains as assigned by the instructor or asserting the grade be changed. In the latter case, the department chairperson will implement a change of grade to the Records and Registration department.

k. The decision of the hearing panel is final and may not be appealed. Minor changes to this procedure that do not unreasonably prejudice the parties shall not be grounds to invalidate the process.

For more information, please refer to Procedure 5-09D of the Columbus State Community College Policy and Procedures Manual located at: http://www.cscc.edu/_resources/media/about/pdf/5-09D.pdf

Liability Insurance
CSCC maintains liability and property insurance to cover actionable legal claims from liability.

Social Media Guidelines
Columbus State encourages a decentralized approach to social media management, while at the same time upholding brand standards and the college’s mission. Social media can take many forms, including but not limited to blogs, online forums, and networking sites.
To help faculty, staff, and student groups with creating and maintaining a presence for a group, event or department, the college has assembled a list of guidelines and best practices.

For more information, please refer to the Columbus State Community College Social Media Guidelines. These guidelines can be accessed at the following web address:
http://www.cscc.edu/_resources/media/about/pdf/Social%20media%20guidelines.pdf
These guidelines will be updated as technology and communication channels continue to evolve.

Health Records
If you are accepted to, or take courses in, the following technologies or programs, you must submit a health record prior to registering for or attending technical classes: Clinical Laboratory Assisting (CLA), Criminal Justice-Law Enforcement Academy Track, Dental Hygiene, Dietetic Technician, Early Childhood Development and Education, EKG Certificate, Emergency Medical Services Technology, Fire Science, Medical Assisting Technology, Medical Laboratory Technology, Multi-Competency Health, Nuclear Medicine, Nursing, Nursing Certificate Programs (NURC), Phlebotomy, Practical Nursing, Radiography, Respiratory Care, Sterile Processing Technology, Surgical Technology, and Veterinary Technology. Specific requirements vary by technology but could include a physician’s examination, immunizations, and screenings. The health record forms will be provided by your department or can be found by accessing the Health Records Office webpage. Deadline dates for receipt of these health records are also available at the Health records Office webpage. This site can be accessed at:
www.cscc.edu/healthrecords.

Campus Safety/Clery Act
Any college campus offers an open, welcoming environment where many people congregate during the course of a day. To be safe, everyone should be aware of his/her surroundings at all times. Students with safety/security concerns can contact Columbus State Police Department personnel at 614-287-2525 or text crime tips to 67283 from their cell phone. (In the text, type CSCCTIP and enter a space. Everything after the space will be sent as the tip.) Criminal acts, accidents, suspicious behaviors, or emergencies must be reported to the Columbus State Police. The Police Department is located in Delaware Hall 047. Safety personnel can provide a Security Escort if requested. Call 614-287-2525.
The Clery Act is a federal law that promotes campus safety by ensuring that students, employees, parents and the community are well-informed about public safety and crime prevention matters at colleges and universities. By October 1 of each year, colleges and universities must submit a summary of required information which includes the past three (3) calendar years of campus crime statistics in specified crime categories, fire safety data and certain safety policy statements.
For the most current access to Columbus State’s Clery Act reporting documents, please visit the following web address:
CONSENT AGREEMENTS

Division of Health and Human Services

Handbook Acknowledgement Form

I, ____________________________, hereby agree that I have received and read a copy of the student handbook for ____________________________ academic program.

I hereby attest that I understand the essentials for successful program completion. I further attest that I am able to meet these standards, without difficulty or with reasonable accommodations, consistent with the Americans with Disabilities Act (ADA). I understand that my signature on this form does not guarantee progression in the program.

Furthermore, it is understood that in signing this Acknowledgement Form, I agree to abide by the College policies and procedures, student handbook, program handbook, course syllabi, and requirements in the College catalog. I also understand that I am responsible for all knowledge within this handbook and that any deviation from or violation of the requirements listed in the handbook will be subject to disciplinary action, which could include my removal from the academic program.

_______________________________________  __________________________________
(Student’s Printed Name)           (Student’s CID)

_______________________________________  __________________________________
(Student’s Signature)             (Date Signed)

_______________________________________  __________________________________
(Signature of Program Coordinator)      (Date Signed)
Division of Health and Human Services

Media Consent Permission Form

Columbus State Community College regularly obtains photographs, video footage, and audio recordings of the campus for promotional purposes. Individual students or groups of students often appear in campus literature or other forms of print or digital media. These images and recordings are the sole property of the College. These media may not be sold or distributed without the express permission of the student.

I, ____________________________, hereby acknowledge that I am informed, I understand, and I agree that Columbus State Community College is permitted capture my photograph, video my image, or record my voice for College promotional materials only. I also realize that my image, likeness, or recording may not be used for any other purpose without my permission.

_______________________________________  ______________________________________
(Student’s Printed Name)                  (Student’s CID)

_______________________________________  ______________________________________
(Student’s Signature)                     (Date Signed)

_______________________________________  ______________________________________
(Signature of Program Coordinator)        (Date Signed)
Division of Health and Human Services

Graduation-Employment Relationship Acknowledgement

I, ______________________________, hereby acknowledge that I am informed, I understand, and I agree that my graduation from the _______________________________ academic program and Columbus State Community College does not guarantee my employment in my chosen field of study or otherwise. Furthermore, I also understand that neither the faculty nor staff of Columbus State is responsible for my employment or placement into a job. Therefore, neither Columbus State Community College nor any individual employed by Columbus State is accountable for my employment in my field of study or otherwise. In signing this acknowledgement form I recognize and agree that employment is my own responsibility.

_______________________________________  __________________________________
(Student’s Printed Name)               (Student’s CID)

_______________________________________  __________________________________
(Student’s Signature)                  (Date Signed)

_______________________________________  __________________________________
(Signature of Program Coordinator)     (Date Signed)
Division of Health and Human Services

Voluntary Reference Authorization

I, __________________________, hereby grant the faculty and staff of Columbus State Community College’s ______________________________ academic program to faithfully and honestly act as reference to my work as a student. Any information concerning my verification of attendance, confirmation of graduation, academic work, professional image and behavior, clinical skills, attitude, or any job related attributes may be communicated in reference situations. These reference situations may include job applications, college admission applications, and other situations where a reference check is required. It is understood that college representatives completing such a reference have my authorization to provide an honest and complete appraisal of my work. My signature on this form is an acknowledgement of my voluntary permission for such college representatives to disclose this information.

_______________________________________  __________________________________
(Student’s Printed Name)                (Student’s CID)

_______________________________________  __________________________________
(Student’s Signature)                   (Date Signed)

_______________________________________  __________________________________
(Signature of Program Coordinator)       (Date Signed)
Division of Health and Human Services

Health Related Programs HIPAA Acknowledgement Form

I, ________________________________, hereby acknowledge that I am informed, I understand, and I agree that I am bound by the Health Insurance Portability and Accountability Act and its policies. I acknowledge that I may work with patients/clients in a setting where I may have access to their Protected Health Information. I understand that this is confidential information and is protected by the HIPAA Privacy Rule and HIPAA Security Rule. It is therefore unlawful to disclose a patient’s/client’s health information without consent. My signature confirms that I understand these responsibilities pertain to my work in a clinical setting.

____________________________________                           ____________________________
(Student’s Printed Name)                                            (Student’s CID)

____________________________________                           ____________________________
(Student’s Signature)                                              (Date Signed)

____________________________________                           ____________________________
(Signature of Program Coordinator)                                 (Date Signed)
PROGRAM BACKGROUND

HISTORY

The idea for the program began in 1969 and was officially approved by the Ohio Board of Regents on September 22nd, 1972. The program enrolled students for the first time in Autumn Quarter 1973. Since its beginning, the program has gone through a number of changes to meet the needs of students and potential employers in the community. This, in part, accounts for the high employment rate of our graduates.

MISSION

The mission of the Social and Human Services Program is to provide education and practical experiences that prepare students to engage in meaningful, effective service delivery that meets individual, family, group, organizational and the community needs, with particular attention to diverse populations.

ADVISORY COMMITTEE

The program regularly solicits feedback from the advisory committee regarding our curriculum, course outcomes and emerging issues in the field of human services. The Advisory Committee provides feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee includes individuals representing the human services field, field practicum agencies, employing agencies, and a current student.

STUDENT ORGANIZATIONS

A great way to learn more about the SAHS program and the field of human services is to join one of the student organizations, all students are invited to join.

- The Mental Health Matters organization plans events and fundraisers to support mental health awareness at Columbus State and in the community.
- United Abilities Club (UAC) is an all-inclusive, student led club, that promotes advocacy, education, and awareness about individuals with autism and other developmental disabilities at Columbus State Community College and the surrounding community. Social events are also created to provide integrated opportunities that will allow students to connect with others on and off of campus. If you are interested in joining UAC or becoming an officer, please contact club advisor, Mandy Mernedakis at mmernedakis@csc.edu or 614-287-5098.

You can find more information or join either club at https://orgsync.com/login/columbus-state-community-college by creating a HUB profile and viewing UAC or Mental Health Matters under “organizations”.
GENERAL OVERVIEW OF THE SOCIAL AND HUMAN SERVICES PROGRAM

Our five semester program prepares students to work in the human services professions including social work, mental health, addictions and developmental disabilities. The curriculum provides students with classroom instruction and practical skills necessary to become effective helpers. The program stresses important knowledge, skills and characteristics graduates need to be effective helpers in this profession. Students participate in practicum experiences in a variety of human services settings.

With social, economic, and moral issues constantly changing, society is faced with increasingly complex problems which require professional, caring helpers. This evolution has created a high demand for human service specialists. Human services specialists have a professionally and personally challenging role in providing services to both children and adults with a variety of needs and/or disabilities. Students in this program are prepared to provide support to persons in difficult life situations, persons with developmental disabilities, emotional/social/environmental concerns, mental health disorders, and substance use disorders. Graduates from the SAHS program work with treatment providers, case managers, service coordinators, behavior specialists, educators, psychiatrists, psychologists, counselors, and social workers.

Diverse educational approaches which include videotaping, simulated situations, role-playing, online discussion boards and interaction in small group seminars are used to help students develop the knowledge, helping and engagement skills, and attitudes necessary to succeed in this profession. The program stresses development and exploration of both personal and professional characteristics graduates will need to be effective helpers.

The associate degree program prepares students with knowledge and skill to support individuals with diverse needs in a variety of settings. The two semesters of practicum include 315 hours of hands-on experience under the direct supervision of professionals in local and adjacent county agencies. Practicum experiences may occur in a variety of community agencies which include mental health centers, day habilitation programs, psychiatric and general hospitals, schools, community and senior centers, rehabilitation facilities, drug and alcohol treatment centers, homeless shelters, supported living and residential environments, vocational and supported employment, foster care facilities, youth treatment programs, and treatment programs within the criminal justice system. Practicum assignments cannot be guaranteed for persons with prior criminal convictions, and for those with limited availability for practicum hours or locations.

The Program also offers the certificate programs listed below:

- Advanced Addiction Studies Certificate
- Advanced Mental Health Certificate
- Human Services Assistant Certificate
• Supported Employment Specialist Certificate
• Addiction Studies Certificate
CAREER OPPORTUNITIES

As a graduate of the Social and Human Services program, you will work with:

- People with addictions
- People with mental health diagnoses
- People with developmental disabilities
- People who have experienced trauma
- People residing in residential facilities, in supported living and supportive housing
- People in outpatient and inpatient settings
- Older adults in skilled nursing facilities
- People re-entering the community after a criminal offense in half-way houses
- People in need at crisis centers and food pantries
- People in workshops, employment programs and habilitation centers
- People who have co-occurring disorders
- Children and adolescents in school and residential settings
- People from all cultures, sexual orientations, age groups races, and religions

As a graduate of this program, you will be prepared to:

- Promote self-determination
- Provide support
- Conduct interviews
- Make client assessments
- Develop and write treatment plans
- Plan and implement program activities
- Document client contacts
- Link people with community resources
- Participate in crisis intervention
- Participate in discharge planning
- Provide case management/service coordination services
- Teach self-advocacy, problem solving and conflict resolution skills
- Lead groups
- Advocate and collaborate on behalf of clients
- Teach and/or train clients

As a graduate of this program, you will have knowledge of:

- Human services ethics
- Human development
- Major social issues
- Human services practice settings
- Models of communication
- Documentation
- Treatment team process
• Current therapies
• Group process
• Counseling skills
• Intervention strategies
• Confidentiality considerations
• Motivational interviewing
• Stages of Change
• Person-centered planning
• Use of the DSM-5
• Relapse prevention
• Social policy

**WORKING CONDITIONS**

Social and Human Services working conditions are wide ranging. The health risks associated with practicum agencies and the profession are unique to each practice setting.
PROGRAM ACCEPTANCE REQUIREMENTS

Program acceptance packets are available on the Social and Human Services Student Community on Blackboard in the program acceptance section. It will contain the most current documents and information.

The SAHS program acceptance process is designed to provide students with an overview of the Human Services Profession prior to formal program acceptance to the degree. Please carefully review the policies and procedures listed below.

1. Submit an official copy of your high school transcript verifying graduation or GED to the College Program Admissions or Records and Registration Department.

2. The Department does not offer proficiency exams for any technical course.

3. Take the CSCC placement test for reading, math and writing skills. The following is required:

If developmental courses in English composition and/or reading and/or math are recommended, the following requirements must be met before you can begin technical courses in the Social and Human Services Program.

4. Meet with a Health and Human Services Division academic advisor to establish the first term schedule. Receive notification of Program Information session and plan to attend while enrolled in the first term of SAHS introductory courses.

5. The following courses are requirements and must be completed with a “C” or higher before you can be formally accepted into the program.

- ENGL 1100: Beginning Composition
- PSY 1100: Introduction to Psychology
- CSCI 1101: Computer Concepts and Applications
- SAHS 1111: Introduction to Social Work/Mental Health
- SAHS 1112: Introduction to Developmental Disabilities
- MULT 1114: Introduction to Addiction Studies
- MULT 1115: Helping Skills for Allied Health and Human Services

The courses in Section 5 may be taken concurrently and in any order or combination. ENGL 1100 is a prerequisite for SAHS 1111. A portion of the seats for the SAHS introductory courses will be held for students who attend the program information sessions and are already enrolled in SAHS courses each term. All remaining seats will be available for registration for new students after the final information session is held.
NOTE: All must be successfully completed before you can be offered formal acceptance into the program.

6. Attend a mandatory SAHS Program Information Session. Several options are available each semester. Review the Social and Human Services Professional Expectations and Commitment prior to Information Session.

7. Completion of the mandatory background check with the results prior to attending the mandatory group program acceptance interview.

*Students must be "off paper" (not on probation or parole) for at least one year.

8. Attend and participate in a mandatory group program acceptance interview. The interview will be scheduled during the first half of the semester you are completing the seven (7) required courses listed above.

9. Review and Sign the Social and Human Services Professional Expectations and Commitment during the program acceptance Interview

10. Completion of additional required documentation for persons with prior criminal convictions.

11. Minimum GPA of 2.5.
STUDENTS WITH PRIOR CRIMINAL CONVICTIONS

The Social and Human Services program makes every effort to ensure student success. Participation in the SAHS Program requires the ability to participate in practicum. Agencies have varying requirements for students who had had prior criminal offenses and the time frame needed before being accepted into a practicum. We have established a policy that meets the majority of our agency requirements:

1) Students may not begin the degree program if they are currently on probation or parole,
2) 3 years post-conviction of any non-violent offense (this includes DUI),
3) 8 years post-conviction of any violent offense (this includes domestic violence) and/or sexually oriented offense, students must also meet with the program review committee prior to attending the program acceptance interview.

If you are able to continue based the above criteria, the following will need to be included in the SAHS program acceptance packet:

Copy of Rap Sheet: Background checks are required. Since this often takes 6 weeks to 4 months, you should begin this process immediately. Directions for the Background check process are included in the program acceptance packet directions.

Personal Statement: Discuss the changes you have made since the offense(s), including any formal treatment or positive steps you have taken to change. This is to be submitted with the packet.

Character reference from a non-relative. Character reference should be typed, signed and include: nature of relationship, length of time known, behaviors or qualities that demonstrate responsibility, integrity and change (since offense). This is to be included in the program acceptance packet.

In the event that the number of individuals with prior offenses being accepted into the SAHS Program is limited, the determination will be based on the student’s GPA.

DRUG SCREENING

While drug screening is not a requirement of the program acceptance process, some practicum agencies require drug screening as part of the interview process. The program faculty may require a drug screening if there is reasonable suspicion that the student is using drugs or alcohol. If this occurs, the drug screen will be at the student’s expense.

If a student tests positive on a drug screening, the student will not be eligible for a practicum and may be removed from the SAHS program.
SOCIAL AND HUMAN SERVICES PROFESSIONAL EXPECTATIONS & COMMITMENT

It is important to be aware that the 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 this document 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. Throughout your participation in this program each of the following areas will remain a focus for learning, growth, and evaluation:

Academic Performance
Acquisition of Knowledge
Demonstration of Skills
Acceptance of Others
Emotional Stability
Interpersonal Communication and Interaction
Personal and Professional Integrity
Responsibility
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 sites. Please be aware that should there be concerns about your performance or behavior, the appropriate people will communicate with you. If at any time the faculty are or agency staff are concerned that there could be harm to clients or if there are significant concerns about your clinical work, or behaviors in the classroom or field, you may be denied program acceptance into or removed from the program. Students that are removed 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 removed from the field receive a failing grade for practicum. Please be aware that should you receive a failing grade or be removed from placement, you may be terminated 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. In the case of relapse or emotional instability, students may initiate a temporary leave of absence to reestablish recovery/stability. A student’s inability to recognize the need for enhanced recovery or symptom management, may result in the student not being accepted to the program or removed from the SAHS program.

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 full-time faculty to assess the student’s appropriateness for this program (regardless of the date of the offense(s). Students who receive a criminal charge after the program acceptance process will be removed from the program. Students are required to report all new criminal charges to the SAHS faculty Program acceptance Coordinator. This program cannot guarantee field placement 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 with restrictions (such as limited availability and location restrictions) regarding participation in field placement are also not guaranteed a field placement assignment.

**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. Should significant concerns arise in any of the following areas, program acceptance to the program may not be granted, or removal from the program could occur. Students are also expected to abide by the SAHS Code of Conduct which includes Academic and Classroom Conduct standards.

**ACADEMIC PERFORMANCE**

Students must earn a minimum of a “C” in all prerequisite and SAHS courses. Should a person earn less than a “C”, 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. Incident of plagiarism result in a “0” for the assignment, are reported to the student conduct coordinator and may result in additional disciplinary action. A second incident of plagiarism will result in a student being removed from this program.
Students must have a 2.5 GPA to continue in the program acceptance process and for graduation.
Students who do not earn a “C” or better in two or more SAHS courses may either not be accepted to or be removed from the program
Earning a “D” or “E” is not acceptable.

ACQUISITION OF KNOWLEDGE (NOHS, Statement 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 will earn the student a failing grade.

DEMONSTRATION OF SKILLS (NOHS Statements 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.

ACCEPTANCE OF OTHERS (NOHS Statements 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 would 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.)

EMOTIONAL STABILITY (NOHS Statement 35)
Students need to be able to demonstrate appropriate expression of emotion. Students who are experiencing difficult life circumstances must 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 would 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 presences of clients
- expression of emotions seen as extreme or unwarranted by others

**INTERPERSONAL COMMUNICATION AND INTERACTION (NOHS Statements 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 would 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)

**PERSONAL AND PROFESSIONAL INTEGRITY (NOHS Statement 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. Students suspected of alcohol/drug use impacting performance may be required to submit to a drug screen. Incidents of plagiarism result in a “0” for the assignment, are reported to the student conduct coordinator and may result in disciplinary action.
A lack of personal and professional integrity may be demonstrated by:
- any form of academic dishonesty including unintentional plagiarism, 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 breech 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)

RESPONSIBILITY (NOHS Statement 23)
Responsibility is demonstrated by students’ adherence to the college and the SAHS Program 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 SAHS 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

SELF-AWARENESS AND MATURITY (NOHS Statement 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

Failure to abide by and demonstrate these expectations may result in a student not being allowed to continue with the program acceptance process in the SAHS program and/or being removed from the program.

References


SOCIAL AND HUMAN SERVICES PROGRAM STUDENT CODE OF CONDUCT

Columbus State Community College also has a code of conduct that students must abide by. The Social and Human Services Program Code of Conduct specifically addresses concerns and provides expectation for students in the SAHS program.

**Academic Conduct:**
To ensure attainment of the educational mission of Columbus State Community College, certain student behaviors are expected and required. Unacceptable behavior is described in great depth in Policy No. 7-10 (Student Misconduct) of the CSCC Policy and Procedures Manual. Misconduct includes, but is not limited to, the following behaviors.

- Students **will not** refer to notes, texts, and/or another student’s paper or use other devices during an examination without the instructor’s permission;
- Students **will not** assist another student during a quiz or test;
- Students **will not** talk during a quiz or exam without the instructor’s permission;
- Failure to follow these rules will result in a grade of zero for the quiz and exam.
- Students **will not** submit an assignment as their work (in whole or part) if the work has been done by another or has been submitted in another class.
- Students **will not** open or use cell phones, laptops, i-pads, notebooks, or other electronic devices unless there is an identified accommodation with disability services or with specific instructor permission.

**Classroom Conduct:**
Students will not disrupt the class or interfere with the instructional process in any way. Disruptive behavior is any behavior which interferes with the educational process by disturbing other students or the instructor. Disruptive behavior may include, but is not limited to, any of the following.

- repeated lateness/leaving early
- eating in class without permission
- abusive or offensive language use
- of headphones or other listening device
- disorderly conduct
- sleeping or dozing off momentarily
- receiving or sending text message
- unresolved hygiene problems/concerns
- any use of cellular phones – calls or texting
- packing up belongings before class is over
- side conversations
- harassment as perceived by others
- argumentative or hostile behavior
- destruction of property
- disrespect to peers or instructor
- violence or threat of it
- intimidation whether intended or not
- failure to respond to feedback about any of the above

Failure to engage in proper behavior whether in the classroom or seminar may result in a loss of participation points, a conference with the instructor and/or chairperson, behavioral
contract, an incident form filed with the College Code of Conduct Office and the removal of the student from the classroom on the day in question. The student may be required to participate in a conference with his/her instructor prior to possible re-acceptance. Excessive or repeated disruptive behavior may result in the permanent removal of the student from the classroom or the program.
PROGRAM POLICIES

This information is included in each SAHS course syllabus, it is important for students to understand the college and program expectations.

ASSESSMENT

Columbus State Community College is committed to assessment (measurement) of student achievement of academic outcomes. This process addresses the issues of what you need to learn in your program of study and if you are learning what you need to learn. The assessment program at Columbus State has four specific and interrelated purposes: (1) to improve student academic achievements; (2) to improve teaching strategies; (3) to document successes and identify opportunities for program improvement; (4) to provide evidence for institutional effectiveness. In class you are assessed and graded on your achievement of the outcomes for this course. You may also be required to participate in broader assessment activities.

ASSIGNMENTS

1. Due dates for all class assignments are listed in the course syllabus. Assignments are due on the date listed. All assignments must be submitted via blackboard. Absence from class does not change the due date of the assignment. Grades on assignments submitted after the due date will be reduced by 20%. If an assignment is not turned in within 2 weeks of the due date the student will receive a “0” on the assignment. In addition, assignments due the last two weeks of the semester must be submitted prior to finals week.

2. Major assignments in a course may be identified as mandatory for successful course completion

3. Late contracts must be requested/submitted in writing at least 24 hours before the due date. See late contract form and process under “Syllabus / Course Information” tab

4. Fifteen percent (15%) of grading on all written assignments will be based on grammar, spelling, typing, appearance, format and required length. Students are encouraged to utilize the ‘writing lab’ for additional support and assistance.

5. If you are repeating this class, you must redo and submit all new assignments. Assignments submitted from previous semesters will receive a grade of “0”.

EXAMS

1. Exams should be taken on the date and time indicated on the syllabus.

2. If you are unable to take an exam, due to family or medical emergency, on the assigned date/time listed, you must contact the instructor prior to the exam and schedule a make-up time within one week of exam date.

3. Students who miss the exam, without prior notification to the instructor, must contact the instructor and take the exam within one week of exam date. The grade on the exam will be reduced by 20%. If the exam is not taken within 1 week of the exam date the student will receive a “0” on the exam.
4. Final exams must be taken on the date and time assigned. If a student does not take the exam on the date assigned, they will receive a 0.
5. Exams for the web/blended and some traditional sections will be taken on-line. Please read instructions for taking exams prior to beginning an exam.
6. In the event that a student looks at their cell phone or if the student’s cell phone rings or vibrates during an exam, the exam grade will be lowered by 20%.
7. Online exams are an individual effort.

GRADING SCALE
A= 93%-100%
B = 85%-92%
C= 75%- 84%
D = 68%- 74%
E= 67% and below
If you receive a grade of D or E, the class must be repeated.

INSTRUCTOR FEEDBACK
Instructors will make a reasonable attempt to have feedback on student assignments and tests to students within one week of assignment submission/test completion. Instructors do not return graded assignments in a class when there are outstanding assignments pending submission.

ATTENDANCE / PARTICIPATION POLICY
• Learning to be an effective and competent human service worker involves demonstrating responsibility by attending classes as scheduled and demonstrating active participation in discussions and activities which take place during every class session.
• Twenty-five (25%) of each course grade is determined by participation.
• No participation points can be earned if you do not attend scheduled classes and/or participate in discussion boards.
• Discussion board responses are due on the date listed. No points can be earned if you do not submit your response on time. Discussion boards are meant to replace face-to-face discussion and therefore cannot occur after the fact.
• You do not automatically earn participation points for just showing up or submitting an entry, you must actively participate and/or submit a thorough response to earn all available participation points. Many classes in the Social and Human Services Program involve class discussions. Although the sharing of personal experience may be appropriate, students should avoid excessive self-disclosure.
• Arriving late, leaving early, side conversations, monopolizing class discussion, excessive self-disclosure, cell phone ringing or vibrating, sending and receiving text messages, using electronic devices for non-course related items and doing homework for another class all impact participation points.
• Sleeping or dozing off during class is not permitted and will result in the loss of participation points.
• This program does not distinguish between excused and unexcused absences so there is no need to provide doctor’s excuses, etc.

STUDENT EXPECTATIONS
• Students are expected to read, understand and comply with the Social and Human Services Student Code of Conduct and Professional Expectations posted on Blackboard.
• Students are expected to use blackboard and to regularly check their student email account.
• When emailing the instructor, students are expected to use their CSCC email. Be sure to sign your name and include your cougar ID in all emails.
• Students are responsible for following the course syllabus. The course syllabus and assignments are posted on blackboard.
• Important information is routinely communicated through student email and in the SAHS Student Community. All students enrolled in a SAHS course have access to the SAHS Student Community Organization and must check it regularly. It is the student’s responsibility to access these resources. If assistance is needed, student may call the Help Desk at 287-5050.
• Students are responsible for obtaining information presented in any class they may miss. Instructors do not provide individualized instruction for students who are absent. Therefore, students are encouraged to get names and contact information from peers in order to do so.
• Students will only use electronics in class to take notes or access course related materials.
• Recording of any kind is not permitted in a classroom without instructor permission.
• All SAHS courses must be completed with a “C” or higher. Students receiving a grade lower than a “C” in this course may be required to repeat the course prior to taking additional classes in the program.
PROGRAM STATEMENTS

DUE PROCESS
Disciplinary action is necessary in instances where College, Program, or practicum agency policy is violated. In such cases, students will be afforded due process. This due process includes being informed of the reason for the discipline, sufficient time to examine the charges, the opportunity to address the charges, and the right of appeal to any disciplinary action. In matters related to student conduct violations, see the College policy under “Student Code of Conduct.”

HEALTH AND HUMAN SERVICES ACADEMIC ADVISING
Students enrolled in any program in the Division of Health and Human Services may receive advising assistance in Union Hall 477. The Health and Human Services Advising Team can provide assistance with: course registration, academic planning, program acceptance requirements, academic restrictions, scheduling, placement test referrals, and a number of other advising related issues. Contact the HHS Advising Office for more information at (614) 287-2779 or hhsadvising@cscc.edu.

TUTORING AND ASSISTANCE CONTACT INFORMATION
Students are encouraged to use the Writing Center located in 102 Columbus Hall (library). The Columbus State Community College Writing Center is a free one-on-one tutorial service for students, faculty, and staff. Students can go to tutoring.csc.edu for the hours. There are also Writing Centers located at the regional campuses and learning centers. Tutors at the Writing Center work with writers on a variety of projects such as essay assignments, research papers, résumés, business letters, lab reports, and scholarship applications. Tutors can help with any stage of the writing process, from generating ideas to revising and polishing.

REMOVAL DUE TO HEALTH OR SAFETY RISK
Partnering practicum agencies have an expectation that students completing a field should not be a health or safety risk to their clients. Students are therefore expected to conform to all standard health and safety practices required by the practicum agency. Any student that is deemed a health risk or unsafe in clinical practice regarding patient/client care will be removed from the practicum and may be removed from the program. This will be considered a clinical failure regardless of the existing grade status in the academic courses. Unsafe will be defined as a student that consistently fails to demonstrate competence in clinical patient/client care, not adhering to clinical polices, and/or behaving in any manner that compromises or threatens the well-being of the patient/client’s health and welfare. Written evaluations from field instructors must specifically document student deficiencies. In addition, the practicum agency is under no obligation to allow or approve a student’s experience if any health or safety issue is identified.
CONFORMING TO PRACTICUM AGENCY POLICIES
Students are expected to conform to all policies of the practicum agency when completing an internship. Students should therefore expect to comply with these policies when they are on the premises of such agencies. It is also an expectation that students comply with policy expectations off premises if any conduct pertains to the practicum agency. Examples of such conduct could include but is not limited to work responsibilities that occur off premises, uniform and appearance expectations, social media usage, patient/client interaction, and any other activities related to the learning experience.

PROGRAM ACCEPTANCE VS. PRACTICUM ACCEPTANCE DISTINCTION
Practicum agencies often have their own requirements for individuals performing an. These requirements may exceed the program acceptance requirements of Columbus State and the specific academic program. It is expected that students have a thorough knowledge of the expectations of the practicum agency before beginning any experiential learning experience. Practicum agencies have the right to deny student participation even when the student is fully admitted into the academic program. Therefore, students should expect to meet the requirements of the practicum agency in addition to the Social and Human Services program requirements. For more information on this subject, consult your faculty advisor.

PHYSICAL CONTACT
Inappropriate physical contact is prohibited by College Policy and will be subject to disciplinary action. If you have questions, concerns, or any level of discomfort regarding physical contact, please consult the Program Coordinator or see College Policy 3-44 http://www.csc.edu/_resources/media/about/pdf/3-44.pdf.

COURSE CRITERIA CHANGES
Required courses in the handbook could be different based upon what is stated in the CSCC catalog. Please refer to the catalog for the most current information concerning required courses for your degree program.
FACULTY-STUDENT COMMUNICATION
The SAHS faculty is available to you during their scheduled office hours, which you can find posted on their doors. They are often in and out of their offices, at other times teaching classes, making field practicum visits in the community and attending meetings. If you need to speak with a faculty member outside their office hours, it is recommended that you email or call them to schedule an appointment. It is helpful if you leave a few options in terms of your availability to meet. Adjunct faculty do not have regular office hours but are also available by appointment.

When emailing faculty, students are expected to use their CSCC email. Be sure to sign your name and include your Cougar ID in all emails. Faculty will make every effort to respond to your emails or phone calls within 1-2 business days.

TRANSFER OPTIONS
The Social and Human Services program has articulation agreements with The Ohio State University College of Social Work and the Ohio Dominican University Department of Social Work. These “2 + 2” agreements allow students an opportunity to see a combined, comprehensive plan of study. The program is currently pursuing articulation agreements with Capital University and Indiana Wesleyan University. We also have relationships with Mt. Vernon Nazarene, Franklin University, Ohio University and Otterbein University.

If you are interested in transferring, you are encouraged to speak with a transfer advisor in Aquinas Hall.
CREDENTIALS

Students who complete MULT 1114: Introduction to Addiction Studies meet the 40 hour education requirement for Phase I of the Chemical Dependency Counselor Assistant (CDCA) with the Ohio Chemical Dependency Professionals Board (OCDP). MULT 2114: CDCA Phase II meets the OCDP 30 hour requirement for the CDCA Phase II. Students must complete the applications found on the OCDP website: www.ocdp.ohio.gov, include an official transcript and meet identified time-lines established by the board.

Graduates of the Social and Human Services program are eligible to apply for a Certificate of Registration as a Social Worker Assistant with the State of Ohio Counselor and Social Worker Board. Students must apply at cswmft.ohio.gov, pay an application fee and submit a background check.

Graduates of the program also meet the degree requirement for the License Chemical Dependency Counselor II (LCDC II Students who take MULT 2114 as one of the required technical electives, will also meet the required 180 hours of addictions specific education hours. Please note, post-graduation there is 2000 hours of qualifying work requirement and licensure exam that individuals must take to obtain their license.

All Social and Human Services courses are accepted by Ohio Chemical Dependency Professionals Board and the Ohio Counselor, Social Worker, Marriage & Family Therapist Boards for certification and licensure renewal hours. Please note, the CSWMFT Board requires a post-program approval form to be submitted within 90 days of completing the course for certification or licensure renewal hours.
### DIVISION, DEPARTMENT AND PROGRAM CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Health and Human Services Division Dean</th>
<th>Department of Human Services Chair</th>
<th>Department of Human Services Office Associate</th>
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<tbody>
<tr>
<td>Tom Habegger</td>
<td>Kirk Dickerson</td>
<td>Michelle Baker</td>
</tr>
<tr>
<td>159 Delaware Hall</td>
<td>220 Union Hall</td>
<td>208 Union Hall</td>
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<tr>
<td><a href="mailto:thabegge@csc.edu">thabegge@csc.edu</a></td>
<td><a href="mailto:kdickerson11@csc.edu">kdickerson11@csc.edu</a></td>
<td><a href="mailto:mbaker72@csc.edu">mbaker72@csc.edu</a></td>
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**Social and Human Services Faculty and Staff**

Dianne Fidelibus, Associate Professor, PC, LICDC, CLL  
234 Union Hall  
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jteny@csc.edu

Carolann Gregoire, Practicum Coordinator, LISW-S  
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cgregoire1@csc.edu

Mandy Mernedakis, Certificate Program Advisor  
231 Union Hall  
614-287-5098  
mmernedakis@csc.edu
### APPENDIX A

#### SOCIAL AND HUMAN SERVICES PROGRAM

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### Social and Human Services Program

#### APPENDIX B

**TOTAL CREDIT/ELECTIVE HOURS**

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**Supplementary Information**

- [Course Details]
- [Program Requirements]

---

**Plan of Study**

Columbus State Community College

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**Adviser**

**Date**

**Signature**

---

**Health and Human Services Division**

---

**Columbus State Community College**
### Advanced Mental Health Certificate

Social and Human Services

Plan of Study

Columbus State Community College

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Total Credits: 45

Advisor:

Date Entered:

Student #: 

Name:

Effective Academic Semester: Fall 2026

Social and Human Services Division

Health and Human Services

Columbus State Community College
APPENDIX C

Health and Human Services Division

COLUMBUS STATE
SOCIAL AND HUMAN SERVICES

Practicum Manual
2017-2018
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Introduction Statement

Dear Social and Human Services Student,

Welcome to the practicum component of the Social and Human Services (SAHS) program. I commend you for choosing to work in the Human Services profession. Students who wish to enter the field of human services come from all walks of life, are incredibly diverse and motivated to do so for a wide variety of reasons. Some have known this is where they belong all their lives, some have come to create and prepare for a second career, some are “giving back” or feel that their life experiences can be motivation for others.

Human Services is a rewarding and fulfilling profession in which to work. You may also find this career path to be both academically and personally challenging. Since you will be involved in assisting persons with a variety of needs, you will be required to meet the standards and expectations that are determined necessary to effectively work in human services. The **Professional Expectations and Commitments** that are defined in this manual, will remain a focus for learning, growth, and evaluation while participating in practicum. Since these 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 and at your practicum site.

Please note that community agencies will have their own policies and procedures regarding past criminal histories, length of sobriety, and mental health issues needed for students to be involved in their program. The agencies policies and guidelines are not determined by Columbus State Community College or the Social and Human Services program. The practicum placement process takes these concerns under advisement when exploring a good fit between the student and agency.

My commitment to students as the Practicum Coordinator is to secure the best practicum placement available to advance your knowledge and helping skills. Making the most of the field experience is a significant step in your career advancement. With hard work, self-exploration and dedication, there are opportunities for graduates of the Social and Human Services Program in the helping field.

Best Wishes,
Carolann Gregoire, LISW-S, Practicum Coordinator
Social and Human Services
OVERVIEW

Our generalist perspective focuses on the whole person as a unique individual. Students develop the ability to interact with others in a humane, empathetic, and helping manner around issues of social interaction and day-to-day functioning. The human service generalist possesses the skills, knowledge, and attitudes necessary to form professional relationships with a variety of client populations. Effective Human Service workers are aware of their own needs as separate from those of others so that interventions will truly be client-centered.

Essentially, the Social and Human Services program teaches the knowledge and skills which are applicable to a wide range of human service endeavors. In broadest terms these include: self-awareness, respect for diversity, interviewing, needs assessment, goal formulation, therapeutic engagement, linking, treatment planning, therapeutic intervention, service coordination, group facilitation, documentation, and identification of and intervention with family and group dynamics.

Students participate in two semesters of practicum. Practicum experiences are paired with a seminar and, in some cases, 2 courses (2861 and 2241) that have specific goals and learning activities to be accomplished during the semester. This provides the student with the unique opportunity to apply knowledge and skills attained in the classroom to the field. The traditional student will spend 10.5 hours per week that should occur over at least 2 days per week in a practicum site, 1.5 hours in a seminar, and receive 3 credit hours.

This manual will give you an overview that will help familiarize you with the practicum experience. It does not contain every detail you need to know, but it is an excellent resource for you. Please use it in conjunction with your attendance at an information session, the pre-practicum process, information found on the Blackboard student community and meetings with your academic advisor.

In this manual, you will find information about:

• Practicum expectations
• Roles and responsibilities defined
• SAHS Practicum policies and procedures

You should refer to the SAHS Student Handbook as well as this Practicum Manual often while you are a student. Together with the Columbus State Catalog and the Columbus State Student Handbook, you will become aware of important student expectations, resources, information, policies and procedures on campus.

Please don’t hesitate to ask an SAHS faculty or Practicum Coordinator for clarification. We are excited that you are here and look forward to working with you on your educational goals.
PRACTICUM EXPECTATIONS

SOCIAL AND HUMAN SERVICES PROFESSIONAL EXPECTATIONS & COMMITMENT

It is important to be aware that the 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 this document 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. Throughout your participation in this program each of the following areas will remain a focus for learning, growth, and evaluation:

- Academic Performance
- Acquisition of Knowledge
- Demonstration of Skills
- Acceptance of Others
- Emotional Stability
- Interpersonal Communication and Interaction
- Personal and Professional Integrity
- Responsibility
- 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 sites. Please be aware that should there be concerns about your performance or behavior, the appropriate people will communicate with you. *If at any time the faculty are or agency staff are concerned that there could be harm to clients or if there are significant concerns about your clinical work, or behaviors in the classroom or field, you may be denied program acceptance into or removed from the program. Students that are removed 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 removed from the field receive a failing grade for practicum. Please be aware that should you receive a failing grade or be removed from placement, you may be terminated 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. In the case of relapse or emotional instability, students may initiate a temporary leave of absence to
reestablish recovery/stability. A student’s inability to recognize the need for enhanced recovery or symptom management, may result in the student not being accepted to the program or removed from the SAHS program.

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 full-time faculty to assess the student’s appropriateness for this program (regardless of the date of the offense(s)). Students who receive a criminal charge after the program acceptance process will be removed from the program. Students are required to report all new criminal charges to the SAHS faculty Program acceptance Coordinator. This program cannot guarantee field placement 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 with restrictions (such as limited availability and location restrictions) regarding participation in field placement are also not guaranteed a field placement assignment.

**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. Should significant concerns arise in any of the following areas, program acceptance to the program may not be granted, or removal from the program could occur. Students are also expected to abide by the SAHS Code of Conduct which includes Academic and Classroom Conduct standards.

**ACADEMIC PERFORMANCE**

Students must earn a minimum of a “C” in all prerequisite and SAHS courses. Should a person earn less than a “C”, 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. Incident of plagiarism result in a “0” for the assignment, are reported to the student conduct coordinator and may result in additional disciplinary action. A second incident of plagiarism will result in a student beingremoved from this program. Students must have a 2.5 GPA to continue in the program acceptance process and for graduation. Students who do not earn a “C” or better in two or more SAHS courses may either not be accepted to or be removed from the program. **Earning a “D” or “E” is not acceptable.**
ACQUISITION OF KNOWLEDGE (NOHS, Statement 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 will earn the student a failing grade.

DEMONSTRATION OF SKILLS (NOHS Statements 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.

ACCEPTANCE OF OTHERS (NOHS Statements 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 would 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.)

EMOTIONAL STABILITY (NOHS Statement 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 would 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 presences of clients
- expression of emotions seen as extreme or unwarranted by others
INTERPERSONAL COMMUNICATION AND INTERACTION (NOHS Statements 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 would 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)

PERSONAL AND PROFESSIONAL INTEGRITY (NOHS Statement 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. Students suspected of alcohol/drug use impacting performance may be required to submit to a drug screen. Incidents of plagiarism result in a “0” for the assignment, are reported to the student conduct coordinator and may result in disciplinary action.
A lack of personal and professional integrity may be demonstrated by:
- any form of academic dishonesty including unintentional plagiarism, 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)

RESPONSIBILITY (NOHS Statement 23)
Responsibility is demonstrated by students’ adherence to the college and the SAHS Program 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 SAHS 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

SELF-AWARENESS AND MATURITY (NOHS Statement 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
Failure to abide by and demonstrate these expectations may result in a student not being allowed to continue with the program acceptance process in the SAHS program and/or being removed from the program.
References


PRACTICUM SITE INFORMATION AND PROCEDURES

The selection of a practicum site is the responsibility of the Practicum Coordinator. The following areas are the primary considerations when matching a student with an agency:

- Practicum Expectations and Objectives
- Agency willingness to provide supervision – person from agency to be “Field Instructor”
- Student’s area of interest
- Student’s restrictions / needs
- Client Population
- Official Agency Affiliate Agreement

Please note, it is the policy of the SAHS program that students experience each practicum in a different agency.

Practicum applications will be available in the lobby of Union Hall, 2nd floor during week 6 of autumn and spring semesters and week 3 of summer semester. The completed application is due to the Practicum Coordinator no later than Friday of that same week. Any addictions related practicum requires the student to have a current CDCA certification. Most agencies require a pre-placement interview with a prospective practicum student prior to acceptance in an agency and many agencies have additional requirements (see below). After being notified of the assigned practicum site and contact information, it is the student’s responsibility to arrange the interview within a week of this notification. It is at this interview that the student may discuss mutual expectations, ask questions, take a tour, learn about the services, and establish a start date. Prior to the interview, the student will be given a practicum folder with documents that need to be shared and discussed at the interview and with the field instructor. Copies of these forms are available to the student on Blackboard. Students are responsible for the completion and verification of both the time sheet and objective sheet. Classroom assignments are to be shared with the field instructor for feedback and to ensure client confidentiality is maintained.

As the student progresses through this process, if there are any concerns or issues with the assigned practicum, the student must contact the Practicum Coordinator no later than the Wednesday of finals week. In the event that the initial practicum assignment is not successfully secured by the student, it is up to the discretion of the practicum coordinator if a 2nd opportunity is provided. Regardless of circumstances, students must start their practicum experience no later than the beginning of the 2nd week of the semester.
Although each student has completed a Background Check prior to being admitted into the SAHS program, many agencies require their own. The student may need to repeat this process which is generally at the agency’s expense. While drug screening is not a requirement of the SAHS program acceptance process, some practicum agencies require drug screening as part of the interview process. The program faculty may require a drug screening if there is reasonable suspicion that the student is using drugs or alcohol. If a student tests positive on a drug screening, the student will be removed from practicum, will not be given another practicum opportunity that term and will lose the option of an addictions practicum in our program. Some agencies also have additional requirements such as:

- Drug screening
- Flu shot
- Resume
- Immunizations
- CPR
- Letter of Reference
- TB test
- Background check
- First Aid

It is up to the agency’s discretion whether the cost of these requirements are paid by the student.
ROLES AND RESPONSIBILITIES DEFINED

The SAHS Practicum Coordinator
The Practicum Coordinator is responsible for developing new practicum sites, maintaining and training staff and supervisors in existing practicum sites, communicating information to students and agency personnel and monitoring the overall practicum placement process. The Practicum Coordinator assigns the student to an agency based on the agency’s needs, the students learning needs, and their personal constraints. There are limited practicum slots available to accommodate special considerations such as evening hours, bus line requirements and past criminal records. Please note that the Practicum Coordinator assigns students to their practicum sites, students do not seek their own practicum assignments. The Practicum Coordinator is available throughout the term and on break for any assistance to the student.

The CSCC Faculty Liaison
Full-time or adjunct faculty members serve as the liaison between the agency and the student. The faculty liaison acts as the student’s advisor/advocate. He/she monitors the practicum experience, meditates and/or negotiates issues between the field instructor/agency and student, participates in the evaluation process, assists in the integration of classroom material and practicum experience and assigns the final grade. The faculty liaison will meet with the student and the field instructor at least three times each term and is available throughout the term if needed.

The Agency Field Instructor
The field instructor serves as the student’s primary supervisor at the practicum agency. The field instructor assists the student with getting acquainted with agency staff, provides support and coordinates agency related activities to meet student learning needs, evaluates and provides feedback about the student’s progress to both the student and the faculty liaison.
Components of effective supervision include: orienting, being available, modeling, creating an open learning environment, providing support, evaluating the student’s progress, and a commitment to broader professional issues.

The Seminar Leader
Students participate in a 1.5 hour per week seminar experience for additional personal/professional support, supervision, feedback and exploration of field-related experiences. The Seminar leader facilitates this group setting by creating and maintaining an emotionally ‘safe’ environment for students to be open, to help students talk ‘to’ each other, and to facilitate respectful conflict engagement. The Seminar leader and the faculty liaison work together as a team to support the student during their practicum experience.
ROLES AND RESPONSIBILITIES DEFINED

The Practicum Student
Students must strictly adhere to deadlines regarding the completion of the practicum application, scheduling an interview with a prospective practicum site, and communicating any changes to the practicum coordinator. Failure to do so could result in a student not being assigned to a practicum thus not being able to follow the prepared plan of study.

The student is expected to conduct themselves in a professional manner at all times during practicum hours. This includes calling when you will be late or absent, adhering to the dress code of the agency and maintaining confidentiality at all times. The student is expected to adhere to agency rules and regulations in working with clients as if you were an employee of that agency. Obtain permission to read records of clients with whom you work and/or have contact. In written assignments for class, do not use the clients’ real names or made-up names which could be real or any personally identifying details. It is important for the student to be appropriately assertive in getting their needs met. Communicate effectively, ask for feedback and direction, and if problems are not resolved, it is the student’s responsibility to contact the faculty liaison immediately. The goal for all students is to learn how to appropriately discuss problems professionally. The faculty liaison is willing to model this for you in the agency setting if you need that, but the expectation is that you will eventually learn to do this on your own.

CSCC email and Blackboard are important modes of communication. Check both frequently!
PARTICIPATION

It is important for the student to practice self-advocacy skills by communicating directly with the field instructor on a consistent basis. Students are directed to ask for feedback and direction. If problems or issues are not resolved, the student should contact the faculty liaison immediately. The faculty liaison cannot act on what he/she does not know! Meeting regularly with the field instructor is critical for supervision so, as a student, you may have to initiate and advocate for this to happen. As you prepare to meet with the field instructor, plan for what you need, ask for feedback, be prepared to discuss objectives and what you are learning/feeling. Also, make sure that you and your field instructor meet and discuss the evaluation document/s prior to the mid and final evaluation meetings with your Liaison.

Students are not prepared to perform the following tasks independently:
1. Transfer, toilet, or feed a client
2. Meet a client outside of the agency unless this is a function of the treatment plan, case management and or service coordination
3. Facilitate groups without supervision
4. Drive a company vehicle
5. CSCC insurance does not cover students to transport clients in personal vehicles

CONFIDENTIALITY

Confidentiality entails the ethical and legal responsibility of the Human Service providers to safeguard from unauthorized disclosures of information given in the helping relationship. It implies that when clients reveal private information, the helper must not disclose this information except for the reasons which it was intended. Confidentiality limitations include the duty to warn and protect others even if it means breaking confidentiality. Involving a supervisor at the agency is required when the health and welfare of a client results in the need to break confidentiality. Confidentiality is stressed and practiced. Students are to NEVER TAKE A CLIENTS FILE/RECORD OR NAME OUT OF THE AGENCY! Students must familiarize themselves with, and adhere to, confidentiality procedures of their practicum site and the laws of the state and federal government. Personal notes pertaining to specific clients and any case material discussed in class must be prepared in such a way that confidentiality is maintained. Any records or communications involving electronic technologies, e.g. computers, email, PDA and the like, must be protected by passwords, encryption, and any other means prescribed by your practicum site, academic institution, HIPPA regulations, or other laws. Students are to not discuss client information in public settings outside of class or their practicum, nor do they discuss their cases with persons who are not specifically authorized.
PROFESSIONALISM

The student is expected to conduct themselves in a professional manner; i.e., calling when late or absent, dressing according to agency standards, and practicing confidentially at all times. The student is expected to adhere to agency rules and regulations in working with clients as if they were an employee of that agency. Students will strictly follow ethical guidelines regarding multiple relationships and will refrain from practicum work with persons with whom the student is involved in other types of relationships. Such “dual relationships” may inhibit the effectiveness of the student’s practicum work and may jeopardize both the client and the student. Coworker’s, friends, and others should not be seen as clients. Students may not participate in any setting where they, or a family member has been a client for a minimum of 2 years. Students must disclose this to the Practicum Coordinator if this occurs.

Students must recognize the limitations to their training, education and abilities and must not exceed these in work with clients. It is important that students recognize when practicum situations are beyond their knowledge or ability. When such situations arise, students need to seek assistance from the field instructor and/or faculty liaison. Practicum issues are best able to be successfully resolved when the appropriate individuals are involved.

PRACTICUM ATTENDANCE GUIDELINES

Students need to negotiate their specific schedule with the field instructor and follow it consistently. Students are not permitted to begin their practicum hours prior to the start date of the semester unless an orientation is required. There should be no client contact prior to the start of the term and students will need to participate in the practicum through the end of the term. The college’s liability insurance limits students to participate no more than a total of 168 hours in practicum each term. To promote appropriate supervision, scheduling of objectives and relationship building with clients, students are required to schedule their practicum hours over at least 2 days in the week. Students are required to notify the agency if late or absent and must make arrangements to make up these hours. In addition to these required hours, students will have 1.5 hours in Seminar on the CSCC campus that will provide the student with additional support.

Autumn & Spring terms only:
A minimum of 157.5 hours are required but no more than 168 total hours
Breakdown: 10.5 hours per week for 15 weeks = 157.5

Summer term only:
A minimum of 154 hours are required but no more than 168 total hours.
Breakdown: 14 hours per week for 11 weeks = 154
Spring Break and Finals Week:
Students are **not required** to participate in practicum during the scheduled Spring break, however, Spring break and Finals week are opportunities for students to make up hours. Make up time needs to be pre-arranged and pre-approved by the field Instructor and faculty liaison.

Students are responsible to meet the total hours required regardless of weather, holidays, agency or CSCC campus closings.
**GRADING CRITERIA**

During the term, the student and the field instructor will discuss and track the completion of the practicum objectives, complete the mid-term and final evaluations and the time sheet. These documents serve as the basis of the students’ weekly supervision with the field instructor and meetings with the faculty liaison. The purpose of these three-way meetings is to give and get feedback about the students’ progress. The final grade is determined by the faculty liaison. Although the student will have three meetings during the semester with the field instructor and faculty liaison, issues in the field may arise that require additional meetings. It is the students’ responsibility to initiate and communicate any concerns with the faculty liaison. In the event that a field instructor (agency) and/or faculty liaison determines that a student may not complete a practicum, it is the policy of the SAHS program that the student may not continue in practicum. This may result in the student withdrawing from the course and/or earning a failing grade. The student will not be reassigned to another practicum site for that semester. A follow-up meeting between the student and faculty member(s) may be required before future practicum assignments are made in an attempt to ensure a positive learning experience.

Any student who is either removed at the request of an agency or the Social and Human Services program or earns an E in a practicum placement (or a combination of these) may be terminated from the Social and Human Services Program.

If at any time the faculty or agency staff believe there could be harm to clients or staff because of student performance/behavior, they will be removed from the agency.

**LIABILITY INSURANCE**

CSCC maintains liability and property insurance to cover actionable legal claims for liability. Because students and workers in the health care field may be exposed to communicable diseases, the SAHS program emphasizes safety and prevention.
HOW TO SUCCEED IN PRACTICUM

- Be Professional: Be on time (or a few minutes early) to field. Dress appropriately. Act as if this is your first professional job. Communicate with respect. You are making a first impression which could be a lasting impression!
- Be fully present: Your field experience will encompass many facets: challenges, frustrations, successes, growth. Show up and be fully there and engaged
- Take Initiative: Most students who have an excellent field experience are willing to ask questions, to suggest experiences to their field instructor, and to advocate on their own behalf.
- Be Proactive: If you don’t know, ASK.
- Be Responsible: Know the expectations the field agency has of you, and follow through on these.
- Be Accountable: If you have made a mistake, own up to it. This is a learning experience for you, and this is a significant part of it.
- Be Resourceful: Check Blackboard Student Community
- Know People: Get to know who your Faculty Liaison from the College, and do not hesitate to get in touch with them. If you aren’t successful, contact Robin Reed, Clinical Coordinator.
- Know Your Expectations: Share with your field instructor what you hope to be exposed to in field, so that together you can determine what will best meet your needs.
- Keep ahead of your field assignments. Know what due dates are for forms and evaluations, and continually communicate with your field instructor about these.
- Be Informed: Know the process, the forms, the database and the procedures.
- Be Direct and Respectful: When there is confusion or a problem, go directly and respectfully to the person involved.
- Assume Positive Intent: Assume that people are trying to do their best, even when the outcome is not what is desired. There may be pertinent information concerning the person or situation of which you are not aware.
- Check your email and check Blackboard for information and announcements!!