



Student Handbook

for the

HUMAN SERVICES PROGRAM

St. Petersburg College

St. Petersburg, Florida

St. Petersburg College

Human Services Program Student Handbook

These requirements are specific to the Human Services program and are a supplement to the Student Handbook and the St. Petersburg College Catalog. These requirements are subject to change at any time without prior notice.

CONTENT IS SUBJECT TO CHANGE

The District Board of Trustees of St. Petersburg College, the Health Education Center, and the Human Services Program reserve the right to change the curriculum, calendar, student fees, instructors, advisory committee members, as well as the college and program-specific policies and procedures during the academic year. Changes will be effective on the date designated by the District Board of Trustees, the college President, the Health Education Center Provost, or Program Director for the Human Services program.

The purpose of this handbook is to provide guidelines to assist you in reaching your educational goals both on campus and in the Co-Op setting and to introduce you to your responsibilities as a student in the Human Services Program.

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Updated – Summer, 2011

Accreditation of St. Petersburg College

St. Petersburg College (SPC), formerly St. Petersburg Junior College (SPJC), is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number (404) 679-4501) to award Associate Degrees.

Leadership and Support Staff

Position	Name	Phone Number
College President	Dr. William Law	(727) 341-3241
Health Education Center (HEC) Provost	Dr. Phil Nicotera	(727) 341-3664
HEC Associate Provost	Mr. Greg McLeod	(727) 341-3665
Human Services (HUS) Program Director	Cheryl Kerr, Ed.D., LMHC	(727) 341-3736
HUS Program Staff Assistant	Elizabeth Rickerman	(727) 341-3670

Program Contact Information

Human Services Program
Health Education Center
St. Petersburg College
7200 66th Street North
Pinellas Park, Florida 33781

Director: Cheryl Kerr, Ed.D., LMHC
Ph: (727) 341-3736
Fax: (727) 444-6907
Email: kerr.cheryl@spcollege.edu
website: <http://www.spcollege.edu/hec/hus>

Overview of the Human Services Program

The Human Services program provides a conducive learning environment for students interested in pursuing a career in the helping professions. The program will educate and train students to be well functioning entry level human services practitioners. Some examples of employment opportunities include:

- Behavioral Technicians
- Child Care Workers
- Youth Development Advocates
- Child protective case workers
- Counselors
- Early intervention workers
- Family support workers
- Outreach workers
- Residential counselors
- Vocational counselors
- Shelter workers
- Crisis intervention counselors
- Alcohol & substance abuse counselors

Instructors for the Human Services Program

The Human Services program currently provides professional instruction with the assistance of adjunct (part-time) faculty. Instructors for the Human Services courses are subject to change depending on availability of qualified faculty.

Advisory Committee for the Human Services Program

Human Services professionals from the community served by the Human Services program at SPC voluntarily participate on the Human Services Advisory Committee. These individuals provide guidance regarding industry trends, curriculum development and improvement, and recommendations for equipment, facilities, and resource needs. At least one (1) student representative from the Human Services program also serves on the HUS Advisory Committee.

Human Services Goals & Objectives:

Goals:

The Human Services Program is dedicated to the philosophy and goals of the college.

The Human Services Program is designed to offer the student planned learning experiences and to provide knowledge, skills, and promote attitudes that will culminate in successful employment of the graduate as a human services worker.

The program will promote professional growth within the field and encourage life long learning experiences.

Objectives:

Students will develop the knowledge base required of an entry-level human services worker.

Students will develop the critical thinking and problem-solving skills required of an entry-level human services worker.

Students will develop an understanding of the role that proper communication and interpersonal skills play in the Human Services setting.

Students will exhibit high standards of professional and ethical conduct and behavior.

Educational Facilities and Resources

The Health Education Center (HEC) is located at 7200 - 66th Street North in Pinellas Park, Florida.

Human Services Program Office	HEC - Room 180 Program Director: (727) 341-3736 Program Staff Assistant: (727) 341-3670
HEC Library (includes additional computer labs)	Phone: (727) 341-3604 Web: http://www.spcollege.edu/central/libonline/
HEC Bookstore	Phone: (727) 545-0261 Web: http://www.efollett.com
Student Activities	HEC Administrative offices Phone: (727) 341-3672
Student Services	HEC Administrative offices Phone: (727) 341-3687
New Initiative Program (NIP) Provides academic support to pre-health and health education students	HEC - Room 199 Phone: (727) 341-3724
Disability Resources http://www.spcollege.edu/central/ossd/index.htm	Voice: (727) 341-3721 TTY: (727) 341-3769

Required Program leading to the Degree of Associate in Science in Human Services.

See your College Catalog for a complete list of required courses. Students are responsible for meeting all general and support courses with a grade of “C” or better.

Grading Policy

The Human Services Program has the following grading scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or less

Special Progress Requirements

In order to enroll in any program course with a prerequisite, a grade of “C” or better must have been earned in the prerequisite(s) to said course.

Special Graduation Requirements

A grade of “C” or better is required for all required courses.

Probation/Suspension/Dismissal

General college information concerning probation, suspension or dismissal apply as indicated in the SPC College catalog.

Change of Address Responsibility

It is the responsibility of students enrolled in the Human Services Program to inform the Human Services Program of any change of address or phone number within one week. The information should be given to the Program Director in writing. Students should change and update their address, telephone number, and email address through the process on MySPC.

Communication between Students and Faculty

Telephone numbers and email addresses of faculty will be printed on the course syllabus.

Students are responsible for checking announcements in ANGEL for current notices in blended and internet courses.

Students are responsible for communicating with the Program Director at least once each session (via phone, email or in person) regarding course scheduling.

Regular attendance is expected of all students. Absence from class may necessitate remedial work to assure that the course objectives have been met. A student may be withdrawn for excessive absences and/or not actively participating in the course.

Tardiness is disruptive to the learning of the one who is late as well as to peers. Students should make every effort possible to be on time. Each faculty will have their own requirements and policies regarding tardiness.

Reporting Course or Curriculum Problems / Concerns /Student Appeals

To report a problem or concern related to an HUS course or the curriculum, please utilize the following **chain of command**. You must first work with the instructor and/or the HUS program director to resolve your situation before proceeding to Administration.

Step 1: Discuss course-related issues directly with the instructor.

Step 2: If the matter cannot be resolved at the instructor level, then contact the HUS Program Director at (727) 341-3736.

Step 3: If the problem/concern cannot be resolved at the program director level, then the next contact person in the chain of command is the HEC Associate Provost at (727) 341-3665.

See the College Student Handbook for information on Student Grievances and Academic Appeals.

Professional Memberships

National Organization for Human Services

All students are also encouraged to become a student member of the National Organization for Human Services (**NOHS**). <http://www.nationalhumanservices.org/>

Regional Human Services Organization- (SOHSE)

Southern Organization for Human Services <http://www.sohse.org/>

American Counseling Association (ACA) <http://www.counseling.org>

Florida Alcohol and Drug Abuse Association (FADAA) <http://www.fadaa.org/>

National Association of Social Workers (NASW) <http://www.socialworkers.org>

Academy of Criminal Justice Sciences (ACJS) <http://www.acjs.org/>

American Psychological Association (APA) <http://www.apa.org>

College-wide Policies and Practices

6Hx23-1.02 PHILOSOPHY AND OBJECTIVES (PURPOSE) OF THE COLLEGE

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

In support of our mission, the specific goals of the College are to:

- I. Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs;
- II. Maintain the "open door" by providing opportunities for under-prepared students to achieve college entry-level skills through college preparatory programs and services;
- III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives;
- IV. Contribute to the international education of students by providing opportunities that encourage global awareness and perspectives;
- V. Provide challenging educational opportunities for area high school students through dual enrollment, charter school and similar programs;
- VI. Promote student learning and maximize opportunities for student success by enhancing services delivered by student affairs staff;
- VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities;
- VIII. Build/acquire and maintain a high-quality infrastructure, including technology, facilities, and equipment to meet student and community needs;
- IX. Recruit and develop an outstanding, diverse faculty and staff; and
- X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Note: Numbering and/or alphabetical order does not indicate priority.

St. Petersburg College is dedicated to the concept of equal opportunity. The College will not discriminate on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct.

SPC Catalog, SPC Student Handbook, and HUS Student Handbook

Students are responsible for being familiar with and adhering to all college regulations and program policies published in the most current edition of the SPC college catalog and SPC Student Handbook (available online and in the HEC Administrative offices).

Policies and processes related to the following specific topics are published in the SPC College Catalog and/or the SPC Student Handbook:

- Academic appeals
- Academic credit
- Academic honesty
- Academic warning, probation, suspension, and dismissal
- Fees (laboratory fees, liability and clinical accident coverage insurance charges)
- Financial aid/assistance
- Graduation requirements
- HIV / AIDS
- Refunds for tuition and fees
- Safety and security
- Services for students with disabilities
- Student conduct
- Student grievances
- Student records (transcripts)
- Student rights and responsibilities
- Transfer credit
- Tuition costs
- Withdrawal -- from college and/or from course(s)

Substance Abuse Policy

SPC has a strong no-use policy. See the Student Handbook for a full discussion of substance abuse issues.

Incident Report Instructions:

Students and faculty must complete an incident report within 24 hours for any of the following:

- 1 Physical injury
- 2 Accidents
- 3 Theft and/or suspected thefts
- 4 Damage to student property

- * The report shall be completed immediately with as much detailed information as possible and submitted to the designated department within 24 hours of the occurrence.
- * The supervisor in whose area of responsibility the incident took place must sign the report and be responsible for the completion and distribution of it.
- * The report form should have attached to it any document or support information available that will add to the total picture of the incident.
- * The reports are not to be given to anyone other than the appropriate college administrative staff.
- * No statements or information concerning any accident/incident should be given to an outside person without prior discussion with the Program Director.

Cooperative Education in Human Services Overview

The Co-Op course gives the student an opportunity to gain valuable experiences in the Human Services setting. Interaction between professionals in the field allows the student to gain a better understanding of the content, theories and procedures discussed in class. Although many of the same rules and policies apply to both the classroom and the Human Services work setting, the work setting and the nature of the learning process can be quite different.

Students are invited guests in the field placement and must abide by the rules and regulations of the agency/organization. The Co-Op placement supervision should inform students of the agency's policies on the first day of Co-Op. The importance of learning and maintaining high standards of professional conduct cannot be overemphasized and is a primary goal of the program. The college reserves the right to suspend or dismiss from the Human Services Program any student who does not demonstrate the knowledge, behavior, ethics, or skills deemed necessary in the practice of the profession.

Each agency or organization will have a supervisor in charge of the Co-Op student. Students are to never act on their own judgment. They must always seek approval by a supervisor. The Program Director for Human Services is the instructor for the Co-Op class. The primary responsibilities of the Program Director are to monitor student progress toward meeting the course objectives and to coordinate the Co-Op experience. After receiving input from the Co-Op supervisor's evaluation and student's reports, the Program Director assigns the student a grade for the Co-Op class.

Transportation

It is the responsibility of the student to provide transportation to Co-Op placements and field trip experiences. Students should take precautions when traveling to field trips and Co-Op sites due to weather and traffic conditions.

Students need to be aware of their own safety when traveling to and from Co-Op settings and entering and leaving the setting at different times of the day. Students should ask Co-Op placement employees to observe or escort them to and from their car if the student perceives an unsafe area.

Safety and Security

In the event of an immediate life-threatening or dangerous event, CALL 911, followed by notifying Campus Security. All suspicious, threatening, or unusual behaviors/situations should be reported to Campus Security.

If a student is injured while on any of the SPC campuses, contact Campus Security immediately for assistance. The **phone number for Campus Security at the Health Education Center is (727) 791-2560.**

Crime Statistics / Information

Crime statistics for Pinellas County areas can be viewed at this web site:
<http://www.pcsoweb.com/CAS/Main.htm>

Safety at Cooperative Education Sites

You may be going and coming from various Co-Op sites at odd hours either in the morning or in the evening, depending on your schedule. Information on the specific crime statistics for Florida clinical sites can be obtained at the following web sites:

www.co.pinellas.fl.us/sheriff/crimeprev.htm
www.fdle.state.fl.us/FSAC/UCR

It is recommended that you enter and leave the agency in pairs or groups if possible, especially during pre-dawn or after dark hours. You need to follow the directions of the agency security personnel as to any recommendations you received at Co-Op orientation.

Please report to your supervisor and agency security if you have any concerns or problems.

If a student is injured on location at a professional practice (Co-Op) organization or agency, he/she must follow the procedures required by that specific organization for reporting such incidents. In addition, the student should notify the instructor for the course and/or the HUS Program Director at (727) 341-3736 as soon as possible.

Sexual Predator Information

Federal and State law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-800-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at www.fdle.state.fl.us/sexual_predators. If there are questions or concerns regarding personal safety, please contact the Provost, Associate Provost, Campus Security Officer or Site Administrator on your campus.

Other Safety tips to follow include:

- Keep your car locked.
- Check your car and under your car prior to unlocking your car.
- Be alert to any suspicious behavior and avoid talking to strangers, especially if you are alone.
- If possible, always have a cell phone (turned on) in the event a call to 911 is necessary.
- Always try to park in a well-lighted area from pre-dusk to morning.
- Avoid parking near objects that would provide an opportunity for someone to hide in waiting, for example, near a dumpster.
- Get in the habit of observing the entire perimeter of your parking area as you park and walk to your destination, including all nearby buildings. If something does not look right as you are returning to your car, be cautious.
- Pay attention to anyone lingering in or near a vehicle or building.
- Make sure you have your keys before locking the car and do not leave an extra key hidden on the car.

Safety is everyone's issue. If we are alert and take some simple precautions, we can avoid problems in the future

Dress Policy for Co-Op Experience

Students must strictly abide by the dress code policies of the Co-Op agency/organization and classroom. All students should dress neatly and in keeping

with the dignity of the profession. All clothing should be clean and pressed. Inappropriate dress may result in the student being sent home to change clothing which may result in being marked tardy or absent. In addition or as a supplement to Co-Op agency/organization dress codes, the following guidelines apply:

- * All dress should be professional and conservative in nature.
- * Shoes should be kept clean and in good condition.
- * Acceptable hygiene and grooming habits are to be demonstrated.
- * Tattoos should be covered and not visible.

Co-Op Attendance and Punctuality

Students are expected to be present for all Co-Op hours scheduled. Any student not completing the required hours during the semester will receive an "I". Make-up time must be arranged in conjunction with the college instructor and supervisor at the assigned agency.

If a student is unable to attend a scheduled Co-Op day and/or time, he/she should contact the supervisor at their agency and the Co-Op instructor to inform them of any anticipated tardiness or absence.

Outside Employment

The faculty realizes that it is necessary for some students to work part-time while attending school. This should not be done at the expense of the Human Services Program. It is the student's responsibility to fulfill all school obligations. Students should not work excessive hours to the point that fatigue interferes with performance of their academic career. Unprofessional conduct of any kind will subject a student to disciplinary measures, which may include dismissal. All students are expected to act in a responsible manner at all times while on college campuses or at a Co-Op placement site. Self-discipline and sensitivity to the rights and interests of others are the principal elements of our disciplinary policy.

Unacceptable conduct includes, among others, repeated or deliberate disregard for rules and regulations; disrespect toward instructors, supervisors, co-workers, clients, job, cheating, or failure to maintain acceptable performance in all courses or otherwise comply with the policies, rules, and procedures of the college or Co-Op agency.

Each student is expected to earn his/her degree on the basis of personal effort. Therefore, any form of academic dishonesty will not be accepted. Students may be dismissed from the program for academic dishonesty.

Student Success

- * Students are responsible for their education. While others may help you, your success will depend primarily upon what you do to become successful.
- * Students will value time, come to classes on time, and set priorities for the use of time.
- * Students will set positive, specific, and measurable goals and will visualize themselves in the role of a professional Human Services Worker.
- * Students will be active learners who will ask questions and seek help as often as needed.
- * Students will be honest and maintain the highest level of integrity.

Student Services Information

Visit the Student Services area in the Administration area of the Health Education Center building for complete academic planning and graduation information. As a reminder, students who are near completion of their degree requirements must **APPLY** for graduation at the start of their last semester.

At all times, students may visit the Student Services area on a first come/first served basis. Appointments may be scheduled during non-speak registration times. Please call 341-3687 for information on scheduling an appointment.

International Students: See Ms. Jennie Orama, Academic Advisor. Her telephone number is 341-3760.

Administration/Business/Counseling/Advising and Connections Program Office Hours:

Monday and Thursday	8:30 a.m. - 7:00 p.m.
Tuesday and Wednesday	8:30 a.m. - 4:30 p.m.
Friday	8:30 a.m. - 2:00 p.m.

NIP Center Hours:	Monday-Thursday	7:30 a.m. - 7:30 p.m.
	Friday	7:30 a.m. - 1:00 p.m.

New Initiative Program Referral

Any student who is having trouble in any of the following areas will be referred to NIP

-Needs tutoring

-Arrives late or misses class

- Is not passing exams
- Appears stressed
- Is having difficulty in relating to others
- These free services are provided to help the student succeed in the program.

Disability Resources

To obtain special accommodations, students with disabilities must arrange accommodations through Learning Specialist Stefanie Silvers. Her office is room 192 at the Heath Education Center (near NIP and the Library) and her telephone number is (727) 341-3721.

Connections Program:

Connections is a Health Education Center Support Program designed to provide Advance Technical Diploma, Certificate and A.S. degree seeking students with skills and resources to address academic, social and personal challenges that may hinder student success. The program provides services such as case management, textbook and laptop lending, referrals for tutoring and counseling/advising and success skills resources. Students may self-refer or be referred to the program by college staff.

Please contact: Dawn Janusz at 727-341-3767 or email her at janusz.dawn@spcollege.edu for further information.

Degree Audit Process

Each student is responsible for knowing what classes he/she still need to complete before applying for graduation. This should be done at the beginning of each semester.

After downloading and printing out this degree audit, the student will email the Program Director, Cheryl Kerr, at: kerr.cheryl@spcollege.edu an electronic copy. This will verify that the student understands what courses are needed to graduate.

If the student does not understand what classes are still needed to complete to fulfill the requirements for the Associate of Science Degree in Human Services, or one of the ATD programs, the student assumes the responsibility to make an appointment with an Academic Advisor or the Program Director at the Caruth Health Education Center for clarification.

Directions on how to get your degree progress report:

- Log into the main SPC website: <http://www.spcollege.edu>
 - click on the MySPC icon on the left
 - enter your student number as your user ID and then type in your password. (If you don't have a password and have never logged in, you can do this now).
 - go to the third column to the right "Student Services" column
 - in the 3rd section down look under "Records" and then click on the 6th choice "Degree Progress Report"
 - for academic institution select "St. Petersburg College" from the drop down box
 - for report type select "advisement" from the drop down box
 - click "go"
-

**St. Petersburg College
Human Services Program**

Essential Functions

The following are essential functions of St. Petersburg College's Human Services Program, including:

- Associate in Science degree in Human Services-Social Service (HSDIS-AS)
- Associate in Science degree in Human Services – Alcohol/Substance Abuse (HSM- AS)
- Addiction Studies Certificate Program (AS-CT)
- Maternal and Child Health Applied Technology Diploma Program (MCHL-ATD)
- Youth Development Professional Certificate Program (YDPF-CT)

Students who graduate from this program will, with or without accommodations, meet these minimum requirements. For the purpose of the Human Services Program, a “Qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program.”

Human Services is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Based on those requirements, a list of “Essential Functions” has been developed. Each standard has an example of an activity or activities that a potential student will be required to perform while enrolled in the human services program. These standards are a part of the professional role expectations for human services workers.

These essential functions should be used to assist students in determining whether they can meet the criteria for completing the program, using accommodations or modifications if necessary. Students who identify potential difficulties with meeting the essential functions must communicate their concerns to the college counseling/advising staff and program director. The student has the obligation to identify and document the disabling condition with a St. Petersburg College Counselor/Learning Specialist and to ask for appropriate adjustments.

St. Petersburg College makes no pre-admission inquiries concerning an applicant's disabling condition. Information related to an applicant's disabilities is not a part of the information reviewed by the College. Determination is made on an individual basis as to whether or not any accommodations or modifications can be reasonably made.

*In order to achieve professional entry-level competencies, students must possess or develop the following skills:

SPC HUMAN SERVICES PROGRAM ESSENTIAL FUNCTIONS:

ISSUE	ESSENTIAL FUNCTION	EXAMPLES OF REQUIRED ACTIVITIES (Not all inclusive)
Critical Thinking	Critical thinking and cognitive ability needed for problem-solving, good judgment, and effective performance in the field of human services.	<ul style="list-style-type: none"> * Identify cause-effect relationships in work situations. * Assess client's condition and needs using both objective and subjective criteria common to the field * Critically self-evaluate performance, accept constructive criticism in a professional manner, and be responsible for improving performance * Develop and implement an individualized client treatment plan * Evaluate and assess outcomes of treatment/interventions * Formulate and defend sound principles of human services practice * Anticipate and consider consequences of actions. * Establish priorities, organize a workload and manage time in order to complete tasks within allotted time.
Interpersonal Behavioral and Social Skills	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	<ul style="list-style-type: none"> * Establish rapport with clients, families, and colleagues. * Function competently under stressful conditions. * Adapt to changing environments (flexible schedules, crisis conditions). * Display compassion, professionalism, empathy, integrity, concern for others, and interest and motivation. * Interact professionally, honestly, ethically, and forthrightly with others.

ISSUE	ESSENTIAL FUNCTION	EXAMPLES OF REQUIRED ACTIVITIES (Not all inclusive)
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	<ul style="list-style-type: none"> * Have sufficient English language abilities to understand printed and verbal instructions as well as written communications. * Communicate concisely and courteously. Adaptive assistance such as an interpreter, and electronic tools such as email, may be used to facilitate communication for individuals with a hearing and/or speech impairment. * Interact with the client in order to converse, advise, develop rapport, and gain cooperation and trust. * Interview clients * Legibly write client history and case notes in electronic or hand format. * Document own actions and client responses as indicated. * Conduct or participate in meetings * Read and comprehend technical and professional textbooks, journals, handbooks, and manuals.
Mobility	Physical abilities sufficient to maneuver safely in and around work and community areas.	<ul style="list-style-type: none"> * Engage with client for extended periods of time, often requiring prolonged sitting or repeated position change. * Move independently within class and community venues as required to complete assignments. * Utilize various computer hardware and software, use of a keyboard or adaptive equivalent, word processing, spreadsheets and databases.
Hearing	Auditory abilities (independent, amplified, or interpreted) sufficient to monitor and assess client needs, and to provide a safe environment.	<ul style="list-style-type: none"> * Comprehend and quickly respond to verbal instructions. * React to monitor alarms, emergency signals, and cries for help.

ISSUE	ESSENTIAL FUNCTION	EXAMPLES OF REQUIRED ACTIVITIES (Not all inclusive)
Visual	Visual ability sufficient for observation and assessment necessary in the care of clients.	<ul style="list-style-type: none"> * Can observe the client in order to assess non-verbal responses, and physical condition and/or needs * Can detect visual changes in physical surroundings such as approach of humans or animals, weapons, objects or paraphernalia, etc. * Can accurately read letters and numbers in fine print * Can view, read, and physically manipulate client's record information in a variety of formats, including paper-based records, handwritten documentation, computerized data, and typed reports.
Mental	Mental and Emotional health sufficient to respond to and maintain relationships with clients and colleagues.	<ul style="list-style-type: none"> * Exhibit social skills necessary to interact with clients, families, supervisors, and co-workers of the same or different cultures such as respect, politeness, tact, collaboration, teamwork, discretion. * Focus attention, thoughts, and efforts on clients for varying periods of time. * Function safely and calmly under stressful situations. * Perform multiple tasks while establishing priorities in a limited time-frame. * Maintain composure while managing multiple tasks simultaneously. * Maintain emotional control with others. * Tolerate and react calmly to stressful situations. * Display attitudes/actions consistent with the ethical standards of the profession.

Important College Policy Regarding Course Drop-Add Period & Audit Information

Students **CANNOT** add a course following the first day the class meets. Students **CAN** drop a course during the first week of class and be eligible for a refund. (See an academic advisor to finalize your schedule, so you won't be left without the classes you want or need.) Students may not change from credit to audit status after the end of the first week of classes.

Academic Honesty

Neither acts of academic misconduct nor inappropriate behavior in any form will be tolerated at St. Petersburg College. Please refer to the "Academic Honesty and Behavior Pamphlet" for further details.

Emergency Evacuation Procedure

If you need assistance during an emergency classroom evacuation, please speak with your instructor immediately regarding arrangements for your safety.

Unattended Bag or Containers

Unattended bags left on campus will be removed.

Children on Campus

Other than for special events or in an emergency when specifically approved by the provost, employees and students shall not bring children to work or class other than for an occasional quick visit, to drop off a paper, pick up materials, for registration or similar activities. In no case is a child to be left unattended on college premises.

Cell Phones, Beepers, Related Devices

All electronic devices such as cell phones, beepers, pagers, and related devices are to be turned off or silenced prior to entering the classroom, library, and laboratories to avoid disruption. Use of any device in these areas is a violation of College Policy and subject to disciplinary action.

Note Regarding Use of Photo IDs

A current SPC Photo ID is required to use classrooms, library, computer labs, the fitness center, the museum, and to participate in Co-Op experiences. Students will also use this ID to access instructors' required materials in the library, audiovisual equipment, and to check out any library books and materials.

Student Accident and Health Insurance

Information on student accident and health insurance may be obtained in the Student Services areas in the Administration Building.

Internet Caution

Students should understand that they may be required to use the Internet for some course (Internet/online courses, telecourses, or classroom courses), that students may be required to have discussions of class assignments and share papers and other class materials with instructors and classmates via chat rooms and other mechanisms, and that other Internet users may be able to access student's work whether the access is secured or unsecured. The College cannot protect against this type of material on the Internet, privacy of students' materials or assure the privacy of materials.

A.S. in Human Services – Alcohol/Substance Abuse (HSM-AS)

GENERAL EDUCATION COURSES (18 credits)

<u>ENC 1101</u> - COMPOSITION I or (<u>Honors</u>)	3
<u>ENC 1102</u> - COMPOSITION II or (<u>any approved Literature course</u>)	3
SPC 1017 - INTRODUCTION TO SPEECH COMMUNICATION or (<u>SPC 1017H</u> , <u>SPC 1065</u> , <u>SPC 1608</u> or <u>SPC 1608H</u>)	3
<u>Humanities/Fine Arts Approved Course</u> (HUM 2270, HUM 2270H or REL 2300)	3
Mathematics - ^{a, b} One college-level course with a MAC, MAP, MAS, MGF or STA prefix	3
<u>PHI 1600</u> - STUDIES IN APPLIED ETHICS or (<u>PHI 1602H</u> , <u>PHI 1631</u> , <u>PHI 2635</u> or <u>PHI 2649</u>)	3
<u>Computer/Information Literacy Competency Requirement</u>	

SUPPORT COURSES (9 credits) - A grade of "C" or higher is required

BSC XXXX – ANY COLLEGE-LEVEL BIOLOGY COURSE	3
<u>PSY 1012</u> - ¹ GENERAL PSYCHOLOGY or (<u>Honors</u>)	3
<u>DEP 2004</u> - ¹ DEVELOPMENTAL PSCYHOLOGY IN THE LIFE SPAN or (<u>DEP 2102</u> - CHILD DEVELOPMENT) or (<u>DEP 2302</u> - ADOLESCENT DEVELOPMENT)	3

MAJOR COURSES (31 credits) - A grade of "C" or higher is required

<u>HUS 1001</u> - ¹ PRINCIPLES AND STRATEGIES FOR HUMAN SERVICES	3
<u>SYG 2324</u> - ² PRINCIPLES OF SUBSTANCE ABUSE	3
<u>HUS 1111</u> - ^{1, 2} INTRODUCTION TO INTRA- AND INTER-PERSONAL PROCESSES	3
HUS 1320 - THEORIES AND FOUNDATIONS OF CRISIS INTERVENTION	1
HUS-1013 - SELF ESTEEM IN HUMAN SERVICES	3
<u>HUS 2200</u> - ² DYNAMICS OF GROUPS AND GROUP COUNSELING	3
<u>HUS 2302</u> - ² BASIC COUNSELING SKILLS	3
<u>HUS 2315</u> - STUDIES IN BEHAVIORAL MODIFICATION	3
<u>HUS 2540</u> - ¹ BUILDING STRONGER FAMILIES AND COMMUNITIES	3
<u>HUS 2550</u> - ¹ SOCIAL SERVICES AND THE DISENFRANCHISED	3
<u>HUS 2949</u> - ¹ CO-OP WORK EXPERIENCE	3

ALCOHOL/SUBSTANCE ABUSE TRACK (HSM) (15 credits) - A grade of "C" or higher is required

<u>HUS 2403</u> - ² ABUSED SUBSTANCES AND THEIR EFFECTS	3
<u>HUS 2420</u> - ² EVALUATION OF TREATMENT ENVIRONMENTS	3
<u>HUS 2421</u> - ² METHODS FOR IDENTIFICATION AND INTERVENTION IN SUBSTANCE ABUSE	3
<u>HUS 2428</u> - ² TREATMENT AND RESOURCES IN SUBSTANCE ABUSE	3
<u>HUS XXXX</u> - ^{1, c} HUS Electives	3
TOTAL PROGRAM HOURS	73

A.S. in Human Services – Social Services (HSDIS-AS)

GENERAL EDUCATION COURSES (18 credits)

<u>ENC 1101</u> - COMPOSITION I or (Honors)	3
<u>ENC 1102</u> - COMPOSITION II or (any approved Literature course)	3
SPC 1017 - INTRODUCTION TO SPEECH COMMUNICATION	3
or or (<u>SPC 1017H</u> , SPC 1065, SPC 1608 or <u>SPC 1608H</u>)	
Humanities/Fine Arts Approved Course (HUM 2270, HUM 2270H or REL 2300)	3
Mathematics - ^{a,b} One college-level course with a MAC, MAP, MAS, MGF, MTG or STA prefix	3
<u>PHI 1600</u> - STUDIES IN APPLIED ETHICS	3
or (<u>PHI 1602H</u> , <u>PHI 1631</u> , <u>PHI 2635</u> or <u>PHI 2649</u>)	
<u>Computer/Information Literacy Competency Requirement</u>	

SUPPORT COURSES (9 credits) - A grade of "C" or higher is required

BSC XXXX ANY COLLEGE-LEVEL BIOLOGY COURSE	3
<u>PSY 1012</u> - ¹ GENERAL PSYCHOLOGY or (Honors)	3
<u>DEP 2004</u> - ¹ DEVELOPMENTAL PSYCHOLOGY OF THE LIFE SPAN	3
or (<u>DEP 2102</u> - CHILD DEVELOPMENT)	
or (<u>DEP 2302</u> - ADOLESCENT DEVELOPMENT)	

MAJOR COURSES (31 credits) - A grade of "C" or higher is required

<u>HUS 1001</u> - ¹ PRINCIPLES AND STRATEGIES FOR HUMAN SERVICES	3
<u>SYG 2324</u> - ² PRINCIPLES OF SUBSTANCE ABUSE	3
<u>HUS 1111</u> - ^{1,2} INTRODUCTION TO INTRA AND INTER-PERSONAL PROCESSES	3
HUS 1320 - THEORIES AND FOUNDATIONS OF CRISIS INTERVENTION	1
HUS-1013 - SELF ESTEEM IN HUMAN SERVICES	3
<u>HUS 2200</u> - ² DYNAMICS OF GROUPS AND GROUP COUNSELING	3
<u>HUS 2302</u> - ² BASIC COUNSELING SKILLS	3
<u>HUS 2315</u> - STUDIES IN BEHAVIORAL MODIFICATION	3
<u>HUS 2540</u> - ¹ BUILDING STRONGER FAMILIES AND COMMUNITIES	3
<u>HUS 2550</u> - ¹ SOCIAL SERVICES AND THE DISENFRANCHISED	3
<u>HUS 2949</u> - ¹ CO-OP WORK EXPERIENCE	3

SOCIAL SERVICES TRACK (HSDIS) (7 credits) - A grade of "C" or higher is required

<u>HUS 1530</u> - SURVEY OF DEVELOPMENTAL DISABILITIES	3
HUS 1445 – PRACTICES FOR WORKING WITH DYSFUNCTIONAL FAMILY SYSTEMS	2
<u>HUS XXXX</u> - ^{2,c} HUS Electives	2

TOTAL PROGRAM HOURS **65**

ADDICTION STUDIES CERTIFICATE (AS-CT)

PROGRAM REQUIREMENTS - Grade of C or higher required

<u>PSY 1012</u> - GENERAL PSYCHOLOGY	3
<u>PHI 1600</u> - STUDIES IN APPLIED ETHICS	3
or (<u>PHI 1602H</u> , <u>PHI 1631</u> , <u>PHI 2635</u> , or <u>PHI 2649</u>)	
<u>HUS 1111</u> - INTRODUCTION TO INTRA- AND INTER-PERSONAL PROCESSES	3
<u>SYG 2324</u> - PRINCIPLES OF SUBSTANCE ABUSE	3
<u>HUS 1480</u> - HIV/AIDS AND DRUG CRISIS	2
<u>HUS 1450</u> - DUAL DIAGNOSIS I	2
<u>HUS 2200</u> - DYNAMICS OF GROUPS AND GROUP COUNSELING	3
<u>HUS 2302</u> - BASIC COUNSELING SKILLS	3
<u>HUS 2403</u> - ABUSED SUBSTANCES AND THEIR EFFECTS	3
<u>HUS 2420</u> - EVALUATION OF TREATMENT ENVIRONMENTS	3
<u>HUS 2421</u> - METHODS FOR IDENTIFICATION AND INTERVENTION IN SUBSTANCE ABUSE	3
<u>HUS 2428</u> - TREATMENT AND RESOURCES IN SUBSTANCE ABUSE	3
<u>HUS 1920</u> - PROFESSIONAL TECHNIQUES FOR HUMAN SERVICES PERSONNEL: ISSUES IN ADDICTION PREVENTION	3
<u>HUS 2949</u> - CO-OP WORK EXPERIENCE IN HUMAN SERVICES	3
TOTAL CERTIFICATE HOURS	40

C&I 6/8/10 ~ BOT 7/20/10

MATERNAL & CHILD HEALTH APPLIED TECHNOLOGY DIPLOMA (MCHL-ATD)

PROGRAM REQUIREMENTS - Grade of "C" or higher is required

<u>HUS 1111</u> - INTRODUCTION TO INTRA- AND INTER-PERSONAL PROCESSES	3
<u>HUS 1001</u> - PRINCIPLES AND STRATEGIES FOR HUMAN SERVICES	3
<u>HUS 2540</u> - BUILDING STRONGER FAMILIES AND COMMUNITIES	3
<u>HUS 2541</u> - WORKING WITH FAMILIES IN THE EARLY CHILDHOOD PERIOD	3
<u>HUS 2542</u> - WORKING WITH FAMILIES IN THE PERINATAL PERIOD	3
<u>HUS 2550</u> - SOCIAL SERVICES AND THE DISENFRANCHISED	3
<u>HUS 2949</u> - CO-OP WORK EXPERIENCE	3
TOTAL DIPLOMA HOURS	21

YOUTH DEVELOPMENT PROFESSIONAL CERTIFICATE (YDPF-CT)

PROGRAM REQUIREMENTS

<u>DEP 2004</u> - DEVELOPMENTAL PSYCHOLOGY OF THE LIFE SPAN	3
<u>HUS 1001</u> - PRINCIPLES AND STRATEGIES FOR HUMAN SERVICES	3
<u>HUS 1111</u> - INTRODUCTION TO INTRA- AND INTER-PERSONAL PROCESSES	3
HUS 1620 – PRINCIPLES & BEST PRACTICES IN AFTERSCHOOL PROGRAMS	3
HUS 1640 – FOUNDATIONS OF YOUTH DEVELOPMENT	3
HUS 2315 – STUDIES IN BEHAVIORAL MODIFICATION	3
<u>HUS 2540</u> - BUILDING STRONGER FAMILIES AND COMMUNITIES	3
<u>HUS XXXX</u> - Any Human Services Elective not already taken	3
<u>HUS 2949</u> - CO-OP WORK EXPERIENCE	3
<u>PSY 1012</u> - GENERAL PSYCHOLOGY	3
TOTAL PROGRAM HOURS	30

Students must earn a "C" or better in each of these courses.

Course Descriptions for HUS Program Courses

Refer to the St. Petersburg College catalog for course descriptions (also available via the SPC Website - www.spcollege.edu)

Ethical Standards of Human Service Professionals

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

Adopted 1996

Preamble

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

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

Section I - Standards for Human Service Professionals

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator and administrator.[1.] The following standards are written with these multifaceted roles in mind.

The Human Service Professional's Responsibility to Clients

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

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

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

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

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

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

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

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

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

The Human Service Professional's Responsibility to the Community and Society

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

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

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

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

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

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

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

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

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

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

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

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

The Human Service Professional's Responsibility to Colleagues

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting

the client in a different type of relationship when it is in the best interest of the client to do so.

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

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

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

The Human Service Professional's Responsibility to the Profession

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

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

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

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

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

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

The Human Service Professional's Responsibility to Employers

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

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

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

The Human Service Professional's Responsibility to Self

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

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

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

Section II - Standards for Human Service Educators

Human Service educators are familiar with, informed by and accountable to the standards of professional conduct put forth by their institutions of higher learning; their professional disciplines, for example, American Association of University Professors (AAUP), American Counseling Association (ACA), Academy of Criminal Justice (ACJS), American Psychological Association (APA), American Sociological Association (ASA), National Association of Social Workers (NASW), National Board of Certified Counselors (NBCC), National Education Association (NEA); and the National Organization for Human Services (NOHS).

STATEMENT 38 Human service educators uphold the principle of liberal education and embrace the essence of academic freedom, abstaining from inflicting their own personal views/morals on students, and allowing students the freedom to express their views without penalty, censure or ridicule, and to engage in critical thinking.

STATEMENT 39 Human service educators provide students with readily available and explicit program policies and criteria regarding program goals and objectives, recruitment, admission, course requirements, evaluations, retention and dismissal in accordance with due process procedures.

STATEMENT 40 Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of

Human Services and in teaching effectiveness, for example learning styles and teaching styles.

STATEMENT 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of professional identity and skill development.

STATEMENT 42 Human service educators participate actively in the selection of required readings and use them with care, based strictly on the merits of the material's content, and present relevant information accurately, objectively and fully.

STATEMENT 43 Human service educators, at the onset of courses: inform students if sensitive/controversial issues or experiential/affective content or process are part of the course design; ensure that students are offered opportunities to discuss in structured ways their reactions to sensitive or controversial class content; ensure that the presentation of such material is justified on pedagogical grounds directly related to the course; and, differentiate between information based on scientific data, anecdotal data, and personal opinion.

STATEMENT 44 Human service educators develop and demonstrate culturally sensitive knowledge, awareness, and teaching methodology.

STATEMENT 45 Human service educators demonstrate full commitment to their appointed responsibilities, and are enthusiastic about and encouraging of students' learning.

STATEMENT 46 Human service educators model the personal attributes, values and skills of the human service professional, including but not limited to, the willingness to seek and respond to feedback from students.

STATEMENT 47 Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.

STATEMENT 48 Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.

STATEMENT 49 Human service educators are aware that in their relationships with students, power and status are unequal; therefore, human service educators are responsible to clearly define and maintain ethical and professional relationships with students, and avoid conduct that is demeaning, embarrassing or exploitative of students, and to treat students fairly, equally and without discrimination.

STATEMENT 50 Human service educators recognize and acknowledge the contributions of students to their work, for example in case material, workshops, research, publications.

STATEMENT 51 Human service educators demonstrate professional standards of conduct in managing personal or professional differences with colleagues, for example, not disclosing such differences and/or affirming a student's negative opinion of a faculty/program.

STATEMENT 52 Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

STATEMENT 53 Human service educators are aware of all relevant curriculum standards, including those of the Council for Standards in Human Services Education (CSHSE); the Community Support Skills Standards; and state/local standards, and take them into consideration in designing the curriculum.

STATEMENT 54 Human service educators create a learning context in which students can achieve the knowledge, skills, values and attitudes of the academic program.

National Organization for Human Services. 2007
90 Madison Street, Suite 206, Denver, CO 80206-5418 | 303-320-5430 | Fax 303-322-1455
<http://www.nationalhumanservices.org/ethics>

**St. Petersburg College
Human Services Program**

Verification of Receipt of HUS Student Handbook - Student Copy

I have reviewed and understand the Human Services Program Student Handbook.

I understand the grading system and the requirements for graduation from the Human Services program. If I receive a grade lower than a "C" in any HUS course or general education and support courses, I will be required to repeat the course(s).

I understand that I am responsible for providing my own transportation to and from professional practice experience (Co-Op) sites and when participating in field trips.

I confirm that I have been informed about the following professional organizations and have been encouraged to join and participate in these associations as a student member:

- National Organization for Human Services (NOHS)
- Southern Organization for Human Services (SOHS)
- American Counseling Association (ACA)
- Florida Alcohol and Drug Abuse Association (FADAA)
- National Association of Social Workers (NASW)
- Academy of Criminal Justice Sciences (ACJS)
- American Psychological Association (APA)

I have received a copy of the program handbook for Human Services and understand that I am responsible for knowing and abiding by the contents.

Print your name

Date

Student Signature



St. Petersburg College is dedicated to the concept of equal opportunity. The college will not discriminate on the basis of race, color, religion, sex, age, national origin or marital status, or against any qualified individual with disabilities, in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this rule, the college will not tolerate such conduct. Should you experience such behavior, please contact the director of EA/EO at by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489.

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