Human Service

ASSOCIATE PROGRAM

PEOPLE, PARTNERSHIPS, POSSIBILITIES

2021

ALLEGANY COLLEGE
of MARYLAND

The Human Services Curriculum at Allegany College of Maryland has been reviewed and formally approved by the Council for Standards in Human Service Education.

ALLEGANY COLLEGE OF MARYLAND
Human Service Program

OUR VISION

To find the lost,
To heal the broken,
To feed the hungry,
To release the prisoner,
To rebuild the nations,
To bring peace among people,
To make music in the heart.

Source: NOHS Newsletter

OUR MISSION

ACM's Human Service Program provides whole person, relationship based educational experiences which empowers individuals to develop the skills, attitudes, and knowledge necessary for employment as entry level human service professionals in a diverse and global society.

OUR CORE VALUES

We are committed to:

- **Empowering** individuals, groups, and society to engage in transformative changes
- **Educating** compassionate, possibility-focused healers who build bridges of understanding and wholeness within themselves, among the people they serve, and the society in which they live
- **Serving** as leaders and change agents
- **Meeting the workforce needs** of the human service profession.
- **Fostering peace** by building a sense of community

Allegany College of Maryland

Human Service Program Manual

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GENERAL INFORMATION

**The best and most beautiful things in
the world cannot be seen
or even touched.
They must be felt with the heart.**

~Helen Keller

SECTION I: GENERAL INFORMATION

I. HUMAN SERVICE PROGRAM
GENERAL INFORMATION

A. OVERVIEW OF THE CURRICULUM

1. Philosophy

Emphasis is placed on the holistic development of the student. Supportive and open relationships among faculty and students are utilized to challenge and nurture each person's potential for growth, health, and productivity while at the same time developing the skills necessary to be an effective employee and an active citizen.

2. Program Goals

The goals of the Program are to:

- **Prepare graduates for employment** in human service positions;

- **Develop the basic knowledge, attitudes, skills, and ethical values** needed to work effectively in the helping professions as healers and agents of change;

- **Provide the foundation for further training and specialization** in such areas as addictions, aging, developmental disabilities, rehabilitation, integrative health, and related fields;

- **Facilitate personal growth and development in mind, body, and spirit** which will enable students to identify their unique gifts and contribute these gifts to the community;

- **Develop leaders with relational skills** that promote a sense of connection and community in their work and personal lives;

- **Support students** in the successful completion of an Associate in Applied Science degree.

3. Curriculum Focus

Generalist Orientation

The program is designed to train students as generalists, with entry level(beginning) skills and techniques that come from many disciplines, including education, counseling, psychology, social work, rehabilitation, and occupational therapy. These skills then serve as a foundation for specialization. The basic skills involve a core of competency comprised of the knowledge, skills, attitudes and self-awareness necessary to provide helping services. The major focus of services provided by the AAS level worker is on meeting the direct needs of the client.

Holistic Model

There is a strong emphasis on the students' development in mind, body, and spirit. As a future helping professional, emphasis is also placed upon viewing the client as a whole person and responding to the client as a unique individual. The program's health-oriented (vs. pathology-oriented) approach promotes the belief that all people are capable of positive change and that, if empowered, individuals and their families have a natural and intrinsic healing capacity.

Learning Community Approach/
Instructional Support System

Students are accepted into the clinical phase as a cohort group, forming a Learning Community to study, learn, and grow together for four semesters. As the student progresses and experiences personal change, there is a need for support from others who care. Students and faculty are partners in a common journey and attempt to stay in the present in the search for personal insight, acceptance, understanding, and the meaning of behavior. Approaches to positive mental health are continuously practiced so that transfer of these characteristics will be carried beyond the classroom into the student's personal and professional life. Students work together to resolve problems nonviolently and to develop community building skills that enhance their skills and personal potential.

Psychoeducational Framework

The Psychoeducational model (training as treatment) is concerned with teaching students how to be more competent in their own lives. The process enables the student to personally experience the stages (steps) involved in personal change and to develop the relational skills that build trust and community. He/she then utilizes these personal skills to help others by modeling, teaching, counseling, and experiencing the same process with clients.

Active, Experiential Learning Methodology

Classroom and field instruction is learner-centered, skill-based, and focused on career relevant applications.

B. DESCRIPTION OF THE GENERALIST HUMAN SERVICE WORKER

1. Human Service Workers

"Human service worker" is a generic term for people who hold professional and paraprofessional jobs in such diverse settings as group homes and halfway houses; correctional, mental retardation, and community mental health centers; family, child, and youth service agencies, and programs concerned with alcoholism, drug abuse, family violence, and aging. Depending on the employment setting and the kinds of clients served, the job titles and duties vary a great deal.

The primary purpose of the human service worker is to assist individuals, groups, and communities to function as effectively as possible in the major domains of living.

A strong desire to help others is an important consideration for a job as a human service worker. Individuals who show patience, understanding, and caring in their dealings with others are highly valued by employers. Other important personal traits include communication skills, a strong sense of responsibility, and the ability to manage time effectively.

Source: http://www.nationalhumanservices.org/mc/page.do?sitePageId=89926&orgId=nohs

2. **Human Service Worker Competencies**

The following six statements describe the major generic knowledge, skills, and attitudes that appear to be required in all human service work. The training and preparation of the individual worker within this framework will change as a function of the work setting, the specific client population served, and the level of organization work.

- **Understanding the nature of human systems**: individual, group, organization, community and society, and their major interactions. All workers will have preparation which helps them to understand human development, group dynamics, organizational structure, how communities are organized, how national Guidelines is set, and how social systems interact in producing human problems.

- **Understanding the conditions which promote or limit optimal functioning** in the major human systems. Workers will understand the major models of causation that are concerned with both the promotion of healthy functioning and with treatment/rehabilitation. This includes medically oriented, socially oriented, psychologically-behavioral oriented, and educationally oriented models.

- **Skill in identifying and selecting interventions which promote growth and goal attainment**. The worker will be able to conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome. Interventions may include assistance, referral, advocacy, or direct counseling.

- **Skill in planning, implementing and evaluating interventions**. The worker will be able to design a plan of action for an identified problem and implement the plan in a systematic way. This requires an understanding of problem analysis, decision-analysis, and design of work plans. This generic skill can be used with all social systems and adapted for use with individual clients or organizations. Skill in evaluating the interventions is essential.

- **Consistent behavior in selecting interventions** which are congruent with the values of one's self, clients, the employing organization and the Human Service profession. This cluster requires awareness of one's own value orientation, an

understanding of organizational values as expressed in the mandate or goal statement of the organization, human service ethics, and an appreciation of the client's values, life style and goals.

- **Process skills which are required to plan and implement services**. This cluster is based on the assumption that the worker uses himself as the main tool for responding to service needs. The worker must be skillful in verbal and oral communication, interpersonal relationships and other related personal skills, such as self-discipline and time management. It requires that the worker be interested in and motivated to conduct the role that he has agreed to fulfill and to apply himself to all aspects of the work that the role requires.

Source: http://www.nationalhumanservices.org/mc/page.do?sitePageId=89926&orgId=nohs

C. CREDIT REQUIREMENTS FOR ASSOCIATE OF ARTS DEGREE IN HUMAN SERVICE AND CURRICULUM COMPONENTS

Sixty Four credits are required to complete the Human Service A.A. Degree. Of these, 32 are Human Service Courses; the remaining 32 credits are in general course work which includes English, Speech, Math, Psychology, Sociology, American History, Political Science, Health/Physical Education, Mind/Body Skills, and Science. Students without basic computer skills are strongly encouraged to enroll in Computer Science 101 to enhance their employability after graduation. (Refer to checklist of required courses on inside of front cover.)

There are two major curriculum components of the program: Pre-Human Service and the Clinical Phase. Any student accepted to Allegany College of Maryland may enter the **Pre-Human Service Phase** of the curriculum and enroll in the general course work required for the degree: Sociology, Psychology, English, Speech, etc. However, before enrolling in the core Human Service Skill classes or **Clinical Phase** (HS 103, 123, 170, 190, 201, 207, 210 and Psych. 236), a student must successfully complete Sociology 104 (Interdisciplinary Studies in Human Society) and be accepted into the clinical component. A maximum of 20 students can be accepted each year.

Students may enter the clinical phase directly from high school or other college programs, though most students are in Pre-Human Service for at least 1-2 semesters before entering the Clinical phase. Those students who prefer to enroll on a part-time basis, due to work or family commitments, may remain in Pre-Human Service for 3 years or more. (It is recommended that however long a student takes to complete the degree, the final 4 semesters should be in the Clinical phase in order to maximize employment opportunities as a result of field work experiences.)

D. HUMAN SERVICE FACULTY AND STAFF

Annette C. Clark, Associate Professor A.A., Allegany College of Maryland B.S., Frostburg State University; M.S. Capella University. Licensed Clinical Alcohol and Drug Counselor. Certified Practitioner of MBTI Step I and II Instruments. Certified in mind body skills through the Center for Mind Body Medicine.

Jason Gaither, Instructor, AA. Allegany College of Maryland, B.S Frostburg State University, M.S Aurora University. Trained in Mind Body Skills through the Center for Mind Body Medicine.

E. HISTORY OF THE PROGRAM

<u>1972-1979</u> -The Mental Health Associate Curriculum was **conceived in 1972** by the Dean of Career Programs (Robert Youngblood) and the Chairman of the Allegany Community College Psychology Department (James Engle). The primary **impetus for creation of this program was the development of a 300-bed regional mental health center** (the Thomas B. Finan Center) to be build adjacent to the college campus. A community needs assessment was conducted during the winter and spring of 1972, and the target date for opening of the Finan Center was spring of 1975.

The development of a training program received endorsement from local agencies and institutions as well as the Maryland State Board of Community Colleges and the Maryland Department of Health and Mental Hygiene. The psychology staff then studied a variety of two-year mental health programs at other Maryland community colleges. A curriculum of courses was created and, by **June of 1973, a class of 25 students had declared** their **intent to enroll**. The program director was employed in July 1973 and assumed his duties in August of that year. The Mental Health Technology Program (as it was known then) **offered its first two courses in the fall of 1973**.

On July 1, 1974, the program was **awarded a mental health manpower demonstration grant** through the Appalachian Regional Commission (ARC) and the U.S. Public Health Service. These grant funds enabled the program to employ an additional instructor, a secretary, and a variety of instructional and clerical equipment. **The first class graduated in May of 1975**. A number of curricular changes were made during the first seven years of the program's existence. A pool of over 70 Work sites and supervisors was developed, and selection and retention standards were strengthened from 1976 to 1980. An evening **mental health curriculum began in the fall 1974** and was phased-**out in 1977** due to a variety of reasons. The curriculum relocated from the Humanities Building to the new "Careers Center" in 1976. In 1978 the **title of the curriculum was changed** from **"Mental Health Technology" to "Mental Health Associate"** to reflect the people-oriented philosophy of the program. The ARC grant reached its fifth and final year of funding in 1979, and the complete curriculum was phased into the college's financial and curricular structure. The Finan Mental Health Center opened its doors in 1978, four years after its scheduled opening. In the interim, graduates of the curriculum found employment in other human service settings. Needs assessments and graduate follow-ups were

conducted in 1978 and 1979. These assessments indicated a trend towards **fewer jobs available** to curriculum graduates in the local job market. As a result, a **14% reduction** in **new enrollments went into effect in 1979**. This meant accepting a maximum of 26 students rather than the previous maximum of 30, with 15 to 20 graduates rather than the previous 21 to 25 graduates. During this period secretarial services were also modified so that the program now shares secretarial services with two other programs.

1980-1996 - Beginning in 1987, an **increased emphasis has been placed on wellness, family systems, professional ethics, writing skills, political advocacy, and computer literacy**. Since 1992, the program has particularly emphasized skill development in **mind/body self-care** approaches and the incorporation of the latest scientific research on science and healing.

In September 1993 the program **celebrated its 20th anniversary** and also announced another **name change for the curriculum: Human Service Associate**. This title more accurately conveys the wide range of employment opportunities available to graduates.

1997-Present – **Four major developments occurred during these years.** The first was a curriculum revision that initiated a Pre-Human Service course **(Sociology 104, Interdisciplinary Studies in Human Society)** and eliminated the clinical course, Human Service 101, Introduction to Human Service. The second involved a reorganization of the clinical courses to include a "capstone" clinical class, **Psychology 230, Intro to Health Psychology,** in the final semester. The third major development was the leadership role played by Human Service faculty in college initiatives on Integrative Health and Healing. This resulted in the addition of an experientially based course, **Integrative Health 101, Introduction to Mind/Body Skills.**

The final development was the **addition in 2009 of a required general education courses, American National Government** which were intended to enhance student's understanding of the role of human service professionals in community activism

Summary: Throughout the history of the program, the philosophy and generic skill focus have continued to be the same. Designed as a learning community long before the term was commonly used in educational circles, the Human Service Program is unique in the utilization of a selective admissions process and a small cohort group class model. Students take all clinical classes together over a period of two years. This has been highly effective in developing a safe, yet challenging environment for students to acquire the confidence, skills, and personal awareness essential to being effective and compassionate helpers and healers.

The cohort group or learning community approach also provides experiential learning for what research clearly defines as being effective with clients: a sense of community and relationship, partnerships between the person and the helping professional, active learning that engages the whole person (mind/body/spirit), and content relevant to personal goals. With this historical emphasis on holistic, learner-centered, relationship based education, it is no surprise that the Human Service Program has been a leader on the ACM campus in

the development of whole person education, a learning college environment, and the integrative model of health care.

F. ADVISING PROCESS

Once a student is accepted into the Clinical Phase, the Director registers the student. After classes begin, the first year students are assigned to the other Human Service faculty member for advising; second year students have the Director as their advisor, as do all Pre-Human Service Students.

Students are required to keep in regular contact with their advisors who can provide guidance and assistance with:

- course selection and registration;
- academic or personal problems;
- referrals to college and community services;
- employment or financial assistance opportunities; and
- transfer and continuing education options in the human service field.

Students are also required to meet with the assigned advisor to select courses as soon as early advising begins. This insures that he/she takes the required courses for graduation and that electives are chosen which will transfer to a four-year school, or which will enhance the student's employability.

Early registration also helps to guarantee that the courses a student needs are available at the times he/she prefers. Since Human Service Faculty members are not on campus from late December to mid-January and mid-July to mid-August, it is very important to complete registration before leaving the campus at the end of the semester. Should a student need assistance during a time when the advisor is off campus, the Advising Center provides advising services.

G. TRANSFER CREDIT PROCESS FROM OTHER INSTITUTIONS TO ACM

A student who has taken course work at another institution must have an official transcript reviewed by the Admissions Office to determine what can be applied to the Human Service Degree.

H. TRANSFER TO FOUR YEAR PROGRAMS

The Associate Degree in Human Service is a skill-oriented Career Program which focuses on the preparation of students for immediate employment upon graduation. It is not intended to be transferable to a four-year school. However, since many of the program's graduates do eventually go on to a four-year program, the Program works closely with those students who indicate an interest in transferring in order to carefully select the courses that will have the greatest chance of being accepted by a four-year school. The earlier a student identifies this as a possibility, the better the Advisor can guide him/her.

Since every four-year program is different regarding transfer requirements towards a degree, the student is advised to schedule an appointment with the College Transfer Advisor in the Student Success Center. This office is up-to-date on what is required and, after reviewing the student's ACM degree requirements, will recommend those courses which will also transfer to the desired four-year institution. A copy of these recommendations is sent to the Advisor.

If a student works closely with the Transfer Office and his/her advisor from the beginning of enrollment at ACM, it is often possible to minimize non-transferable credits and compensate for any gaps by selecting courses in addition to those required for the Human Service Degree.

Graduates of the Human Service Program frequently transfer to the following schools and programs:

- **Bachelors degree in Social Work Program (BSW), Frostburg State University:** With advance planning and good grades, a Human Service graduate is often able to complete the BSW in three semesters after transferring
- **Bachelors degree in Psychology, Frostburg State University**
- **Bachelors degree in Human Service (also Human Resources), Geneva College:** This is an 18 month degree program offered online or with once a week classes on the ACM Bedford campus.
- **Bachelors degree in Behavioral and Social Sciences, St. Francis University:** This program allows the ACM Human Service student to take their junior year courses at ACM at the ACM rate and then complete the senior year of the bachelors degree online with St. Francis.

I. **FINANCIAL AID/SCHOLARSHIPS/STUDENT AID**

Financial assistance opportunities are available to the student to help with college expenses. These include: The ACM honors program, ACM Scholarships, loans, state scholarships, grants, and work-study programs.

The student can discuss these options with his/her advisor, the following College Departments, or online at the College website, www.allegany.edu.

1. **Loans/Grants/Financial Aid**   Office of Financial Aid

2. **Scholarships** – Foundation Office

   Although there are many scholarships available, a few are of particular interest to Human Service students including the Mental Health/Human Service Alumni Scholarship, the Margaret and John J. Long Memorial, Darlene Jones Integrative Health Scholarship, The Gipe Scholarship, and the Annee and William B. Wallace, Jr. Scholarship. (See list of scholarship opportunities for Human Service Students in Appendix C)

The ACM Scholarship Catalog is available on the ACM website as well as in the Foundation office. This offers a complete list of all scholarships and guidelines for application. **Many of these have deadlines! Explore these as soon as possible**!

3. **Work-Study-** Office of Financial Aid

   Work-Study positions are available throughout the College including the Human Service Curriculum. Students should let the Program Director know if they are approved since a work study is used in the Human Service office.

4. **State of Maryland Tuition Assistance:**
   The State of Maryland provides funding in the form of tuition assistance for persons employed in Developmental Disabilities and Mental Health fields. More information can be found at: http://www.mhec.state.md.us/financialaid/descriptions.asp

5. **Maryland Department of Rehabilitation (DORS):**

   In the past, tuition assistance has been available through DORS for students with physical, mental, or learning disabilities, recovering addicts, or displaced workers/homemakers.

   Cumberland Office
   138 Baltimore Street, Suite 201
   McMullen Building
   Cumberland, MD 21502
   Phone: 301-777-2119
   TTY: 301-777-2119
   FAX: 301-777-2056
   cumberland@dors.state.md.us

J. FIELD TRIPS/CONFERENCES

Student field trips to agencies and institutions have always been an important part of the curriculum. These trips offer an opportunity to become acquainted with local and regional services, meet professional human service workers, and experience treatment settings first hand.

In addition to field trips, students are encouraged to participate in the annual Spring over-night Washington D.C. Conference Trip to the Psychotherapy Networker Conference. Scholarships to help defray the costs are provided by the Conference and fundraisers are also held by the Human Service Club.

K. ACM STUDENT COUNSELING AND ASSISTANCE SERVICES

Allegany College of Maryland offers comprehensive counseling for its students – free of charge. The onsite campus counselor is available approximately 10 hours a week for emergencies and short term problem solving counseling. Walk-ins are welcome; however making an appointment is recommended. Contact the Dean of Student and Legal Services Office for more information: 301 784 5206.

The contracted Cumberland campus provider is **UPMC WESTERN MARYLAND (UPMC WESTERN MARYLAND: 240 964 8585).** The counselors are located at the Hospital in the Medical Offices building. All services provided by the WMHS are completely confidential and provided by qualified, licensed mental health professionals. LaDawn Yoder, is an onsite counselor from UPMC Western Maryland. Her office is located in the Nurse Managed Wellness Center. Ms. Yoder's schedule will be emailed to students at the beginning of each semester.

Any student who does not cancel a counseling session in a timely manner may be denied future services under this program unless the student can provide a plausible explanation based on extenuating circumstances or personal considerations. However, no matter what the reason for the missed appointment, the "no show "session is counted as one of the three counseling sessions **ACM's counseling services are three-tiered:**

<u>Standard Service</u>: Any eligible student is entitled to receive up to three (3) hours of counseling per semester. The student is responsible for making counseling arrangements

<u>Urgent Service</u>: When a student is in immediate distress and it is apparent the student's (or other person's) welfare would be hindered or endangered by following the standard service protocol, an authorized College official* will contact a provider, describe the circumstances, and facilitate communication between the student and the provider. If, based on information obtained through this telephone "intake", the counselor determines that an urgent counseling need exists, the provider will schedule a counseling session with the student within 72 hours (excluding holidays). Each student who receives an urgent session still qualifies for up to three (3) hours of standard counseling service.

<u>Crisis Service</u>: When a student is in immediate distress and it is apparent the student's (or other person's) welfare would be hindered or endangered by following the standard service protocol, an authorized College official* will contact a provider, describe the circumstances, and facilitate communication between the student and the provider. If, based on information obtained through this telephone "intake", the counselor determines that a mental health crisis exists, the provider will promptly dispatch a qualified mental health provider to campus for crisis intervention, as defined by the provider and in accordance with practices/procedures determined by the provider. The College official will stay with the student in a safe location until the provider arrives.   Each student who receives a crisis session still qualifies for up to three (3) hours of standard counseling service.

L. NOHS/CSHSE

There are two National Professional organizations with which the ACM Human Service program is closely associated.

1. **The National Organization for Human Services** (NOHS) is a non-profit organization whose purpose is to strengthen the community of human services by:

   - expanding professional development opportunities;
   - promoting professional and organizational identity through certification;
   - enhancing internal and external communications;
   - advocating and implementing a social Guidelines and agenda;
   - nurturing the financial sustainability and growth of the organization;
   - provide a medium for cooperation and communication among Human Service organizations and individual practitioners, faculty, and students;
   - foster excellence in teaching, research, and curriculum development for improving the education of Human Service delivery personnel;
   - encourage support, and assist the development of local, state, and national organizations of Human Services; and
   - sponsor forums via conferences, institutes, and symposiums that foster creative approaches to meeting Human Service needs.

   The website for NOHS is www.nationalhumanservices.org

2. **Council for Standards in Human Service Education** .is a non-profit organization which was founded in 1979 to improve the quality, consistency, and relevance of human service training programs. The Council for Standards in Human Service Education (CSHSE) is the only national organization providing standards and assistance to accomplish these goals. The Council achieves its purpose by:
   - applying national standards for training programs at the associate and baccalaureate degree levels;
   - reviewing and recognizing programs which meet established standards;
   - sponsoring faculty development workshops in curriculum design, program Guidelines making, resource development, program evaluation, and other areas;
   - offering vital technical and informational assistance to programs seeking to improve the quality and relevance of their training; and
   - publishing a quarterly bulletin to keep programs informed of Council activities, training information and resources, issues and trends in human service education.

Through a membership of educational programs, the Council provides an organization and an opportunity for all constituencies of the undergraduate human service field to work together in developing and promoting sound programs of human service training as the essential foundation for effective and relevant service delivery.

In 1987, 1992, 1997, 2002, 2008, and 2013 ACM's Human Service Program was reviewed by CSHSE and received excellent ratings. The Program is reaccredited through 2019 when the program will again be reviewed.

The website for CHSHE is www.cshse.org

M. HUMAN SERVICES-BOARD CERTIFIED PRACTITIONER

The Human Service - Board Certified Practitioner is a voluntary professional credential. To be eligible to apply for the HS-BCP national credential, a degree must have been earned at a regionally accredited college or university, or a state-approved community or junior college at the Technical Certificate level or above. Applicants must also have completed the required post degree experience. The number of years or hours is outlined in the HS-BCP application packet.

The application and exam fee is $195 for the first year. The annual maintenance fee is $35. These fees are comparable to fees charged for other national certifications. Sixty clock hours of continuing education are required during the 5-year certification period. Information about continuing education opportunities is available at www.nationalhumanservices.org   To download the latest HS-BCP packet, go to http://www.cce-global.org/credentials-offered/hsbcp

N. HONORS PROGRAMS

1. ACM Honors Program

As a participating member of the National Collegiate Honors Council, the Northeast Collegiate Honors Council, and the Maryland Collegiate Honors Council, the ACM program provides enhanced educational opportunities and reimbursed tuition for qualified students.

Application process: To apply for the Honors program, the following is required:

- a 3.50 grade point average (GPA) out of a 4.00 GPA;
- a 3.50 GPA in the major subject area despite having a cumulative GPA of less than 3.50; and
- the successful completion of an Honors application and interview with the Honors Director, member(s) of the Honors Committee, or persons designated by the Honors Director. (Go to http://www.allegany.edu/x500.xml for the application.)

Benefits of participation: As a member of the Honors Program, students are eligible for reimbursement of a percentage of the cost of the Honors courses. In addition, the ACM Foundation will pay one half of the in-county tuition for all Honors courses. Students must complete a minimum of 12 hours of honors courses with a grade of "B" or better, maintain a 3.5 GPA, and provide three hours of service to the college or community per semester. Note: If total scholarship awards exceed the overall semester cost to attend our college, the Honors Program tuition payment will be reduced to less than one half of the in-county tuition.

Honors classes: All Honors courses are contracted by the Honor student with a faculty member in a course in which the Honors student is enrolled. The student can obtain an application for "HONORS-BY-CONTRACT" and the accompanying guidelines from the Honors Director's office or online at http://www.allegany.edu/x500.xml

The student must confer with a faculty member and complete the "HONORS-BY-CONTRACT" application The agreement, signed by the student and the instructor, must then be submitted to the Honors Director.

2. **Phi Theta Kappa Honor Society**

   Phi Theta Kappa is the International Honor Society for Two-Year Institutions, which was established in 1918 to recognize the academic accomplishments of students in junior and community colleges and currently has over one thousand chapters. Honors students are required to become members of Omicron Pi, the local chapter of Phi Theta Kappa. Membership in Omicron Pi will provide the student with social activities and community service programs, which are not a component of the Honors Program and are independent of course work.

   An Honors Program student is not required to join Phi Theta Kappa, but membership in both organizations will provide the Honors student at Allegany College of Maryland with a total honors environment of academic rigor and fellowship.

3. **Alpha Sigma Lambda**

   Allegany College of Maryland is also affiliated with Alpha Sigma Lambda and sponsors the Kappa Theta Chapter. Alpha Sigma Lambda was founded to recognize the academic achievements of nontraditional students. The Kappa Theta Chapter is an integral component of the Honors Program and serves as a support group for the nontraditional students enrolled at Allegany College of Maryland. Membership in Alpha Sigma Lambda requires a minimum GPA of 3.50 and the successful completion of 30 credit hours, of which 15 hours must be in the student's major.

O. STATE JOB APPLICATION PROCESS

1. **<u>Maryland State Jobs</u>**
   For information on the Maryland State application process, go to
   <u>http://www.dbm.maryland.gov/jobseekers/Pages/AppProcSkilledProfessional.aspx</u>

   Students who want to pursue State positions are encouraged to apply for the state test during their last semester in the program. <u>These tests are not required for the majority of positions in Allegany County which are open to associate degree graduates.</u>

2. **<u>Pennsylvania State Jobs</u>**
   Many Pennsylvania jobs require the state civil service test and students should consider taking these tests during their last semester in the Program. For information on the Pennsylvania State Civil Service process, go to
   <u>http://www.portal.state.pa.us/portal/server.pt/community/general_information/14274/civil_service_application/590494</u>

P. HUMAN SERVICE GRADUATION AWARDS

Three awards are presented to second year Human Service students at the Graduation Awards Reception which is held in May.

1. The recipient of the award for **<u>Outstanding Academic and Clinical Achievement</u>** is a student selected by the Human Service faculty who represents the best qualities and highest standards of the ACM Human Service Program. The criteria for the award are:

   - high GPA;
   - exceptional ethical standards;
   - strong work ethic and outstanding attendance;
   - exemplary student and an active learner;
   - demonstrated servant leadership skills;
   - an example to others in mind, body. and spirit;
   - outstanding evaluations from clinical supervisors; and
   - commitment to the helping field and to community service.

2. The **<u>Barb Mullenax Velveteen Rabbit Award for Personal and Professional Development</u>** is given in memory of Barb Mullenax, a graduate of the 1993 Human Service class whose passionate, persistent, and courageous approach to life's challenges was an inspiration to all who knew her. The recipient is selected by the graduating class based on:

   - persistence, strength, resilience, and courage in the face of numerous obstacles;
   - willingness to risk and grow;

- ability and commitment to transform personal challenges into opportunities to support and advocate for others;
- humility, concern, and compassion for others;
- openness to feedback, support, and challenge from faculty, clinical supervisors, and students; and
- a passion for people, partnerships, and possibilities.

3. **Rodney Frazier Award for Advocacy** is given in memory of Rodney Frazier, a former Human Service student, who died while working on a construction job. Rodney lived to help young people whom society had written off. This award is about speaking up and taking action on things that matter. A recipient of the award must be able to:

- advocate for those whom society does not hear or see;
- bring people together to talk about the tough issues no one else wants to address;
- empower others to take stands and seek solutions; and
- passionately believe in a vision of social justice for all people.

Q. LEARNING SUPPORT SERVICES

1. The **James Zamagias Student Success Center** (SSC) provides a wide variety of services to students including testing, tutoring, assistance with skills for success, transfer advising, career advising, a writing center, math and reading labs, and service learning opportunities. Also, free and confidential counseling services are available through of the Office of Student and Legal Affairs.

   For more information, contact the Student Success Center at 301 784 5551 or the Office of Student and Legal Affairs at 301 784 5206

2. **Disability Services and Resource Office**

   In compliance with federal 504/ADA requirements, Allegany College of Maryland supports the belief that all citizens should have access to higher education and that individuals should not be excluded from this pursuit solely by reason of handicap. The college is committed to the integration of students with disabilities into all areas of college life. Therefore, support services are intended to maximize the independence and participation of disabled students and the College complies with applicable state and federal laws and regulations prohibiting discrimination in the admission and treatment of students.

   The College offers assistance in arranging necessary accommodations and services for students with a documented disability. Services include:

   - tutors;
   - readers;

- assistance with locating note-takers;
- arrangements for special examination procedures;
- special Work assessment services;
- assistance in obtaining sign language interpreters;
- photocopied enlargements of class materials;
- access to counseling services;
- assistance in ordering textbooks on tape;
- assessments and counseling for students with disabilities;
- taping course syllabi and short articles;
- computer-assisted instruction; and
- additional services and adaptive equipment.

For more information, contact the Director of Learning Support and Disability Services, 301 784 5112.

3. **Pathways For Success**

The Pathways For Success Program at Allegany College of Maryland (ACM) is a TRIO Student Support Services project funded through a grant from the U.S. Department of Education. Program goals include increasing the retention, graduation and transfer rates of eligible students, as well as improving student grade point averages.

Program Services

The Pathways For Success program provides a supportive environment on campus for students with first generation, limited income status and students with disabilities. The program offers the following academic services on a case-by-case basis to assist Pathways For Success students in achieving their academic goals:

- one-on-one academic advising;
- career and program of study guidance;
- transfer advising;
- financial aid advising;
- tutoring in math, science, and English/writing;
- student affinity groups;
- workshops on topics like financial literacy; and
- peer mentoring.

Eligibility

Pathways For Success serves 140 eligible, enrolled ACM students annually at the Cumberland Campus. To be eligible for the program, a student must:

- be a citizen or national of the United States OR meet residency requirements for federal student financial aid;

- be registered full-time for classes at Allegany College of Maryland-Cumberland campus; and
- have a need for academic guidance or support and be a first-generation, income eligible college student, OR a student with a disability.(First generation refers to a student whose parents do not hold bachelor's degrees.)

To be eligible as a student with a disability, students must be registered with Disability And Resource Office. The need for academic services can include any of the following:

- students who are earning C's but could potentially earn higher grades with support;
- students who are confused about what program of study to follow;
- students who are starting college five or more years after completing high school;
- students who are starting college after completing a GED;
- students who are enrolled in or need to complete any of the courses in the upper level of developmental education; and
- students who have low (C or lower) high school or college grades.

Participation in the Pathways For Success program does not prevent students from participating in other College programs and services, such as the Turning Point Center or the Student Success Center.

To Apply:

The program application and required eligibility form are available in the program office in H-57. To apply, students need to submit a completed application and eligibility form to the Pathways For Success office in Room 57 of the Humanities Building on the Cumberland Campus.

Eligible students will be interviewed by staff. Decisions will be based on interview results, available academic data, student eligibility, and space available in the program. Students may be waitlisted until space becomes available.

Human Service Program Manual

SECTION II

PROGRAM AND ACADEMIC GUIDELINES

Four Rules for Living

1) Show Up
2) Pay Attention
3) Be Honest
4) Let Go of the Outcome

~ Author Unknown

SECTION II: PROGRAM AND ACADEMIC GUIDELINES

II. PROGRAM AND
ACADEMIC GUIDELINES

NOTE: *In addition to the following Program Guidelines, the College Guidelines and*
Academic regulations apply.

A. ATTENDANCE GUIDELINES

The rationale for the Human Service Attendance Guidelines is based on the following:

1. The experiential process of learning in the Human Service Program has its foundation in classroom/field site interactions and feedback from a community of learners (vs. only mastery of content from textbooks, lectures, etc.). As a result, students cannot learn if they are not present.
2. The promotion of a strong work ethic which mirrors the workforce performance expectations of employers
3. The belief that the primary responsibility for learning is on the student.

Although it is recognized that there are many legitimate reasons that prevent attendance at class or fieldwork (child care problems, family or personal issues, illness, etc.), the only criteria used by faculty in awarding attendance points is whether a student has been present to learn or serve clients. Therefore, ***it is the student's responsibility to judge whether to attend class or whether to address other priorities or situations***, recognizing the loss of points and possible consequences.

Class Attendance

Attendance requirements for Human Service clinical classes, lab and lecture are as follows:

1. Students are expected to attend and be on time for classes, as well as submit assignments on the due date, even when attendance is not possible.
2. Points are awarded for on-time attendance; lateness or absence results in point deduction.
3. One "personal day" is allowed each semester for each clinical class. No points are deducted for this absence.
4. After one Personal Day, if the student misses more than 2 classes (HS 103, 123, 170, 210; 230) or 1 class (HS 190 or 207) OR loses more than 15% of the total semester attendance points due to lateness or unexcused absence, he/she will be placed on Alert status for the remainder of the semester.
5. If a student misses an additional class after being placed on Alert or is late more than 20% of the total semester attendance points due to lateness, he/she may be dropped from the class or dismissed from the clinical phase of the Program.
6. Students who are academically in good standing and have a consistently good attendance record in previous semesters, but who have exceeded the number of absences allowed in #5 and are in danger of being dropped from the Program, may

request (in writing) a Special Circumstances Attendance. The student will be required to meet with the Human Service Faculty to review the request. Only one semester of special consideration is allowed.

7. Excused absences (no loss of points) include closure of the college and death of an immediate family member (parent, sibling, or grandparent). Faculty may request documentation of the death.

Fieldwork Attendance

1. At the beginning of every field experience, students are to request the agency or field supervisor's Guidelines and procedures regarding absence or lateness from work.
2. Students are expected to treat fieldwork the same way he/she would a job: showing up on time, maintaining their regular contract-based work schedule, and following accepted procedures for any variations.
3. Students and field supervisors are required to notify the faculty liaison if there are more than 2 instances of lateness or unexcused absence or if the student has fallen more than 10 hours behind in their field work hours. In such a situation, the student will be placed on Alert status and an Action Plan developed by the site, the student, and the Program.
4. If this pattern of problems persists, according to the standards established by the agency and/or the Program, students may be dismissed from the field site at the request of the agency or by decision of the faculty.

B. GRADING/EVALUATION

1. Grades

Grades are based on a point system which is clearly specified in each course syllabus. Included in the computation of a grade are attendance, papers, presentations, tests, assignments, and fieldwork evaluations.

2. Written Assignments

Written assignments must be submitted in the format specified in the syllabus and must be received on or before the due date in order to receive full credit. Assignments are submitted on Brightspace unless otherwise specified by the instructor. Late assignments result in a loss of points and after one week the assignment will not be accepted. The rationale for the Guidelines is to prepare students for the work force where meeting deadlines and accountability for paperwork is essential.

3. Plagiarism

Evidence of cheating or plagiarism on examination, quizzes, or written assignments will result in serious disciplinary action since the ethical standards of trust and honesty are core to the human service profession. When the student submits written assignments, all sources used by the student must be properly documented with

footnotes, quotations, and a bibliography, as appropriate.

4. **Tests**

Tests are expected to be taken on the day scheduled unless prior arrangements are made with the instructor. If an emergency arises at the last minute, the instructor may at his/her discretion offer a make-up test, but this could result in a grade reduction.

C. STUDENT SUPPORT

In compliance with Public Law 94-142, Section 504 of the   Rehabilitation Act of 1973, and the ADA Act of 1990, Allegany College of Maryland supports the belief that all "otherwise qualified" citizens should have access to higher education and that individuals should not be excluded from this pursuit solely by reason of a handicap or disability. The College is therefore committed to the integration of students with disabilities into all areas of college life and a variety of support services are available to maximize the independence and participation of disabled students.

The Program also recognizes that a variety of economic, social, emotional, physical, cultural, and age related factors may impede progress in college despite a student's desire and potential to succeed. Faculty therefore work very closely with the College's specialized services (Student Success Center, Turning Point, Disabilities Services, and Pathways for Success). **See Section I (General Program Information) Q, LEARNING SUPPORT SERVICE.**

Special accommodations for those students with documented disabilities are relayed to the faculty by the Director of Disability Services and Learning Resources. Faculty comply with these accommodations as part of their commitment to student success.

Faculty collaborate with and refer students to the College's specialized services for assessment and in order to identify any issues that might be impeding academic or clinical progress and also to access resources that can be utilized to maximize student success.

For more information, students can contact the Director of Learning Support and Disability Services at 301 784 5112, TDD 301 784 5001 or
http://www.allegany.edu/x864.xml

D. REFERRAL FOR COUNSELING SERVICES

Central to the philosophy of the Human Service Program is the willingness to seek and accept help in dealing with challenging life issues. This is an essential part of the Human Service Professionals' ethical commitment to self-care and personal growth and helps to insure healthy interactions with clients. It is also essential for Human Service

professionals to role model congruence between behavior and expressed values. In other words, Human Service Professionals "walk their talk". In keeping with this philosophy, the Human Service program views the use of counseling services as a positive and strength-based approach to growth and learning.

Utilization of counseling or other rehabilitation oriented services will not impact continuance in the Clinical Phase unless the student's therapist requires, for student health reasons, withdrawal from the Program. Should this occur the student can return to the program when cleared by the therapist/professional.

Referrals for student use of counseling services may be initiated in the following ways:

1. **Student-initiated access of counseling resources** students may access private or government supported counseling resources based on self-identified needs. Students may also utilize the ACM Counseling Services **(Section I, General Information K. ACM COUNSELING SND STUDENT ASSISTANCE SERVICES).**

2. **Faculty–recommended use of counseling services**
   As part of their commitment to supporting student growth and the development of skills essential for success in the profession and in the workplace, faculty frequently recommend the use of counseling services verbally to the student. However, students have the choice whether to initiate service.

E. **STUDENTS WITH LEGAL, EMOTIONAL, OR BEHAVIOR PROBLEMS**

The Human Service Program is committed to assisting students who are dealing with legal, emotional, or behavioral problems when doing so is in the best interest of the student, other students in the Program, and the Human Service Program.

At the time of admission to ACM, the College's Safety Risk Guidelines requires applicants to the College to disclose any criminal or disciplinary history. The Guidelines further requires the Admissions Office to refer applicants who disclose a criminal or disciplinary record to the Application Review Committee which reviews each application individually and is authorized to admit, to deny admission, or to admit with conditions. Students who fail to disclose their complete criminal or disciplinary background could have their admission rescinded or face disciplinary action.

However, once a student is accepted to the College, he/she is not required as part of the Human Service Program's selective admissions process to reveal or release information to faculty about past or current behavioral, emotional, or legal issues although they may choose to do so voluntarily. (Background checks are not required in the Admission Process for Human Services. Students only need to provide them to clinical sites that request these clearances. The clearance reports are initiated by the student and sent directly to the field site; they are not seen or reviewed by Human Service faculty.)

If this choice is made by the student to self-report any content from the clearances or if College officials or faculty acquire such information through other means, the information is used to guide and support the student in order to promote maximum success in the classroom, in fieldwork, and in future human service employment. (**See Section V. (Field Work Information), P. BACKGROUND CHECKS/CLEARANCES**)

A variety of College resources are available to support the student. (**See Section II (Guidelines) E, REFERRAL FOR COUNSELING SERVICES and Section I (General Information) Q, LEARNING SUPPORT SERVICES**)

Students who have multiple challenges hindering their academic success in the Program may be referred by Human Service faculty to the College's Ix3 Team, an intensive intervention team of faculty and staff directed by the Vice-President of Student and Legal Affairs. Challenges can include learning disabilities, medical/health problems (including psychiatric issues), difficulty adjusting to the demands of college, housing issues, personal problems, family demands, extreme financial worries, and more. The Ix3 Team will develop a written intervention plan specific to the students' needs. This team approach insures that information and resources are coordinated to give the at-risk student his/her best chance to succeed academically.

In situations where serious legal, emotional, or behavioral problems arise after the student is accepted to the Clinical Phase and which appear to fall under the College Safety Risk Guidelines, the ACM Office of Student and Legal Affairs is notified and consultation received regarding any further action. In certain circumstances, this Office may either expel or temporarily suspend the student pending further investigation.

F. **ACADEMIC REQUIREMENTS FOR CONTINUANCE IN THE CLINICAL PHASE**

In addition to maintaining the College's scholastic standards, Human Service Associate students must achieve a "C" grade in each Human Service course. Failure to achieve a "C" grade or better in any Human Service courses will result in dismissal from the Program since the courses (Human Service) are sequential and prerequisite for continuance. However, at a later date, students may request in writing re-entrance to the Clinical Phase and permission to retake the failed course. (**See Section II (Guidelines) K, READMISSION PROCESS**)

In order to graduate with an Associate Degree in Human Service, the student must also achieve a "C" or better in each core mix class: speech, psychology, English writing, and sociology courses. Failure to achieve a "C" or better will result in the student repeating the course.

Students review and sign a copy of this Guidelines upon entrance to the Program; this is kept in the Program's student file.

G. LEVELS OF INTERVENTION FOR ISSUES IMPACTING CONTINUANCE IN THE CLINICAL PHASE

Academic, attendance, emotional, physical, social, or behavioral problems experienced by Clinical Phase students which impact performance in the classroom or at field Work are viewed as positive opportunities for growth and development. Therefore, every effort will be made to support the student in his/her efforts to improve, always recognizing that the student is ultimately responsible for his/her learning and growth.

However, when there is an extremely serious violation of Program or College Guidelines which requires immediate action from the College or the Program (such as cheating, an intentional violation of confidentiality, violent behavior, abuse, etc), the faculty may take action to immediately dismiss the student from the Program, commensurate with accepted legal procedures and "best practices' of the profession.

1. Grounds for immediate dismissal

The following issues may warrant immediate dismissal:

- Inappropriate or disruptive behavior in the classroom or the practicum site
- Violation of the Program or field site's Confidentiality Guidelines
- Violation of the Program's Guidelines on Illegal and Illicit substances
- Evidence of plagiarism
- Violation of the Human Service Honor code

2. Supportive/Progressive Levels of Intervention

However, the majority of issues student experience while in the Clinical Phase respond well to a supportive or progressive level of intervention.

Three levels of intervention are possible based on the assessment of the Human Service faculty who will consider the nature of the problem and the level of impact on the student, the Program, and clients or classmates. Whenever faculty are unclear as to which level is appropriate, or need guidance as to legal and ethical considerations, or need additional support from other College resources, they will consult with the appropriate College Official (e.g., the Vice President of Instructional Affairs, the Vice President for Student and Legal Affairs, etc.)

Level I: Advising for Improvement Conference

Students are encouraged to self-identify issues impacting their performance in the Clinical Phase and to approach the instructor or advisor about the issue. However, when one or both of the Human Service faculty members observe a Human Service student who appears to be experiencing academic attendance, emotional, physical,

social, or behavioral problems, or if the faculty are contacted by a another instructor or by a field supervisor regarding a concern for that student related to performance in the clinical phase of the curriculum, an Advising for Improvement conference is scheduled to discuss the observation with the student. If the problem appears to be a transient one, an informal plan of action is discussed and agreed upon. If however, the problem appears to be more serious, the student may be asked to write an action plan that addresses the "growing edges" in that student's development or progress in the program and outlines what resources the student will draw upon to improve.

One of the Human Service faculty assumes responsibility for working with the student and, if the plan is adhered to and the student's situation improves, no record of this issue is placed in the student file. If problems continue, intervention progresses to Level II which results in a formal record of the issue being placed in the student file.

Level II. Alert Status

Students may be placed on Alert Status for four primary reasons:

- He/she is unwilling/and or unable to follow through with the Level 1 intervention plan, or there is inadequate progress on the Level 1 plan of action.
- An unacceptable and serious incident (such as an ethical issue) occurred that required immediate intervention, but was determined to be unintentional or due to the student's lack of understanding about the issue and an opportunity for learning and growth is evident
- Attendance that falls below the required levels as stated in the Attendance Guidelines
- As a warning to the student that the issue or behavior is of concern and could result in dismissal from the program if an immediate correction is not made

A student placed on Alert will meet with the faculty member who has the concern to discuss the issue and the resources available to support the student. (These resources can include counseling, referral to the College's I 3 Team, and other services.)

A written summary of the meeting is prepared by the faculty member and given to the student. The student will be required to develop a written Draft Action Plan for Improvement, based on discussion at the meeting. This draft is used as the basis for the approved Action Plan which is prepared and signed by the faculty member and the Program Director and placed in the student's file. Satisfactory completion of the plan and consistent demonstration of improvement as determined by Human Service faculty will result in removal of the Alert Status.

Level III. Dismissal

If the Level I and Level II interventions fail, the Director meets with the student to inform him/her of dismissal from the program and the reasons for the dismissal. A written summary of this meeting and the decision to dismiss the student will be provided by the Director. The student's signature is required on this form indicating that he/she has reviewed the summary, although not necessarily agreeing with it. This document is placed in the student's Program file.

If a student is dismissed from the Program, the Project Director will complete a Proscription for Readmission Form for the student outlining expectations for improvement should the student choose to reapply for admission at a later date. **(See Section II (Guidelines), K, READMISSION PROCESS)**

H. APPEAL/GRIEVANCE PROCEDURES

If a student wishes to appeal a decision made by the faculty, he/she must follow the College grievance process which is found in the ACM Student handbook) This involves:

1. Submitting a written statement to the Human Service faculty member about the concern and requesting a meeting to resolve the issue.

2. If the student is not satisfied with the outcome of this meeting, he/she can request a meeting with the Human Service Program Director, or if the Director is the one that is targeted for the appeal/grievance, then the student makes a written request to the Associate Dean for Academic Affairs (if the issue is an academic one) or to the Vice President for Student and Legal Affairs Instructional Affairs (if it is a student or legal issue).

I. EXIT INTERVIEWS

If a student leaves the Clinical Phase prior to completing all Human Service classes, an Exit Interview is conducted by the Program Director to discuss the reasons for termination, future career plans, and readmission requirements. The student will be asked to complete an Exit Interview Summary Form which describes the reasons for leaving the Program and also provides feedback as to how the Program can improve.

If the student is required to leave the Program due to academic, behavioral, attendance, or ethical issues, a Proscription For Successful Re-entry Form will be completed by the Director and provided to the student.

J. READMISSION PROCESS

Students may voluntarily withdraw from the program or be dismissed for academic or other reasons. Readmission is not guaranteed and is dependent on seat and Work site

availability and the approval of the faculty. The following process is followed depending on the reason for leaving the Program:

1. If a student leaves the Program voluntarily and in good standing, he/she may be considered for readmission by completing an interview with the Program Director.

2. If a student is dismissed from the Program or withdrew voluntarily due to poor grades (i.e. D or below), ethical, behavioral, or attendance issues, the Director completes a Proscription for Successful Re-entry Form at the time of the Exit Interview. This will outline the goals and expectations required for readmission of the student to the clinical phase. Also included on the Proscription Form would be recommendations for services or approaches that may help the student to improve.

3. A student who was dismissed or who withdrew from the Program may apply for readmission. He/she must submit a written request for readmission to the Program Director and, if the withdrawal was due to poor grades, ethical, behavioral, or attendance issues, the Proscription for Re-entry Form attached. The written request will address the goals and expectations outlined in the Proscription Form and include documentation of improvement in the areas that resulted in the dismissal. In addition, an interview is required with the Program Director and the other Human Service faculty member.

K. DRUG/ALCOHOL USAGE

It is against the law for a student to use or have in his/her possession illicit drugs or weapons at the practicum site. In addition, students must abide by the College Drug and Alcohol Guidelines. If a student is found to be using or in possession of any of these items while on the grounds of a practicum site or in class, he/she will be subject to immediate suspension from the Human Service Associate curriculum and possible legal action.

Unacceptable behaviors in class and/or during fieldwork hours include:

1. reporting to class or fieldwork under the influence of alcohol or illicit drugs as determined by alcohol on breath, and behavioral signs of drugs or alcohol use;
2. reporting to class or fieldwork with alcohol and/or illicit drugs in one's possession;
3. using alcohol and/or drugs during fieldwork hours;
4. giving information to clients about how to obtain alcohol or illicit drugs;
5. obtaining alcohol, illicit or non-prescribed drugs for clients or patients;
6. failing to report client use of alcohol and/or illicit drugs by staff or clients during one's scheduled tour of duty;
7. failing to report staff, visitor or client behaviors which are indicative of being under the influence of alcohol or illicit drugs; and
8. failing to report evidence of staff, visitors or clients providing alcohol or illicit

drugs to others at the Work site.

Upon entrance to the Program, each student is required to sign a Drug and Alcohol Guidelines statement which signifies that he/she has read and understands the Guidelines. This is placed into his/her Program file.

If drug or alcohol use is suspected in the class or in fieldwork, but the student denies usage, the student may be required to immediately go for drug testing.

L. CONFIDENTIALITY AND THE STUDENT/PRACTITIONER

All interactions with clients, co-workers, and supervisors are to remain with the Work site setting. What a student sees, hears, experiences, feels, talks about, does, etc. must not be discussed or electronically shared with anyone outside of the Work other than the Field Liaison and the Program Director. This includes family, close friends, acquaintances, other students, and instructors outside of the curriculum. This is an especially difficult task in an area where there are extensive family, social group ties, and cultural traditions which apply strong pressure through informal communication networks. Reasons for maintaining confidentiality at the practicum site include:

1. developing a climate of trust with colleagues and clients;
2. protecting the rights of clients;
3. protecting oneself from involvement in gossip which may result in loss of trust or harm to one's reputation;
4. developing professional and ethical standards which are represented by a healthy respect for all persons;
5. transferring this behavior to professional work after graduation; and
6. learning how to be an assertive person who is capable of resisting the need to gossip or to listen to the gossip of others.

Should the need arise to communicate concerns about the Work site, the student is to arrange a meeting with the site supervisor and, if needed, the faculty liaison for the purpose of resolving the concern. Otherwise, students are not to discuss agency or supervisory problems which could in any way reflect negatively on the site or supervisor. (The course instructor or liaison is available to help the student develop ways to constructively present issues or problems experienced in fieldwork as learning opportunities versus "gripe sessions.")
Violation of this Guidelines may result in dismissal from the program.

Upon entrance to the program, each student is required to sign a Confidentiality Guidelines statement which signifies he/she has read and understood the above Guidelines. This is placed into his/her file.

M. ABUSE OF CLIENTS

Any student who has reason to believe a person served by a human service facility is or

has been abused must report the suspected abuse to his/her site supervisor and/or faculty liaison in order to determine the next appropriate step, taking into account legal requirements.

The following definitions are used to define abuse:

1. **"Abuse"** means any physical injury or sexual abuse sustained as a result of cruel or inhumane treatment. It does not include the
   performance of accepted medical procedures ordered by a licensed physician.
2. **"Sexual abuse"** means sexual acts, sexual contacts, and vaginal intercourse as those terms are defined in Article 27 & 461 of the Maryland Code.

Upon entrance to the program, each student is required to sign an Abuse Guidelines statement which signifies that he/she has read and understood the above Guidelines. This is placed into his/her file.

N. STUDENT HEALTH

Prior to entry into the clinical phase, all students are required to have a complete physical examination including a physician's statement that he/she is both physically and mentally competent to enter the program.

An updated physician's statement may be required when any significant change of a student's current physical and/or mental status occurs. This would include but is not limited to major illness, surgery, and pregnancy.

O. INCLEMENT WEATHER

When severe weather conditions exist, students should listen to radio announcements concerning opening/closing of ACM classes. If ACM's Cumberland campus is closed for the day, all classes and labs are cancelled; if the announcement indicates a delayed opening, students are expected to report to labs and/or classes at the time indicated even if only a part of the class will be held.

If a student's home campus is in Somerset or Bedford and that campus is closed or has a delayed opening, the student is permitted to follow that announcement. However, all missed work is the responsibility of the student.

It is recognized that many students live in remote areas or have a long drive to the College. Although the College may not close or have a delay, the drive to the campus may present safety issues. Students are still expected to be in class and will not be excused as long as the College is open. They can, however, use their Personal Day for this situation. If this day has already been used and the roads appear unsafe for travel, the student should make the decision he/she feels is best and the Program will respect that decision. However, the student must recognize that as with any choice, there may be consequences for the decision as class attendance points will be deducted.

P. COMPUTER LAB GUIDELINES

The following rules are to be followed in the Computer Lab:

1. No food or drink in the Computer Lab.
2. No software is to leave the Computer Lab.
3. Upon entering and leaving the Computer Lab, students are to sign the computer log.
4. The Campus Lab Coordinator will be responsible for scheduling the lab and orienting the students, but cannot be available at all times to run the software for students. (The instructor is responsible for supervising the Lab experience.)
5. The Computer Lab is to be locked at all times when not in use.
6. There may not be unauthorized use of the computers.

Q. JOB REFERENCES

Upon request, Human Service faculty may provide written or verbal job references for students. A signed release form is required prior to entry in the Clinical Phase authorizing the release of such information. A copy of all written references is kept in the advisor's student file.

R. STUDENT RECORDS

During a student's enrollment in the Clinical Phases of the Program, the advisor maintains a file with copies of the student's Human Service Application packet, Medical forms, field contracts, and evaluations. At graduation the student's Program file is reviewed and the following action is taken:

1. Copies of College forms and transcripts are shredded except the final course and grade printout.
2. The fieldwork evaluation, time sheets, letters of recommendation, the summary of Field Hours form, and the final course/grade printout are placed into the Human Service Graduate Notebooks for use by the faculty in order to provide job or college references.
3. The remaining materials in the file that relate to the Program are returned to the student (i.e. Medical forms, contracts, etc.) or shredded if the student does not want them.

Official college papers are maintained in the Admission office.

S. NEW STUDENT ORIENTATION TO THE HUMAN SERVICE PROGRAM

Students accepted to the Clinical Component of the Human Service curriculum attend a mandatory all-day orientation approximately one week before the start of the Fall semester. The purpose of the orientation is to allow the students to get acquainted, reduce anxiety, and provide an overview of the curriculum.

Prior to the orientation, students are expected to read a book, <u>Feel The Fear & Do It Anyway</u> (Jeffers), and complete a written assessment. This is discussed at the Orientation as a tool to promote student success. The Human Service Program Manual is distributed at Orientation and students are required to review it by the first day of classes. Each student signs a statement attesting that he/she has received and reviewed the manual and are responsible for abiding by its Guidelines.

T. COMMUNITY SERVICE

1. **<u>Philosophy</u>**
   The philosophy of the Human Service curriculum is that the Human Service worker has a responsibility to contribute to his/her community not only as a paid professional, but also in a voluntary capacity as a citizen. Therefore, Clinical Phase students must complete 5 hours of community service each semester. This requirement can be met in a variety of ways: participation in nonprofit organization fund raisers (i.e. Walk America, Big Brothers/Big Sisters Bowl-a-thon); by serving as a volunteer at a local agency, or by coordinating and/or participating in a service project at the College. Other options are possible but must be approved by one of the Human Service faculty.

2. **<u>Documentation</u>**
   Documentation of service is submitted each semester using a community service time sheet and is included in the grading system of the following clinical courses:
   > Human Service 123
   > Human Service 170
   > Human Service 203
   > Human Service 230

U. HONOR CODE

Human Service students will not lie, cheat, or steal, and will not tolerate those who do. They will demonstrate the highest ethical standards both in the classroom and in the field.

As a learning community, the Human Service Program encourages students to support and help each other with classroom assignments. However, all interactions are to be focused on the maximum development of each student's skills and independent thinking and not on rescuing or enabling or shortcutting learning. Anything that contributes to shortcutting learning is considered to be unethical behavior. Just as in professional practice with clients there is a fine line between ethically "helping" and "enabling", there is also a fine line in collaborating and supporting classmates who may be struggling. When in doubt, always consult the instructor.

Human Service Faculty expect students to maintain an Honor Code that includes zero tolerance for:
- cheating on tests
- talking with other students about the specific content or general nature of tests,

- copying, sharing, or contributing to classmate's assignments or portions of assignments in any way that shortcuts learning or independent thinking (via email, hard copy, or verbal communication)
- soliciting, using, providing, or accessing via the internet graded assignments/tests from previous years (other than samples approved and provided by the instructors)
- using internet or other sources for the content or the preparation of assignments unless the work is cited and/or approved by the instructor)
- any other form of unethical behavior that betrays trust and respect for oneself, one's classmates, the Program, the instructors, or the profession.

If a student believes that he/she may have violated the honor code, he/she is expected to self-report this to the instructor. If a student suspects an infraction has taken place by another classmate, the student is to first bring his/her concern to the student(s) involved. At that point, the student involved with the alleged infraction should be encouraged to report him/herself to the instructor, but if they are not willing to do this, the student who observed the suspected infraction is required to do this. At no point should the student who has observed the alleged infraction judge the individual or determine with certainty if an infraction occurred. This is the responsibility of the instructor.

Failure to follow the Honor Code may result in serious disciplinary action or dismissal from the Program.

NOTE: *Graduates of the Program must refrain from providing any assignments or samples of their work from Human Service classes to students currently in the program unless these are approved by the faculty.*

V. COMMUNITY MEETING

If needed, class time can be set aside to schedule a community meeting.

The purpose of the meetings are:

- to check-in with members as to how things are going
- address any concerns among members and deal constructively with conflicts
- plan fieldtrips, fundraisers, etc
- give support and appreciation for the contributions and accomplishments of members

W. CELL PHONE USAGE IN CLASS OR AT THE FIELD SITE

The following requirements are aimed at preparing students for the workforce. They also insure a positive, focused learning environment in the classroom and the clinical site.

1. Cell phones are always completely turned off in class and at field Work. Any time a student is receiving academic credit or clinical hours is considered to be "on the clock" time and usage of cell phones or texting is not permitted.

2. Cell phones must be placed in full view during tests. When tests are taken outside of class, cell phones are given to the Program secretary during the time the test is taken.

3. Any time a student violates the above and this is noted by the instructor or the field supervisor, the points for class and field hours are deducted from the gradebook or the Time Sheet.

4. After two violations, the cell phone will be kept on the instructor's desk for the duration of the class.

5. Students can be dismissed from fieldwork for inappropriate use of a cell phone. Students should check with their supervisor to learn about the rules regarding cell phone usage at the work site.

X. WRITING COMPETENCIES

As part of the Admissions process, the student's writing competencies are evaluated and areas of weakness and strength assessed by using a standardized rubric. Students receive the results of this assessment with recommendations/requirements for improvement. A list of College and online resources are provided to enable the student to reach the level of competency required for completion of the Clinical phase courses.

A second assessment is made at the beginning of the second year of clinical to determine progress and again make recommendations for improvement. Students are evaluated for the third time for writing competency as part of the capstone paper required for HS 210 and Psych 230. Successful completion of this assignment including achievement of the writing competencies is required for graduation.

Y. STUDENT COMMUNICATION

Students must comply with the official College Student Communication Guidelines and are required to sign off on this Guidelines at the time of Admission to the Clinical Phase.

SECTION III

ADMISSION PROCESS
(Clinical Phase)

To dream anything that you want to dream.
That is the beauty of the human mind.
To do anything that you want to do.
That is the strength of the human will.
To trust yourself to test your limits.
That is the courage to succeed."

~Bernard Edmonds

SECTION III: ADMISSION PROCESS (Clinical Phase)

III. THE ADMISSION PROCESS (Clinical Phase)

A. GENERAL REQUIREMENTS

Men and women who graduate from approved high schools or those who hold a high school equivalency degree (GED) may apply. There are no restrictions regarding age, marital status, sex, ethnic origin (race), religion, or handicapping condition.

To be eligible to apply for the Clinical Component of Allegany College's Human Service Associate Curriculum, applicants must meet the following criteria:

1. Successfully complete or test out of all reading and English developmental coursework;
2. Have a minimum <u>overall</u> college or high school grade point average (GPA) of 2.0.***
3. Have a "Core Mix" GPA of 2.5 or better in the following areas of study: English, Speech, Sociology, and Psychology. (These are called "core mix" courses because they provide the essential foundation for work in the clinical phase of the program. Success in these classes has been found to be predictive of success in the clinical phase). A minimum of six credits is needed for computation of Core Mix average.

***Applicants whose overall GPA falls below the 2.0 level as a result of low grades in general education courses may submit a letter to the Human Service Admissions Committee explaining any extenuating circumstances and requesting a review by the Admissions Committee*

B. APPLICATION PROCESS

Entrance into the Human Service Associate Curriculum involves a process which considers a variety of elements including interviews, ACM Work evaluation results, written materials, and past academic records.

To apply to the Program, the student must do the following:

1. have a complete ACM Application on file in the Admissions Office;
2. have a high school or GED transcript on file in the Admissions Office;
3. arrange and complete a preliminary interview with the Health Careers Admission Counselor, to determine academic eligibility for application to the Program, or to assess options to address any academic deficiencies;
4. complete three (3) individual interviews with the members of the Human Service Application Committee;
5. complete Sociology 104, Interdisciplinary Studies in Human Sociology with a B or higher prior to full acceptance into the program. Students may enroll in this course prior to application or concurrently with the admission process or during the summer session immediately following the application process; and
6. complete the following paper work and return to the Careers Program Secretary in the Allied Health Building Room AH—246.

HUMAN SERVICE PROGRAM WRITTEN APPLICATION including the Autobiography Essay.

a. **SOCIOLOGY 104 REQUIRED ASSIGNMENTS** including the Capstone Paper, Personal Assessment Career Plan, and Work-based Experience Evaluation (***Note***: *Students who have completed Sociology 104 at the time of their interview will include these papers with their application. For those taking Soc 104 after the interviews have been completed, these assignments will be submitted at the completion of Sociology 104 and prior to the final Admissions Committee review.*)

C. COMMITTEE COMPOSITION AND SCHEDULE

The Admissions Committee is composed of the Program Director, the other Human Service faculty member, the Health Careers Admissions Counselor, and second year clinical students. This committee meets as needed during the Admissions period to consider applicants for entry into the Program. (The Careers Programs Secretary keeps a record of the tentative schedule.)

Since a maximum of 17-20 students will be accepted with applications reviewed as they are received, it is important for applicants to complete the process as soon as possible. Once the slots are filled, admissions may be closed.

D. AREAS OF ASSESSMENT

The Admissions Committee assesses each application on his/her own merits. Each person is considered as a unique individual; therefore, comparisons are not made between applicants. Assessment of the areas which contribute to successful performance in classroom, fieldwork, and employment settings include interpersonal skills; oral and written communication; maturity; motivation; flexibility; access to a support system; realistic career goals; potential to work as a team member; and the ability to balance current work; school; family; and personal responsibilities; and related work, volunteer, or life experience.

Four primary areas are reviewed to determine admission:

1. **Academic Performance**
   Method of Assessment: a) Computed GPA for any or all courses taken to date in the Core Mix Courses (minimum of six credits): Psychology, Sociology, Speech, and English (writing courses only); b) Completion of Interdisciplinary Studies in Human Society (Soc. 104) with a grade of "B" or higher; c) Written communication skills (as evaluated in Sociology 104).

2. **Career Goals**
   Method of Assessment: a) Career Plan (as assigned and evaluated in Sociology 104); b) Interviews with Admission Committee

3. **Interpersonal Skills**
   <u>Method of Assessment</u>: a) Successful completion of group and field assignments (as assigned and evaluated in Sociology 104); b) Interviews with the Admission Committee

4. **Related Work or Volunteer Experience**
   <u>Method of Assessment</u>: a) Work-based experience Evaluation (as completed and evaluated in Sociology 104); b) Interviews with the Admission Committee

The application process is designed to help the Committee understand the student as a person. It is also intended to help the applicant to understand more about himself/herself, the interviewer, and the Human Service Curriculum in general. The process therefore serves to prepare the student for entrance into the curriculum. Finally, the application process insures that a student's career, academic, and personal needs can realistically be met by the curriculum and that a student is adequately prepared to succeed in the curriculum and eventually obtain a job.

Frequently it is found that applicants have made an appropriate career choice and will be an excellent human service worker, but will first need to develop or expand certain areas that will maximize their chances for success in the classroom, Practicum, and/or in the work world. The application process helps the applicant to identify his/her strengths. The Human Service faculty can then work with the student to correct any potential problems.

The Application Committee determines each applicant's level of readiness for the Clinical phase. Special consideration is given to the following areas:

1. <u>Emotional Maturity</u>
   - Receptivity to personal change and willingness to risk
   - Awareness of self
   - Motivation
   - Willingness to act as a responsible adult and professional
   - Flexibility

2. <u>Academic Capacity</u>
   - Self-discipline in study habits
   - Reading ability
   - Writing ability *(*Since many jobs in Human Service demand excellent writing skills, the curriculum has a heavy emphasis on this area.*)
   - Willingness to learn and ask questions

3. <u>Interpersonal Skills</u>
   - Self-confidence
   - Assertiveness
   - Verbal communication and listening skills
   - Sensitivity to and acceptance of others

4. <u>Support Systems</u>
- Availability and degree of supportiveness from spouse, family, friends, etc.
- Adequate child care
- Stability of family systems (i.e. a recent death, divorce, or serious illness may create great stress and require such a large degree of emotional and physical energy as to jeopardize the applicant's success in the program)

5. <u>Related Work, Volunteer, or Life Experience</u>
- Work-based experience evaluation (as completed and evaluated in Sociology 104)
- Interviews with the Admission Committee

6. <u>Other</u>
- It is recommended that students recovering from substance abuse should be in complete recovery for one year prior to entrance into the clinical phase of the program
- Persons who have had intensive outpatient or inpatient psychiatric treatment are encouraged to wait 6-12 months before entering the clinical phase of the program and to also discuss entrance into the clinical phase with the therapist
- Adequate physical health is necessary to function in an academically and physically demanding curriculum

E. ADMISSION PROCESS FOR STUDENTS WITH DOCUMENTED DISABILITIES

The Program application materials do not require the collection of any questions related to information about disabilities nor is any such information considered in the selection process.

In compliance with federal 504/ADA requirements, ACM supports the belief that "otherwise" qualified citizens should have access to higher education and that individuals should not be excluded solely by reason of handicap. The College and Program faculty are committed to the integration of students with disabilities in all areas of college life. Therefore, a variety of College support services are utilized to maximize the independence and participation of disabled students. **See <u>Section I</u> (General Information) Q, LEARNING SUPPORT SERVICES** and **<u>Section I,</u> (General Information) K, ACM COUNSELING AND ASSISTANCE SERVICES** for more information.

F. ADMISSIONS PROCESS FOR STUDENTS WITH BEHAVIORAL, EMOTIONAL, OR LEGAL ISSUES

1. **Criminal Background checks and clearances** are not required as part of the Application process to the Clinical Phase of the Human Service Program, nor is the

student required to reveal any previous legal or criminal record to the faculty. However, many field Work sites (but not all) require the completion of these reports before the student can be accepted as an intern and may reject a student for Work based on the report. Therefore, students with a criminal history who are accepted into the Clinical Phase are encouraged to inform the faculty of any issues to insure that the student is able to access field training in their areas of interest. Works can still be arranged for students who have a criminal record, although the range of options may be limited.

2. **Information on behavioral or emotional issues** experienced by the student at the time of application or in the past is not required as part of the application for admission. Students have the option to sign a release that allows the Human Service faculty to contact a health professional who has provided or is providing service to the student. The purpose of this contact will only be to discuss whether the student's enrollment in the Program will represent the best interests of the student and the Program given the emotional and academic demands of the curriculum.

G. CHARACTERISTICS OF STUDENTS WITH THE GREATEST CHANCE OF SUCCESS DURING THE CLINICAL PHASE

1. Flexibility
2. Willingness to risk and be challenged
3. Strong academic skills, especially in writing
4. Working only part-time or not at all
5. Stable family situations without a major crisis in the recent past or present
6. Successful completion of at least 2 courses in Pre-Human Service prior to entering the Clinical Phase
7. Past experience (volunteer, paid, or family) in human services
8. Moderate to high self-esteem
9. Awareness of personal issues and, when necessary, willingness to pursue professional counseling to help resolve these issues

H. NOTIFICATION OF ADMISSION DECISION

Each student receives written notification from the Director of the Human Service Associate Curriculum; this is mailed within 10 working days of the Committee meeting at which the application is considered.

This letter contains one of the following committee decisions:

1. **Application for entrance into the <u>Clinical Training Program</u> has been <u>accepted</u>;**
2. **Application for entrance into the <u>Clinical Training Program</u> has been <u>accepted on condition</u>** that the following requirements are met:

   - Further interviews are arranged with the Application Committee
   - Other conditions as specified by the Committee

3. **Application has been accepted for entrance into (or continuation in) Pre-Human Service Option.*** If placed into Pre-Human Service Option, the student will be provided with the reasons for this decision and suggestions given as to how to prepare for future entrance into the Clinical Phase. He/she is encouraged to meet with the Director to discuss the decision. The Director is available to work closely with him/her to correct any problem areas. The student may then reapply to the program the following year.

4. **Application is pending**. This means the Committee has been unable to make a final decision and is waiting for the following:
    - Grade results in certain courses.
    - Other information as specified by the Committee

I.   ENROLLMENT: CLINICAL TRAINING PHASE AND PRE-HUMAN SERVICE

Students who are accepted into the **Clinical Training Phase** enroll in a minimum of 6-8 credits of clinical coursework. In addition, students may also enroll in 4-6 credits of General Education Requirements. A total of no more than 12 credits per semester is strongly recommended.

The Clinical Training Phase consists of the following courses:

COURSES	NUMBER	CREDITS	COURSEWORK CLINICAL SEMESTER
First Semester Clinical			
Group Processes	HS 103	3	1
Counseling/Interviewing	HS 123	3	1
Second Semester Clinical			
Practicum I (Field Work)	HS 190	4	2
Helping Techniques I	HS 170	3	2
Third Semester Clinical			
Helping Techniques II	HS 201	3	3
Practicum II (Field Work)	HS 207	5	3
Fourth Semester Clinical			
Practicum III (Field Work)	HS 210	5	4
Clinical Capstone	HS 230	3	4

Those applicants who wish to enroll on a part-time schedule (1 to 11 credits) are advised to complete a minimum of 24 credits of **Pre-Human Service** courses before entering the Clinical Phase. This amounts to approximately 8 courses spread over a year or two. **The Clinical classes should be the last course work completed before graduation.**

Due to the demanding nature of the curriculum, working parents and heads of families who are entering college for the first time are especially encouraged to complete a substantial number of **Pre-Human Service** credits before entering the Clinical Phase. Students who think that they need more preparation and time to adjust to college level work are also encouraged to begin with general course work rather than Clinical classes.

J. FAST TRACK OPTION

The Fast Track Option is intended for the academically strong student who has missed the May deadline to enroll in the required pre-requisite course offered in the summer session, but who wants to be considered for acceptance into the Fall Clinical program. Students who are accepted for the Fast Track option must demonstrate excellent organizational skills, a strong work ethic, and the time availability to successfully enroll concurrently in 6 credits for clinical classes and the required 3 credit pre-requisite (Sociology 104) during the first semester (Fall) of the Clinical Phase. (Students would have the option to enroll in additional General Education classes, if needed to be full-time.)

Human Service Program Manual

SECTION IV

CLINICAL PHASE COURSEWORK AND SPECIAL STUDY OPTIONS

To laugh is—to risk appearing the fool.
To weep is—to risk appearing sentimental.
To reach out for another is—to risk involvement.
To expose feelings is—to risk exposing your true self.
To place your ideas, your dreams before the crowd is—to risk their loss.
To love is—to risk not being loved in return.
To live is—to risk dying.
To hope is—to risk despair.
To try is—to risk failure.
But risks must be taken, because the greatest
hazard in life is to risk nothing.
The person who risks nothing, does nothing,
has nothing, and is nothing.
He may avoid suffering and sorrow,
but he simply cannot learn, feel, change, grow, love—live.
Chained by his certitudes, he is a slave,
he has forfeited freedom.

Only a person who risks is free.

~ Author Unknown

SECTION IV: CLINICAL PHASE COURSEWORK AND SPECIAL STUDY OPTIONS

IV. CLINICAL PHASE COURSEWORK AND SPECIAL STUDY OPTIONS

A. CLINICAL COURSE REQUIREMENTS

Thirty-two credits of clinical course work, including a minimum of 437 field work hours are required to complete the program. A student must be accepted into the Clinical component in order to take the clinical coursework. (See back cover of Manual for Checklist of Courses (clinical and general education) required for the Associate degree and Section III for the Admission process.)

B. CLINICAL COURSE DESCRIPTIONS

Refer to the College Catalogue for descriptions of the eight required clinical courses.

C. HUMAN SERVICE SPECIAL TOPIC COURSE DESCRIPTION

Human Service 298   **1-4 credit hours**

Offered fall and spring semesters, and summer session as demand warrants. This course is designed to address a range of topics and emerging areas of evidence-based best practices in the field of human service. The format and credits offered vary depending on the course content.

D. INDEPENDENT STUDY COURSE DESCRIPTION

Human Service 299   **1-4 credit hours**

If a clinical phase student need to add courses to meet full-time requirements for financial aid or if they have a topic they would like to study in depth, he/she may request an Independent Study with one of the Human Service faculty. This can be for 1-4 credit hours and is intended for students who are academically strong and self-motivated. Since only a limited number of students are accepted for Independent Study, arrangements should be made prior to the start of the semester. Approval by the Human Service Program Coordinator to pursue Independent Study Program is required.

This course can take many forms including completion of a project, a research paper, reading assignments, book reviews, field trips, etc. The student is expected to develop his/her own learning objectives and participate with the instructor in designing the course of study. Regular meetings with the instructor are scheduled. Currently Independent Study Self-Study Packets are available on the following topics, but new ones are developed on an ongoing basis:

> **Creativity**
> **Agency-based Service Learning (Volunteer Experience)**

Wellness
1960's Civil Rights Movement
Mind/Body Skills for Stress Management
Rural Poverty: *The Glass House* **by Jeannette Walls**

E. ADDICTIONS CERTIFICATE

The Addictions Certificate provides students with knowledge that is essential for the field of addictions. When combined with other requirements of the Maryland State Addictions Licensing Board, these courses will also meet the required addictions specific courses for the Maryland Addictions Counselor Certification. The Addictions Certificate is intended primarily for students enrolled in Allegany College of Maryland's Human Service Associate degree program or another Maryland State-approved addictions' preparation degree. Students interested in a career in addictions counseling should refer to the Human Service Associate Degree program for a description of this curriculum or consult with the Advising Center for other options. However, while the Certificate courses are open to anyone who would like to enhance their resume or career portfolio or to individuals with an interest in addictions, the Certificate courses alone will not enable an individual to sit for the associate level Maryland State Addictions Counselor Certification Exam. **twenty-Four credits (seven courses)**.

The additional courses are in Bold.   Credit Hours
   Summer:
  Psychology 101
  (Introduction to Psychology)..3
  Psychology 289
   (Ethics for the Addictions Counselor)..3
  (1) Restricted Electives 2
                                         Total: **8**

  1st Semester:
  Psychology 286
   (Drugs and Human Behavior) 3
  Psychology 205
   (Introduction to Abnormal Psychology) 3
  Sociology 203
   (Social Problems) 3
                                         Total: **9**

  2nd Semester
  Psychology 287
   (Addictions Treatment and Delivery) 3
  Integrative Health 101
  (Mind Body Skills for Health and Healing 1
  Biological Science- 116
   (Human Biology) 3
                                       Total **7**

                 Total Credit Hours: **24**

F. INTEGRATIVE WELLNESS LETTER OF RECOGNITION

The Letter of Recognition in Integrative Wellness introduces the student to an interdisciplinary, holistic (mind/body/spirit), and cross-cultural approach to self care and wellness. The Integrative model of wellness is supported by current research which demonstrates positive impact on workforce effectiveness and productivity, stress levels, and the ability to cope with chronic health issues.

Nine credits are required to complete the Letter of Recognition: 3 credits of Core Classes and 6 credit of Designated Electives. The Core Classes were chosen to provide students with an introduction to topics which reflect three aspects on integrative wellness: mind, body, and spirit. A wide variety of designated electives are offered to insure students can choose classes which meet their individual interests and needs.

The courses required for the Integrative Wellness LOR are:

Core Classes

Integrative Health 101 (Mind/Body
   Skills for Health and Healing) 1
Integrative Health 112 (Spirituality
   and Healing Traditions) 1
Restricted Elective 1

Designated Electives

Biological Science 114
   (Fundamentals of Nutrition...3
Biological Science 150
   (Medicinal Botany) 3
Integrative Health 106
   (Introduction to Energy Health)..1
Integrative Health 107
   (Energy Health II) 1
Integrative Health 110 (Tai Chi)...1
Integrative Health 111
   (Introduction to Qigong) 2
Integrative Health 114
   (Integrative Approaches to Health & Healing).................2
Integrative Health 115
   (Yoga for Wellness I)..1
Integrative Health 116
   (Yoga for Wellness II) 1
Integrative Health 203/Psychology 203
   (Introduction to Health Psychology).................................3
Integrative Health 298
   (Special Topics in Integrative Health) 3
Physical Education 115

(Mind/Body Movement Stress Reduction Techniques).....1
Therapeutic Massage 101
    (Introduction to Therapeutic Massage).............................2
                        Total Credit Hours: 9

G. LEADERSHIP DEVELOPMENT LETTER OF RECOGNITION (LOR)

The Leadership Development program offers students opportunities to enhance the development of their career portfolios, a competitive edge in employment opportunities, builds self-esteem and character, and provides documentation of leadership proficiency (i.e. admission application for four-year institutions). This program will also provide evidence of career training.

The courses required for the Addictions LOR are:

    Speech 101 (Speech Communication I)...............................3
    Humanities 110 (Interdisciplinary Leadership I).................3
    Humanities 210 (Interdisciplinary Leadership II)...............3
                        Total Credit Hours: 9

Human Service Program Manual

SECTION V

FIELD WORK
INFORMATION AND GUIDELINES

I hear and I forget...

I see and I remember...

I do and I understand.

~ Confucius

SECTION V: FIELD WORK INFORMATION AND GUIDELINES

V. __FIELD WORK INFORMATION/GUIDELINES__

A. PURPOSE/GOALS OF FIELD WORK

__PURPOSE__

The purpose of a field work is to provide off-campus experiences for the student to apply the knowledge, skills, and values learned within the classroom.

The College faculty and the field supervisor work together with the student in the following areas:

1. the identification of strengths and areas needing improvement;

2. the development of an experiential learning plan to maximize the student's professional and personal development;

3. the integration of theory and practice.

__GOALS__

The College believes that the success of the field work is the joint responsibility of the Program Director, Clinical Coordinator, the site supervisor, and the student. The goals of this partnership are to:

1. obtain and develop skills and knowledge which are relevant to the helping profession;

2. prepare the student for the responsibility and initiative required in the work world;

3. challenge the student through the use of constructive feedback to his/her their potential personally and professionally;

4. develop positive work habits, a professional attitude, and high ethical standards;

5. expose the student to a wide variety of clients, helping techniques, and organizational styles; and

6. explore potential career areas.

B. FIELD WORK CURRICULUM REQUIREMENTS

Three field work experiences are required during the Clinical Phase of the program. These are scheduled in the second, third, and fourth semesters and are taken in conjunction with an on-campus seminar. A minimum of 437 hours is required to graduate from the Human Services Associate Curriculum.

C. FIELD WORK SELECTION PROCESS

The selection of a field site is the joint responsibility of the student and the Program Director, taking into account the student's skill level, career needs, and interests. A structured process is initiated by the Clinical Coordinator at a Selection Workshop which is held in the semester prior to the actual start of the field work. Students identify three potential sites which interest them and the Clinical Coordinator has the responsibility, in consultation with the Human Service Director, for making the final assignments. Most students obtain one of the three preferences, but in some cases alternative sites must be identified. If this occurs the Coordinator meets with the student to decide on an acceptable site.

Specific timetables are provided to the student whose responsibility it becomes to explore sites, establish Work goals, and set up an interview.

Students are not to develop field work sites on their own, but may present ideas to the Coordinator who will make the necessary contacts with the site to determine agency interest, opportunities for learning, and the availability of adequate supervision. An interview at the field site is required at which time the student is encouraged to frankly discuss past experiences that may affect his/her performance. The student also shares personal and professional goals as well as expectations for the Work. At all times during the process, the Coordinator is available to meet with the student to discuss options.

D. SELECTION CRITERIA FOR FIELD WORK SITES AND SUPERVISORS

1. <u>Site Selection Criteria</u>

Over 100 sites have been approved for inclusion on the ACM Human Service Field Work Site List. These sites meet the following requirements for excellence in fieldwork:

- agency status that insures continued viability (non profit, government, or for profit status) with a minimum of 1 paid full time staff;
- designation of a qualified supervisor;
- access to the designated supervisor for a minimum of 1 hour weekly and other times as needed;
- willingness to meet with the ACM Human Service faculty member designated as the Faculty Liaison to the Work site a minimum of twice during the semester;

- willingness of the site to support the student in completion of class assignments related to the internship; and
- willingness to work closely with ACM's Human Service Program faculty to resolve any problems experienced by students and to use these problems as opportunities for the student to learn and grow. Termination of the students from the site will only occur in the case of serious violations of agency Guidelines or risk to clients and/or after unsuccessful implementation of a Corrective Action Plan as defined by the Program.

2. **Standards/Educational Requirements of Field Supervisors**

Site supervisors for students in the Human Service Curriculum are required to have:

- a minimum of a two- year degree in a human service clinical program;
- two years work experience with at least one year of supervisory experience;
- adequate time to meet with the student (at least one hour a week), to oversee his/her work, and to provide support as needed; and
- a commitment to training new professionals.

If, however, the agency identifies a staff member as a possible supervisor who does not meet the Program's standards, but has other credentials which will insure excellent supervision, the Director may waive one or more of the above requirements.

E. FIELD WORK SITES

A large variety of field work sites are available in the Tri-State area (Maryland, West Virginia, and Pennsylvania). A complete list of Work sites can be found in **Appendix VIII,** C: **FIELD WORK SITES.**

F. USE OF A STUDENT'S JOB AS A FIELD WORK

Students may not use a current paid position as a field work site since the purpose of field work is to challenge the student to develop new skills. However under some circumstances, students may propose to the Clinical Coordinator and the Director that he/she be allowed to do field work in another unit of the agency in which he/she works, or undertake a special project outside the scope of his/her usual job. The student and agency must be able to demonstrate that:

- the assignments and work hours are distinct and separate from his/her paid job;
- the student will be exposed to different experiences in his/her paid job and will have the opportunity to acquire new skills.

The decision to approve this work will be made by the Clinical Coordinator and the Director.

G. STUDENTS AS CLIENTS (CURRENT OR FORMER) OF A FIELD WORK SITE

Students will not be placed at sites where they have received clinical or counseling services until at least one year after discharge. (For example: Hospice, Day Treatment, Family Crisis Resource Center, Archway, etc.) This is to protect both the clients at the agency and the student who may not have achieved enough emotional distance to be able to objectively assist clients or who may still have unresolved therapeutic issues.

H. FIELD WORK CONTRACTS

After completing an interview at the field work site, the agency and the student will decide whether the site is appropriate for the student's learning needs. Either the agency or the student may at this time withdraw and another site arranged. The student is encouraged to take the interviews very seriously and attempt to explore the type of experience offered. Once it has been agreed that the site is appropriate for both parties, a contract is developed and signed. This contract specifies student, Clinical Coordinator, and supervisor responsibilities, student goals, orientation requirements, supervisory sessions, and other agency expectations.

Students are bound by the specific details of this contract and any changes must be approved by the faculty liaison and the site supervisor.

The completed contract is returned to the Clinical Coordinator by the date specified, which is always before the end of the semester prior to start of field work. The contract is reviewed by the Clinical Coordinator and copies are made for the site supervisor and the student.

I. FIELD WORK ATTENDANCE REQUIREMENTS

Attendance at field work during specified contract times is viewed by the Program as a serious, professional commitment to clients and staff, equal to that of a paid position. In addition to the issue of professionalism, there is the educational requirement to observe and learn experientially the professional skills necessary to succeed in the field.

1. **Minimum/Maximum Field Work Hours by Course** are as follows:

Course	Semester	Hours Minimum	Maximum
190	Spring (Sem. #2)	143	150
207	Fall (Sem. #3)	170	180
210	Spring (Sem. #4)	<u>124</u>	<u>130</u>
	TOTAL	**437**	**460**

2. **Failure to meet the minimum field hours** will result in one of the following grades:

- An "I" (Incomplete) grade may be granted to a student who has met his/her professional responsibilities and satisfactorily completed the semester's academic (classroom) requirements, but due to a serious, long term illness, the death of a close family member or other unusual circumstances has been unable to complete the required field work hours. In this case the Director, Clinical Coordinator, and site supervisor will confer and if all are in agreement, the Work will be extended to allow the student to complete the required hours. The hours must be completed, however, prior to the start of the next semester.

- An "X" grade may be granted to a student who meets the same criteria as stated above for an "I" grade but who is unable to make up the required field work hours by the start of the next semester and/or has not been able to complete academic (classroom) requirements. An "X" grade indicates satisfactory progress toward completion of the course but not to the degree necessary to master the competencies needed to pass the course. The course and field work must then be repeated. It is a permanent, non-punitive grade which does not award any credit for the course.

- A Grade of "D" or "F" may be assigned to the student by the director after conferring with the site supervisor and clinical coordinator, and reviewing documentation of attendance or other problems which violate contract, program, or professional standards. This grade will result in dismissal from the program; the student may reapply the following year to reenter the program, and if accepted, repeat the course and field work experience.

3. **Professional Standards Regarding Attendance at Field Work** are as follows:

- At the beginning of every field experience, students are to request the agency or field supervisor's Guidelines and procedures regarding absence or lateness from work.

- Students are expected to treat fieldwork the same way he/she would treat a job: showing up on time, maintaining their regular contract-based work schedule, and following accepted procedures for any variations.

- Students are required to notify their site supervisors as early as possible if they will be absent due to illness or emergency. When an absence is known in advance (i.e. a doctor's appointment, etc.), the student must clear this with his/her supervisor and arrange to make up all missed hours.

- Should the student or agency wish to revise the scheduled field work hours as stated in the contract, the liaison must be informed prior to the change.

- Students are responsible for making up hours which are lost due to agency holidays, weather closings, etc. (Whenever possible, students should identify

such potential conflicts in advance and develop an alternative plan to build in additional hours.)

- Students and field supervisors are required to notify the clinical coordinator if there are more than 2 instances of lateness or unexcused absence or if the student has fallen more than 10 hours behind in their work hours. In such a situation, the student will be placed on Alert Status and an Action Plan will be developed by the site, the student, and the Program.

- Students must attend field work through the end of the contract period and may not terminate early even if the required hours have been met.

- Students may not begin accumulating hours before the date stated in the learning contract although they may visit the site to observe and attend orientation sessions.

- Time sheets must be kept accurately and are to be posted where the site supervisor can review it regularly.

J. DIRECTOR/CLINICAL COORDINATOR/SUPERVISOR/STUDENT RESPONSIBILITIES

As stated previously, the success of the field work experience is the joint responsibility of the site supervisor, the student, the Director and the faculty liaison.

1. **The ACM Clinical Coordinator of the Human Service Curriculum:**

- Identifies appropriate field work sites for all students;

- plans and conducts the on-campus weekly seminar

- meets with the student and/or the site supervisor and/or the director to discuss any problems regarding the students adjustment or concerns about field work;

- determines the semester grade for each student based on the supervisor's evaluation, the student's performance in the Seminar, and written assignments

- arranges a meeting each semester with site supervisors and students to share experiences and suggestions for improving the practicum; and

- visits the field work site on a regular basis throughout the semester (1 required visits);

- is available (beyond regularly scheduled visits) for consultation with the field work site supervisor and/or the student; and
- reviews journals and assigns a grade.

3. **The Site Supervisor:**

- orients the student to the overall purpose of the organization and its role in the community network of services, as well as to the specific service in which the student will work;

- defines the student's role in the organization;

- selects appropriate tasks and experiences for the student;

- helps the student integrate field experiences with classroom work and recommends relevant articles and books for the student to read;

- attends a supervisory meeting at the college which will be held once a semester;

- meets with the student at least once a week to review the student's progress, plan activities and tasks, and clarify the student's role;

- meets with the ACM liaison on a periodic basis to review the student's progress and notifies the liaison of any problems in the student's adjustment or performance;

- monitors the student's attendance, signs the attendance form provided by the instructor, and reports to the liaison any undue absences or other attendance infractions; and

- evaluates the student at midterm and during the final week of the student's Work semester. (Evaluation forms will be provided by the ACM instructor.)

4. **The Student:**

- posts his or her attendance record in a clear and prominent place at his or her field work site;

- meets all terms of the contract;

- performs the tasks outlined by the supervisor;

- works at the organization during the specified hours; (If the student must be absent at any time, the supervisor is to be informed as early as possible and the time made up.)

- recognizes the need for confidentiality in the work of the agency and practices this not only at the agency but also in the Seminar uses supervision constructively;

- is prompt in attendance at agency conferences and supervisory sessions;

- actively seeks out learning experiences;

- attends weekly seminars held on campus and does assignments;

- evaluates practicum field work experiences.

K. FIELD WORK SITE VISITATION

A close working relationship between the student, the faculty liaison, and the site supervisor is maintained through periodic visits to the field site by the designated liaison. Depending on the needs of the student, there is 1 visit a semester. During this visit, the faculty liaison will meet with the student and the supervisor to:

- check the student's attendance record;
- review the student's progress and activities. The focus will be on positive learning experiences and areas of growth concerns, problems, and areas needing improvement;

Usually the first visit of the semester focuses on the student's adjustment to the field site, questions the supervisor has about the requirements for the semester, and a discussion of the student's progress to date as well as goals for the remainder of the semester. Additional visits can be scheduled as needed.

A student's field work concerns and issues can be discussed during site visitation or the student may wish to consult with the clinical coordinator prior to approaching his/her supervisor directly.

L. RESOLUTION OF PROBLEMS EXPERIENCED AT THE FIELD WORK SITE

Problems or conflicts are expected in the Clinical Phase and are viewed by the Program as excellent learning opportunities for students. The program actively teaches students the importance of directly addressing conflicts or concerns in a professional, assertive, and constructive manner. The following process is encouraged for students and supervisors.

1. **Problems/Issues Identified by Students**

   - The student should always attempt to address his/her concerns directly to the supervisor. (The faculty liaison is available to help the student identify the most appropriate way to approach the issue but will not intervene initially.)

   - Should the issue not be resolved, the student may request a joint meeting with the site supervisor and faculty liaison to discuss the issue. In most cases the problem can be resolved at this level.

- If the issue is not resolved as described above, the liaison will inform the Director who, with the liaison, will determine the appropriate next step.

2. **Problems/Issues Identified by Site Supervisors**

- The Supervisor should inform the student of the problem/issue and together develop (depending on the seriousness of the issue and agency Guidelines) either a formal written plan of action or an informal agreement to address the problem. The liaison should be informed by telephone or at the next site visit of this, but unless the issue is a serious one, need not be involved initially in the plan.

- If the problem/issue continues with little or no improvement, the liaison is to be notified as soon as possible and a meeting held with the student, the supervisor, and the liaison. This may require that the liaison develop an Action Plan as defined in **Section II (Program Guidelines) H, LEVELS OF INTERVENTION.**

- If the issue is not resolved as above, the Director is informed and, with the liaison, will determine the appropriate next step.

M. REASONS FOR TERMINATION

The Work agency has the right to terminate the student at any time from the Work. However, as part of the agreement to serve as a Work site, agencies agree to work closely with Human Service faculty to help students grow and learn from problems experienced in fieldwork. (**See Section V (Field Work Information) D, SITE CRITERIA**.)

However, if there is a serious violation of agency Policies or if the problem has not been resolved after extensive corrective action has taken place, a student may be terminated from a field site by the Human Service Program Director at the request of the site supervisor or the faculty liaison for any of the following reasons:

1. persistent inability or refusal to carry out assignments despite support and supervision;
2. violations of the Program Fieldwork Attendance Guidelines;
3. failure to honor the field work contract;
4. unethical behavior;
5. disruptive or insubordinate behavior;
6. medical or psychological disability that interferes with the student's performance or ability to master the necessary skills as documented by a physician;
7. personal life issues that disrupt the student's ability to perform or learn;
8. violation of the program's Confidentiality Guidelines
9. violation of the program's Drug/Alcohol Policy; and/or
10. inappropriate or threatening behaviors toward clients.

Termination of a student from the field site results in the inability to complete the Clinical Practicum class which means that the student will need to repeat that course. However, in the rare situation where the Human Service Program Director believes that the agency's request to remove the student from the filed work Site was unjustified, the student may be assigned to another site.

Documentation of the above problems is to be done in writing by the supervisor and the liaison. Depending on the seriousness of the problem, every effort is to be made by the site supervisor and the liaison to involve the student in a corrective plan of action in keeping with the Program's Guidelines regarding levels of intervention to address problems. Should such efforts fail or the student's behavior require immediate intervention to remove him/her, the Director will confer with the supervisor and the liaison to discuss termination. The decision is then conveyed to the student by the Director. If the student wishes to appeal the decision, he/she must follow the College grievance process which is found in the ACM Student Handbook.

Refer to **Section II (Program Guidelines) H, LEVELS OF INTERVENTION** for more details on the Program's Guidelines regarding corrective action, probationary status, and termination.

N. EVALUATION

Field work supervisors will be responsible for evaluating the student at mid-term and semester's end; each **Evaluation** is worth 50 points. This evaluation tool focuses on broad general areas appropriate to many sites. Therefore, the supervisor is encouraged to adapt the tool to his/her particular site by including comments and, if necessary, modifying or adding to the items on the form. In addition, supervisors and students should specifically clarify the supervisor's perspective in completing the evaluations. Some supervisors view students as entry level staff and as such rarely give a superior rating; others look at the student in terms of his/her individual skills, experience, etc. This may result in widely varying evaluations so students are encouraged not to compare scores. Although this variation in scores may seem unfair, it is no different than the "work world" and students are to view the experience as an opportunity to learn about different supervisory styles.

It is the student's responsibility to deliver forms to the supervisor and to return them to the instructor by the due date. Failure to return this evaluation on time may result in the loss of the total 50 points for a given grading period.

Students are required to do a **Self-Assessment** at mid-term and semester's end; THIS IS TO BE SHARED WITH THE SUPERVISOR AT LEAST ONE WEEK BEFORE EVALUATIONS ARE DUE to the instructor. The self-evaluation is turned in with the supervisor's evaluation to the assigned liaison.

An optional **Agency/Supervision Feedback Form** is available to supervisors. This is intended to provide feedback to the supervisor and agency on how the student perceives the experience and what additional supports are needed.

Final grades for the Practicum Seminar are assigned by the instructor and includes the supervisor's evaluation along with tests, papers, etc. A low grade on the evaluation therefore does not necessarily mean that the student would fail the course. However, should the faculty liaison feel that the student has not achieved the skill level or professionalism necessary to advance to the next practicum, the liaison may recommend to the Director the student receive an "I" (Incomplete), an "X," or, if necessary, repeat the practicum over the summer or the next year before advancing to the next practicum level.

O. STUDENT/AGENCY FEEDBACK ON FIELD WORK EXPERIENCES

1. **Student Graduate Feedback:**

   Student feedback is solicited informally every semester. However, in the last semester of the curriculum, prior to graduation, students formally provide the faculty with feedback on the Program, including fieldwork. This feedback is incorporated into the CSHSE Reaccreditation Self-Study which is conducted every five years.

   In addition, every five years at the time of the CSHSE Reaccreditation Self-Study, students and graduates of the Program are also surveyed for their feedback.

2. **Supervisor/Agency Feedback:**

   In 2010, a Survey Monkey online tool was developed to collect online feedback from supervisors regarding the effectiveness of the Program's fieldwork component. This mechanism is sent out at the end of every semester by the Director and the feedback received used to strengthen the Program.

P. REQUIRED FORMS

1. **Medical**: Prior to beginning the first semester of clinical classes, a student must meet with the Nurse Managed Wellness Center (NMWC) to determine what healthcare requirements need to be completed as part of the Allied Health Program requirements for field work. The NMWC will house all medical records for the students. (Exception: A student admitted to the program just prior to the start of classes will have one month to meet with he NMWC).

2. **Miscellaneous Forms**: Students must complete all forms required as part of the Program Enrollment packet. These include Confidentiality and the Student/Practitioner, Job/School Release Reference Form, Guidelines on Illegal and Illicit Substances, Continuance, Dismissal and Readmission Guidelines, Dress Code, Honor Code, Attendance Guidelines, etc.

Q. PRE-WORK TRAINING REQUIREMENTS

Every student is required in the first semester of clinical training to complete computer-based training modules (Learning Harbor) on Universal Precautions, HIPPA,

confidentiality, sexual harassment, workplace violence, abuse and neglect, and cultural diversity. Successful completion of an on-line post-test is documented in the student file prior to beginning field Work.

Agencies are strongly encouraged to provide training to the student on Universal Precautions and Exposure Control measures, confidentiality, and HIPPA as they relate to the site's clients.

R. PUBLIC SCHOOL WORK

The Clinical Coordinator of the Human Service Curriculum must submit an Application for field work form to the Dean of Career Education in the semester prior to the field work for every student who will be assigned to a public school. The forms are then forwarded to the Board of Education where each is approved and signed.

S. RECORD OF FIELD WORK HOURS

The Field Work Time Sheet Form is used to record completed field work hours. This summary is then included in the student's permanent Human Service Graduate file.

T. JOURNALS

Journals are one of the most important academic components in the field work. Students are required to submit their journals on a regular basis to the assigned liaison who provides written feedback to the student and assigns points which are included in the final grade. (Some site supervisors also review journals but no grade is recorded.)

As a <u>learning tool</u>, journals provide a means for the student, liaison, and site supervisor to:
- monitor and assess progress towards contract goals, personal and professional;
- apply the knowledge and skills learned in class to practice in the agency; and
- identify issues of concern to the student for follow up in supervisory conferences or in the classroom.

In terms of <u>specific skills</u>, journal assignments are designed to:

- practice professional recording skills;
- develop and refine observational and assessment skills; and
- establish goals and evaluate progress.

U. INSURANCE COVERAGE

1. **Liability:** Allegany College of Maryland has a comprehensive insurance program designed to provide protection for the College.

2. **Health Insurance:** Students entering health programs, by virtue of the clinical nature of the training, may be exposed to infectious diseases or processes and their inherent risks. Therefore, students enrolled in training programs which involve clinical/practicum experiences are expected to have their own personal health insurance; Allegany College of Maryland and the clinical agency are not responsible for medical expenses related to injury incurred during training programs.

   Personal health insurance is available for students to purchase and information is available at the ACM Business Office in the College Center Building.

V. STUDENT STIPENDS/PAID FIELD WORK/TRAVEL REIMBURSEMENTS

Students may not accept payment or a stipend for his/her field work since reimbursement for services may imply or require that outcomes, accomplishments, or agency expectations supersede the learning process and the freedom to learn from mistakes.

Agencies, however, are asked to reimburse students for transportation expenses incurred in the course of carrying out assigned tasks and whenever possible, to cover expenses for any workshops, conferences, or training sessions attended as part of his/her fieldwork.

W. DRESS CODE

Students are expected to follow the dress code of the agency where they are placed and should inquire as to what is acceptable prior to beginning Work. This will vary greatly from site to site depending on the nature of the tasks performed. At all times, however, students are to be neat, clean, and professional.

X. SUPERVISOR MEETINGS AND BENEFITS

1. **Meetings**

Within the first month of the semester a meeting is held at the College for all site supervisors and appropriate agency administrative staff. From time to time students are also invited to attend these meetings which generally last one hour. The supervisor meetings serve three primary purposes:

- communication from faculty to supervisors about the field work process, Guidelines, etc. and the focus and content of classroom activities and assignments;
- dialogue among faculty, supervisors, and students on issues and concerns related to field work; and
- upgrading of supervisory and training skills.

2. **Benefits**

Each semester the Program Director submits a list of current supervisors to the

Dean of Career Education. A letter of appreciation is sent to them in the fall semester along with a pass to the ACM basketball games and as well as a pass to utilize the college pool. A second letter is sent in the spring semester from the College President, and after five years of service to the college/program, a Certificate of Appreciation is sent, signed by the President and Chairman of the Board.

Y. CELL PHONE USAGE

Cell phones are always completely turned off in class at field work. Any time a student is receiving credit for clinical hours, he/she is considered to be "on the clock" and usage of cell phones or texting is not permitted. Students can be dismissed from fieldwork for inappropriate use of a cell phone. Students should check with their supervisor to learn about the rules regarding cell phone usage at the work site.

Human Service Program Manual

<u>SECTION VI</u>

HUMAN SERVICE PROGRAM ADVISORY COMMITTEE

Splendid Torch

This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being a force of nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.

I am of the opinion that my life belongs to the whole community, and as long as I live, it is my privilege to do for it whatever I can.

I want to be thoroughly used up when I die, for the harder I work the more I live. I rejoice in life for its own sake. Life is no "brief candle" for me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.

George Bernard Shaw

SECTION VI: HUMAN SERVICE PROGRAM ADVISORY COMMITTEE

VI. HUMAN SERVICE ADVISORY COMMITTEE

A. FUNCTIONS

The ACM Human Services Associate Curriculum Advisory Committee meets two times a year. Additional meetings may be called upon the recommendation of any committee member or the Human Service faculty. The mission of the Committee is to provide consultation and advice to the Human Service faculty and to serve as a forum for communication concerning the curriculum, employment opportunities, etc.

B. RESPONSIBILITIES

The Committee will be responsible for:

1. advising the College and the Curriculum on future directions;
2. evaluating the status of the Program;
3. reviewing the Curriculum including course content and clinical objectives;
4. exchanging information;
5. updating the College and the Curriculum on employment trends, training needs of the community, and performance of graduates;
6. advising faculty on the recruitment and retention of students and on ways to increase job opportunities for graduates;
7. providing a professional support system to faculty, and
8. assisting with tasks related to Program Self-Study and Reaccreditation.

C. COMPOSITION

The Advisory Committee is composed of a mixture of human service agency representatives, program faculty, program graduates, current students, and ACM Admissions Staff. All Committee members serve indefinite terms with the exception of the current and post-graduate students who serve two year terms only.

D. COMMITTEE MEMBERS

Sarah Kaiser, Family Crisis Resource Center
Carey Moffatt, UPMC Wellness Center
Courtney Thomas, Human Resources Development Commission
Tina Thomas, Archway Station
Annette Clark, Allegany College of Maryland
Laura Miller, Alumni Representative
Terri Foote, Horizon-Goodwill Industries
Karl Glocker, Addictions
David Ziler, Union Rescue Mission
Wendolyn McKenzie, HRDC
Stefan Keiser, Twin Lakes
Kathy Whitacre, UPMC Behavioral Health

Human Service Program Manual

<u>SECTION VII</u>

HUMAN SERVICE CLUB CONSTITUTION AND BYLAWS

"Let me light my lamp
says the star
And never debate
if it will help
move the darkness."

SECTION VII: HUMAN SERVICE CLUB CONTITUTION AND BYLAWS

VII. HUMAN SERVICE CLUB CONSTITUTION AND BYLAWS

Revised (May 2006)
Based on recommendation of Patricia Morse,
Club President, 2005/2006
Approved by Human Service Club Members (October 2006)
The 2006/2007 Club Officers (September 2007)
Revised (August 2010)
Revised by Human Service Club Officers and approved by vote of
Human Service Club Officers
Revised (May 2018) Revised by Human Service Club Officers and approved by vote of Human
Service Club Officers

Article I – Name

Section 1: The name of the organization shall be the Allegany College of Maryland Human Service Club.

Article II – Purpose

Section 1: The organization is directed toward facilitating official recognition of the Human Service Associate profession.

Section 2: The organization will promote a better understanding of Human Service issues and the role of Human Service professionals.

Section 3: The organization will provide a support system and social function for its members.

Section 4: The organization will reach out to the community, utilizing skills learned through the Human Service curriculum and carry out the Mission Statement of the Human Service program.

Article III – Membership and Dues

Section 1: The Human Service Club shall be composed of all students who would like to who are enrolled in the clinical phase of the Human Service program at Allegany College of Maryland.

Section 2: Dues will be determined by the officers each year.

Section 3: Each year the officers will determine the requirements for members regarding participation in service projects and fundraisers. These requirements will be given in written form to every member.

Section 4: Students who fail to meet the requirements as established by the officers will forfeit membership in the organization and will be ineligible to vote, hold office, participate in activities of the organization, or benefit from subsidized club trips.

Article IV – Meetings

Section 1: Meetings will be held at least once a month, with time and date being designated by the President. The President may call additional meetings.

Section 2: Members will be informed of all meetings or cancellations at least two days prior to the meeting.

Section 3: All active elected officers are expected to be at all meetings. If not possible, they must review minutes taken. If a member is not able to attend meetings, they must find someone to cover their responsibilities. For example, if the secretary is unable to attend, he or she will need to find someone in the Human Service Club to take minutes for the meeting that day.

Section 4: When the President is unable to attend a meeting, the Vice President will assume the duties of the President. The line of succession to the presidency in the absence of the Vice President would be the Secretary, the Treasurer, followed by the historian. Meeting are held only when the President or the Vice President can attend.

Article V – Voting

Section 1: To be eligible to vote, members must meet dues (if applicable) requirements.

Section 2: The President of the organization shall vote only in the case of a tie.

Section 3: Motions shall be carried on a simple majority of the voting members who are present.

Section 4: Voting will be done by secret ballot for officers positions, if one member so desires. All other voting will be done by show of hands.

Section 5: Absentee voting can occur when a member who is to be absent casts his or her vote in writing with the President prior to the meeting. If the absentee vote is not cast in writing with the President prior to the meeting, it (the absentee vote) will be considered invalid. Therefore, it will not be counted.

Article VI – Organization

Section 1: The officers of the organization shall be: President, Vice President, Secretary, Treasurer, and Historian.

Section 2: Officers of the organization shall be enrolled in Clinical Phase of the Human Service program.

Section 3: Officers will form the Executive Council.

Article VII – Elections

Section 1: The President, Vice President, Secretary, Treasurer, and Historian shall be elected in the spring semester. The officers shall be Human Service students in good standing who are completing their first year in the clinical phase of the program

Section 2: The President, Vice President, Secretary, Treasurer, and, if so desired, a Historian, shall be elected by a majority vote of the individual members present in the Human Service class.

Section 3: During the fall semester in the Human Service program, first year students must elect a class representative to attend all meetings and represent the freshman class.

Section 4: The Vice President shall assume the duties of the President in the absence or disability of the President. The line of succession to the presidency in the absence of the Vice President would be Secretary, Treasurer, followed by the historian.

Section 5: When vacancies other than the Presidency occur between elections, Club members will nominate and vote on a replacement to serve until the next election.

Article VIII – Club Officer Duties and Responsibilities

Section 1: The President of the Human Services Club shall:
a. Preside over all meetings
b. With the assistance of the Executive Council, prepare an agenda for all   meetings
c. Vote in the case of a tie
d. With the approval of the members, appoint students to committees
e. Be present for a signature when money is being counted and deposited

Section 2: The Vice-President of the Human Service Club shall:
a. Assume all powers and duties of the President in his absence
b. Be a member of the Executive Council

Section 3: The Secretary of the Human Service Club shall:
a. Record, file, and disseminate minutes of all Human Service Club meetings
b. Insure that the history of the club be kept in an organized scrapbook. (If
   an Historian is elected, he or she will work closely with the Secretary
   in keeping the history of the club organized.)
        c. Read the minutes at each meeting
        d. Be responsible for correspondence relating to the organization
        e. Be a member of the Executive Council
Section 4: The Treasurer of the Human Service Club shall:
a. Give a report of the financial status of the Human Service Club at each meeting.
b. Maintain a record of all financial transactions of the Human Service Club
c. Be responsible for collection of dues
d. Be the only member of the organization, including the Executive

Council, responsible for the financial transactions of the organization
e. Be a member of the Executive Council

Section 5: The Historian of the Human Service Club shall:
     a. Attend all events held by the Human Service Club to take photos of the events
     b. Creates a memory for the class through the use of photography
     c. Attend schedule meetings

Section 6:
     a. All Human Service Club officers and representatives are required to be clinical phase students in good standing. If an officer fails to meet this requirement, the organization's advisor will determine what actions should be taken.
     b. It is the duty of all officers to work together as a team to ensure that the Human Service Class events are a success. Active participation and a willingness to become involved in all activities of the class is necessary.

Article IX – Committee

The following committees are appointed by the President as needed:

1. Social
2. Fund Raising
3. Service Projects
4. New Student Orientation

Article X – Ratification

Section 1: The Constitution shall become effective when it has been approved by the members of the Human Service Club and the faculty advisor for the Club.

Article XI – Amendments

Section 1: The Constitution may be amended by the affirmative vote of two-thirds of the Human Service Club members.

Section 2: Students of the organization shall be informed of pending amendments two weeks prior to the vote on such amendments, and amendments will be effective two weeks after an affirmative vote.

Article XII - Advisor

The Human Service club advisor will be a faculty member of the Human Service Program.

Human Service Program Manual

SECTION VIII
APPENDIX

A. ETHICAL STANDARDS OF HUMAN
    SERVICE PROFESSIONALS

B. SCHOLARSHIP OPPORTUNITIES
    FOR HUMAN SERVICE STUDENTS

C. LIST OF FIELD WORK SITES

D. TIPS FOR STUDENTS ON MAKING
    THE MOST OF FIELD WORK

APPENDIX A

ETHICAL STANDARDS FOR HUMAN SERVICE PROFESSIONALS

National Organization for Human Services: [*www.nationalhumanservices.org*](http://www.nationalhumanservices.org)

National Organization for Human Services Adopted 2015

Preamble

Human services is a profession developed in response to the direction of human needs and human problems in the 1960's. Characterized by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their communities and environments. Human service professionals and those who educate them promote and encourage the unique values and characteristics of human services. In so doing, human service professionals uphold the integrity and ethics of the profession, promote client and community well-being, and enhance their own professional growth.

The fundamental values of the human services profession include respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness and objectivity.

Human service professionals consider these standards in ethical and professional decision making. Conflicts may exist between this code and laws, workplace Guidelines, cultural practices, credentialing boards, and personal beliefs. Ethical-decision making processes should be employed to assure careful choices. Although ethical codes are not legal documents, they may be used to address issues related to the behavior of human service professionals.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, and professionals in community agencies who identify with the profession of human services. The ethical standards are organized in sections around those persons to whom ethical practice should be applied.

Responsibility to Clients

STANDARD 1 Human service professionals recognize and build on client and community strengths.

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

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

STANDARD 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, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STANDARD 5 Human service professionals recognize that multiple relationships may increase the risk of harm to or exploitation of clients and may impair their professional judgment. When it is not feasible to avoid dual or multiple relationships, human service professionals should consider whether the professional relationship should avoided or curtailed.

STANDARD 6 Sexual or romantic relationships with current clients are prohibited. Before engaging in sexual or romantic relationships with former clients, friends, or family members of former clients, human service professionals carefully evaluate potential exploitation or harm and refrain from entering into such a relationship.

STANDARD 7 Human service professionals ensure that their values or biases are not imposed upon their clients.

STANDARD 8 Human service professionals protect the integrity, safety, and security of client records. Client information in written or electronic form that is shared with other professionals must have the client's prior written consent except in the course of professional supervision or when legally obliged or permitted to share such information.

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society

STANDARD 10 Human service professionals provide services without discrimination or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

STANDARD 11 Human service professionals are knowledgeable about their 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 the cultures and beliefs of individuals and groups.

STANDARD 12 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.

STANDARD 13 Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups and communities as part of their work.

STANDARD 14 Human service professionals are aware of social and political issues that differentially affect clients from diverse backgrounds.

STANDARD 15 Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.

STANDARD 17 Human service professionals accurately represent their qualifications to the public. This includes, but is not limited to, their abilities, training, education, credentials, academic endeavors, and areas of expertise. They avoid the appearance of misrepresentation or impropriety and take immediate steps to correct it if it occurs.

STANDARD 18 Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately, supported by data whenever possible.

Responsibility to Colleagues

STANDARD 19 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. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.

STANDARD 20 When human service professionals have a conflict with a colleague, they first seeks out the colleague in an attempt to manage the problem. If this effort fails, the professional

then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

STANDARD 21 Human service professionals respond appropriately to unethical and problematic behavior of colleagues. Usually this means initially talking directly with the colleague and if no satisfactory resolution is achieved, reporting the colleague's behavior to supervisory or administrative staff.

STANDARD 22 All consultations between human service professionals are kept private, unless to do so would result in harm to clients or communities.

Responsibility to Employers

STANDARD 23 To the extent possible, human service professionals adhere to commitments made to their employers.

STANDARD 24 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STANDARD 25 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals work with all involved to manage the conflict.

Responsibility to the Profession

STANDARD 26 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.

STANDARD 27 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge, skill base, and scope of practice.

STANDARD 28 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STANDARD 29 Human service professionals promote cooperation among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

STANDARD 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.

STANDARD 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are conceptually or evidence based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks.

STANDARD 32 Human service professionals conduct research that adheres to all ethical principles, institutional standards, and scientific rigor. Such research takes into consideration cross-cultural bias and is reported in a manner that addressed any limitations.

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self

STANDARD 34 Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

STANDARD 35 Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

STANDARD 36 Human service professionals hold a commitment to lifelong learning and continually advance their knowledge and skills to serve clients more effectively.

Responsibility to Students

STANDARD 37 Human service educators develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.

STANDARD 38 Human service educators are committed to the principles of access and inclusion and take all available and applicable steps to make education available to differently-abled students.

STANDARD 39 Human service educators demonstrate high standards of scholarship in their scholarship, pedagogy, and professional service and stay current in the field by being members of their professional associations, attending workshops and conferences, and reviewing and/or conducting research.

STANDARD 40 Human service educators recognize and acknowledge the contributions of students to the work of the educator in such activities as case material, grants, workshops, research, publications, and other related activities.

STANDARD 41 Human service educators monitor students' field experiences to ensure the quality of the Work site, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students experience potentially harmful events during field Works, educators provide reasonable investigation and response as necessary to safeguard the student.

STANDARD 42 Human service educators establish and uphold appropriate guidelines concerning student disclosure of sensitive/personal information which includes letting students have fair warning of any self-disclosure activities, allowing students to opt-out of in-depth self-disclosure activities when feasible, and ensuring that a mechanism is available to discuss and process such activities as needed.

STANDARD 43 Human service educators are aware that in their relationships with students, power and status are unequal. Human service educators are responsible to clearly define and maintain ethical and professional relationships with student; avoid conduct that is demeaning, embarrassing or exploitative of students; and always strive to treat students fairly, equally and without discrimination.

STANDARD 44 Human service educators ensure students are familiar with, informed by, and accountable to the ethical standards and Guidelines put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

APPENDIX B

SCHOLARSHIP INFORMATION

The following scholarships are of special interest to Human Service students. For a complete list of all Allegany College of Maryland. consult the ACM Scholarship booklet.

Scholarships targeted specifically for Human Service or Allied Health students:

1) **Mary and Paul Gipe Memorial Scholarship ($1,000/sem.)**
   Requirements:
   - Full-time student
   - U.S. citizen/permanent resident
   - Resident of Allegany County
   - 2.5 GPA
   - Be enrolled in Human Service program
   - Essay stating financial need

2) **Dennis and Gretta Afton Scholarship ($250/sem.)**
   Requirements:
   - full-time student
   - U.S. citizen/permanent resident
   - resident of PA
   - 2.0 GPA
   - Be enrolled in Allied Health program
   - Financial Need

3) **Heart Speak Spiker-Walbert Scholarship ($250/sem.)**
   Requirements:
   - Full-time student
   - U.S. citizen/permanent resident
   - No residency required
   - 3.0 GPA
   - Be enrolled in health career program
   - Must have taken or plan to take an art, creative writing, or integrative health course
   - Essay should state why student is applying for the scholarship and how they will use creative writing and visual art in their coursework and profession

4) **Human Service Alumni Scholarship ($250/sem.)**
   Requirements:
   - Full-time student
   - U.S. citizen/permanent resident
   - No residency required
   - 3.0 GPA
   - Be enrolled in 2nd year (clinical phase) of Human Service program
   - State financial need in essay
   - Essay must address student's personal and career goals, as well as their strengths and abilities to contribute to the Human Service field

5) **Leonard-Kim B. and Marion S. Leonard Scholarship for Integrative Health and Authentic Leadership ($500/sem.)**
   Requirements:
   - full- or part-time student
   - Resident of Allegany County, MD; Somerset and Bedford County, PA; or Mineral County, WV
   - 3.5 GPA
   - Available to credit or CE students who have demonstrated an interest in integrative health and/or mind-body-wellness medicine and who desire to further develop mind body skills that stress personal awareness; with focus on self-acceptance, compassion, authenticity, and self-responsibility
   - Essay should address what experiences or training they have had in this area, as well as how they plan to take a leadership role that would further the integration of mind-body-wellness skills into their professional career
   - Continuing education students should address in the essay their commitment to the coursework a their plan to attend a minimum of 80% of the course sessions
   - Continuation of scholarship into second year is possible upon reapplication and proof of having met criteria.

6) **1st Way Pregnancy Support Center, Inc. Frederick L. Schmidt Memorial Scholarship ($250/sem.)**
   Requirements:
   - Full-time student
   - U.S. citizen/permanent resident
   - Resident of Allegany County
   - 3.0 GPA
   - Be enrolled in the Human Service or Elementary Education curriculum
   - State financial need in essay
   - Address community involvement in essay

Additional Scholarships of Interest to Human Service Students

7) **The Anne E. and William B. Wallace, Jr. Scholarship in Memory of Dallas E. Nolan of Cumberland, MD ($500/sem.)**
   <u>Requirements:</u>
   - Full- or part-time student
   - U.S. citizen/permanent resident
   - Resident of Western Maryland or West Virginia
   - 3.0 GPA
   - Be enrolled in a health or health-related curriculum related to speech, hearing, or working with the handicapped, or a related discipline which would lead to work with children or adults who have speech, physical, or learning disabilities (state this in your essay)
   - State financial need in essay
   - Must demonstrate evidence of community involvement and civic responsibilities (state in your essay)
   - Be of good moral character

8) **Darlene Jones Integrative Health Memorial ($250/sem.)**
   <u>Requirements:</u>
   - Full-time student
   - U.S. citizen/permanent resident
   - No residency requirement
   - 2.5 GPA
   - Preference given to students who have been accepted in, enrolled in, and/or who have completed the clinical phase of an Allied Health, Human Service, or Social Work transfer curriculum with the intention of completing the Integrative Health Letter of Recognition
   - At a minimum, student must have enrolled in or plan to enroll in the Integrative Approaches to Health and Healing course (IH 114)
   - State financial need in essay

9) **Cheryl Maistros Scholarship ($250/sem.)**
   <u>Requirements:</u>
   - Full or part-time student
   - U.S. citizen/permanent resident
   - Resident of Tri-State area
   - 2.0 GPA
   - Must be a non-traditional student
   - Preference given to students taking (or have taken) addictions or related class and must be a born-again Christian (please state in the essay your desire for this field).
   - Continuation of scholarship into second year is possible upon reapplication and proof of having met criteria.

10) **Frostburg State University Associate Degree Scholars Award**
   $1,250 Per Semester
   <u>**Requirements:**</u>
   - 3.0 GPA
   - Graduate of a community college with an Associate of Arts, Associate of Science or Associate of Arts in Teaching degree. Certain Associate of Applied Science degrees may qualify as well.
   - For more information, contact the Office of Admissions at 301-687-4201, or visit www.frostburg.edu or www.facebook.com/frostburgadmit.

For additional curriculum not specified scholarships, please visit:
https://www.allegany.edu/x139.xml or call 301-784-5200.

APPENDIX C

ALLEGANY COLLEGE FIELD WORK SITES (as of 11/11)

Sites available to SECOND YEAR STUDENTS only are in BOLD

*New or potential sites

MARYLAND

Geriatrics

Cumberland Nursing Home (OT/Recreation/Social Service)
Frost Village (Nursing Home and Adult Day Care) Furnace Street
HRDC Adult Day Care (Georges Creek and Cumberland)
HRDC Senior Citizens Center (Cumberland, Frostburg, Lonaconing, Westernport)
Heartland Nursing Home (Keyser)
Allegany County Nursing Home
* Kensington Algonquin Senior Housing (Activities)
Devlin Manor Nursing Home (Activities)
St. Vincent DePaul Nursing Center (Frostburg/Sacred Heart)
* Cumberland Nursing Center
* Dawn View Nursing Home
Covenant Adult Day Care
Egle Nursing Center
Area Agency on Aging – Central Office
Area Agency on Aging – Ombudsman Program

Children

Beall Elementary – Autistic Classroom
Mt. Savage School – Special Ed
Westernport Elementary – Special Ed
South Penn-(M.R., Emotionally Disturbed, and Learning Disabled)
Cash Valley-(M.R., Learning Disabled, Severely Physically Handicapped, Autistic)
Allegany High School – Special Ed.
John Humbird
Eckhard Alternative School
Parkside Elementary
Jefferson School
Head Start Program (Lonaconing, Cash Valley, Oldtown & Cumberland - Classroom and Family Services)
Partners for Success (Special Needs Children/Families)
YMCA: Day Care, Family Center, After School Program, Teen Parent Program
Integrative Therapeutic Family Services, Allegany County Health Department

<u>Developmental Disabilities Facilities</u>

       Friends Aware Training Center
       Friends Aware Work Development Project
       Friends Aware Group Homes (afternoons & evenings)
*   Potomac Center-Residential Group Homes (Romney)
*   Hampshire County Special Services
       Center for Independent Living
       Service Coordination
       Transitions Program, BOE
       Abilities Network

<u>Adolescents</u>

       Salem Children's Trust
       Allegany County Health Department-KIDS Program
       Mountain Ridge High School, Guidance Office
       Integrative Family Services, ACHD

<u>Psychiatric/Mental Health</u>

       Archway Station (Psychosocial Rehabilitation Center, Recreation, Supported
        Housing)
       IOP (Allegany County Health Dept.)
*   Finan Center – Rec. Therapy
*   Behavioral Health Systems Office: Case Management

<u>Addictions</u>

       Allegany House (Halfway House)
       Massie Unit Inpatient Addiction's Program
       Alternative Alcohol and Drug Counseling (ADAC)
       Cumberland Treatment Center (Medication Assisted Treatment)

<u>Special Programs</u>

       Family Crisis Resource Center
       Goodwill Industries
       United Cerebral Palsy (Residential)
       HRDC Homeless Shelter
       Union Rescue Mission
       YMCA Family Center, Father's Program, Social Services, Housing, Men's
       Housing

Allegany County Victim Witness Program (State Attorney's Office)
* Allegany House
Legal Aid
Pathways for Success – Allegany College of Maryland

<div align="center">

PENNSYLVANIA

</div>

McConnellsburg

    Services for Children

Bedford/Everett Sites

    Penn Knoll Village Nursing Home-(Bedford County)
    Area Agency on Aging (Bedford)
    Adult Day Care
    Head Start (Bedford/Fulton/Chestnut Ridge)
    Twin Lakes (Bedford)
    Bedford/Somerset MH/MR
    Your Safe Haven
    Adult Day Care (Bedford)
    Pennsylvania Association for the Blind
    Roxbury Treatment Center (Shippensburg)
    American Red Cross
* Pennwoods Children's Services (Bedford)
* American Cancer Society (Bedford)
    Bedford Intermediate Unit
* Everett High School, Guidance Office
* Bedford Elementary, Counseling Office
* Bedford Middle School
* Extended Family Academy
* Career Link
* New Choices/New Options
    ASERA Care Hospice

Altoona
    ASERA Care Hospice

Berlin
    Head Start
    Meadow View Nursing Home

Roxbury
    Roxbury Treatment Center

Somerset/Meyersdale

    ASERA Care Hospice
    Senior Adult Day Care (Meyersdale and Somerset

* **Children's Aide Home**
American Cancer Society
Association for the Blind
* Salvation Army
Victim Services
* Boys/Girls Clubs
* Somerset Elementary School
* Somerset IV8
* **Somerset SCI – Addictions**
* **Meyersdale Elementary, Life Skills Support Class**
Rockwood Elementary
Headstart
* Salvation Army
* Meyersdale High School

Salisbury

* Salisbury Area Family Center
Salisbury Elementary School
Salisbury Middle School

Williamsburg

* Cove Forge

WEST VIRGINIA

* Hampshire County Special Services
Heartland of Keyser
* Romney Elementary (Special Ed), Romney
Clary Street School, Keyser
* Dawn View Nursing Home
* Potomac State Upward Bound Program
* FCC
Fort Ashby Pre-K (Head Start)

Note: Other sites in Garrett County and West Virginia can be developed on request.

APPENDIX D

TIPS FOR STUDENTS ON MAKING THE MOST OF FIELD WORK

1. Be active! Reach out for what you want, need. Avoid complaining and let your supervisor know if you want new challenges.

2. Be creative! Any system/job has faults - nothing is perfect; limitations can be a challenge!

3. Treat your Field Work as a job! Be dependable, professional.

4. Knowledge and skills are enough to be a good helper- interpersonal skills and self awareness are crucial.

5. Risk! Be open to trying new things. It's OK to make a mistake; just be sure to learn from them!

6. Face your feelings of inadequacy - it's normal!

7. Give yourself credit for growth.

8. Accept and learn from different styles of supervision.

9. Practice working out conflicts with supervisor - this is good preparation for the work world.

10. Ask for feedback.

11. Recognize that all strong relationships are based on mutuality - and that this is true of fieldwork. The agency provides training in return for student services.

12. Be constantly aware of confidentiality.

ON USING SUPERVISION WISELY

1. Be open to their viewpoint - see yourself through their eyes.

2. Be willing to make mistakes; then talk to your supervisor about them. Give yourself permission to be a learner!

3. It's OK to say "I don't know."

4. Express your reactions - no silent monologues with yourself!
5. Work on self-awareness, not just skills.

6. Be assertive (not aggressive); know what you want from supervision and ask for it.

7. Accept that supervisors are people and are not perfect.

8. Come prepared to supervisory conferences with questions, concerns, comments, and/or client issues.

ON USING YOUR FIELD WORK EVALUATION AS AN OPPORTUNITY FOR GROWTH

1. **Develop a positive attitude towards your evaluation:**

   • Remember you are doing fieldwork to learn and grow; if you already knew everything you would not need to go to school. Learning, not performing, is the goal.

   • Approach problem areas/weaknesses that are identified on your evaluation as challenge - not as failure. Turn "mistakes" into "goals."

   • Avoid being defensive with your supervisor (i.e. perceiving the evaluation as criticism, an attack, a put-down). Before rejecting or accepting his or her input be sure you listen to and understand what he or she is saying. Don't assume you know! Tell your supervisor "help me understand so I can learn from this..."

   • Recognize that your supervisor brings certain priorities and a certain style to his or her evaluation of you. Learn from this.

   • If you have made every effort to understand what your supervisor is saying but still cannot accept it, then use this difference of opinion as a learning experience itself. Being able to appropriately state your viewpoint and handle the conflict openly and professionally with your supervisor will be valuable to you when you are working and being evaluated as an employee.

2. **Take an active, not passive role in your evaluation.**

   • Identify goals for yourself to build on and improve your weak points.

   • Share with your fieldwork supervisor ideas on how you can improve and ask his or her help.

3. **Understand your supervisor's approach to evaluations.**

   • Will he/she be rating you according to what you should be doing as a student or

on what you need to know to be a professional? (Both are legitimate but will result in entirely different ratings depending on his/her perspective.)

- Every supervisor handles evaluations differently (both with students and employees). You might want to ask your supervisor to meet with you to discuss your evaluation <u>before</u> she writes it up. Use this time to have a <u>dialogue</u> on progress and problems, and to discuss goals for the rest of the semester so you can improve.

- After you receive your written evaluation, give yourself some time to reflect on it and process what was written. Then, if you have questions or want to discuss it, ask to meet with your supervisor. Don't sit on your feelings or questions - you'll lose the chance to grow and you'll only harbor resentments. Come prepared with questions and <u>be open</u> to listening. Your goal is to understand and grow, not to be defensive, though it certainly is appropriate to express your feelings, needs, etc., without blaming or attacking.

- Recognize that, just as in the "real work world," your supervisor has the right to his/her viewpoint. Evaluations are never totally objective; values enter into the process and can encourage "healthy questioning."

- Keep things in perspective and realize that this is only one part of your semester grade. (Even attendance counts more!)

ALLEGANY COLLEGE OF MARYLAND
HUMAN SERVICES ASSOCIATE CURRIUCLUM
(Catalog: 2016-2017)

AC ENTRANCE   HSA

STUDENT: _____   DATE: _____   ENTRANCE DATE : _____

Course Number	SUBJECT	CREDITS	SEMESTER	GRADE
CORE SUBJECT				
104	Interdisciplinary Studies/Hum. Society	3	_____	
103	Group Process	3	_____	
123	Interviewing/Counseling	3	_____	
170	Helping Techniques	3	_____	
190	Practicum I	4	_____	
201	Helping Techniques II	3	_____	
207	Practicum II	5	_____	
210	Practicum III	5	_____	
230	Introduction to Health Psych.	3	_____	

TOTAL: 32

PSYCHOLOGY & SOCIOLOGY GROUP				
101	Introduction to Psychology	3	_____	
205	Introduction to Abnormal Psychology	3	_____	
101	Introduction to Sociology	3	_____	
	Sociology Elective[1]	3	_____	

[1]Recommended (transfer): Sociology 203 – Social Problems; Sociology 250 – Introduction to Social Work

TOTAL: 12

ENGLISH AND SPEECH GROUP				
101	Freshman English I	3	_____	
112/102	Report Writing or Freshman English II[2]	3	_____	
101	Speech I	3	_____	

[2]Recommended: English 112 – Business and Technical Communications

TOTAL: 9

OTHER				
103-145, 150-155	Physical Activity	1	_____	
102, 105, 221	Mathematics[3]	3	_____	
	Biological Science[4]	3-4	_____	
101	Integrative Health	1	_____	
101	American National Government	3	_____	

[3]Recommended: Math 105 , Stats 221
[4]Recommneded: Biology 116 (3 credits)

TOTAL: 12

TOTAL CREDITS: 65