

HUMAN SERVICES DEPARTMENT HANDBOOK



UNIVERSITY OF ALASKA
ANCHORAGE
<https://bums.uaa.alaska.edu>

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INTRODUCTION

Dear Human Services Student:

This handbook has been prepared in order to acquaint you with information, procedures, and policies of the Human Services Program at UAA. Together with the UAA Catalog which contains University policies, this handbook will provide you with details about various aspects of Human Services advising, admission, coursework and field work (practica). While it is intended as a reference for you to use, we realize that it cannot answer every question, and we urge you to consult your advisor for any additional assistance you may require.

“Putting people to work...working with people” is a phrase that best sums up the Human Services field, one of the fastest growing career fields in the United States today. In an age of turbulent social change, there is a definite need for the skilled Human Services professional.

The field of Human Services is a broadly defined one, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is dedicated to providing services to individuals and families in need of assistance. The goal of human services work is to enhance the quality of life for those who are served.

Human Service professionals are trained in a wide variety of helping interventions so that they may provide direct services to individuals or groups with a diversity of needs. These professionals also work in many different service settings integrating and coordinating the efforts of specialized professionals. Although graduates may vary from program to program in response to local needs, human services professionals are trained in basic helping skills essential to the helping relationship. In addition to skill training, programs provide knowledge and values components as the foundation to practice these skills.

A major component of all human service education is experiential learning or learning-by-doing. The Human Services program provides extensive field-based experiences or practica in a variety of community agencies. Such practica allow the student to integrate knowledge and skill and thereby demonstrate competency.

Your professional education is the purpose for our existence and the Human Services Department is available to help make that educational experience a positive one.

Welcome to the Human Services Program and best wishes for your academic success.

The Human Services Faculty

HUMAN SERVICES PROGRAM

The University of Alaska Anchorage (UAA) is part of the State of Alaska's University system. Among UAA's various educational and administrative units is the College of Health and Social Welfare in which the Human Services Associate of Applied Science (AAS) and Bachelor of Human Services (BHS) degree programs reside. The AAS and BHS are separate, professional degrees awarded by UAA.

The Human Services Program offered through the Anchorage Campus was originally housed in Anchorage Community College, Division of Social Sciences and approved by the Board of Regents in 1982. Following the 1987 merger of Anchorage Community College into the University of Alaska Anchorage, the Human Services Program was transferred to the College of Arts and Sciences. The three full time faculty were assigned to different departments, Social Work and Psychology. During the summer of 1988, the Dean of the College of Arts and Sciences (recognizing the distinctions among Human Services, Social Work and Psychology), named Human Services as a separate department and reassigned the three faculty to that department. During the summer of 1989, the Human Services Department was transferred to the College of Career and Vocational Education. In the fall 1996, the University of Alaska Anchorage was restructured and Human Services became a part of the new College of Health, Education & Social Welfare. In fall 2002, the School of Education became the College of Education and Human Services remained within the new College of Health and Social Welfare.

The Department of Human Services offers both an Associate of Applied Science (AAS) degree in Human Services preparing students for entry-level employment and a Bachelor of Human Services (BHS) practitioner's degree which holds as its mission the preparation of students to work effectively in human services and paraprofessional counseling practices. The Associate of Applied Science degree is articulated with the baccalaureate degree in a two-plus-two sequence. Employing a multidisciplinary approach, the degree objective is to provide students with both a conceptual and skill foundation suitable for successful Human Service practice in both urban and rural settings. Human Service practice requires multicultural understanding, respect of clients through a collaborative relationship founded upon a strengths model. Specific skill courses combined with practica are enhanced through conceptual course work in Human Services, Sociology, Anthropology, Social Work and Psychology. The program also offers specialized emphasis areas in alcohol and substance abuse, disabilities, diversity issues, and family and youth. These are coordinated with practicum placements to give students first hand experience in their desired emphasis area.

The six core human services courses include: Introduction to Human Services (skills in gathering information and assessment, intervention strategies, and recording information; and knowledge of agency structure and functioning), Paraprofessional Counseling I and II (skills in interviewing and counseling), Introduction to Social Welfare (background and knowledge of the social welfare system) and Human Services Practicum I and Practicum II (placement in an agency; assessment, service planning, and intervention skills). In addition, students take two courses in a chosen emphasis area: substance abuse, family and youth, disabilities, and other specialties as available. Upon entry into the introductory courses, students are assigned a Human Services adviser who provides vocational and academic counseling and recommends the student for entrance into the Practicum. Other degree required course work includes communication courses (written and oral) and five social sciences courses in psychology, anthropology, and sociology.

In addition to completion of the Human Services AAS degree, the core courses for completion of the Bachelor of Human Services degree include: Alternative Dispute Resolution, Ethical Issues in Human Service Practice, Rural Treatment Strategies for Human Service Professionals, Substance Abuse Counseling for Human Service Professionals, Advanced Counseling for Human Service Professionals, Group Facilitation for Human Service Professionals, Crisis Intervention, Diversity Issues in Human

Services Practice, Service Coordination in Human Service Practice, Human Services Practicum III and Practicum IV (agency placement with advanced levels of responsibility for providing direct client services and/or completing special projects or activities in the agency).

The Human Services Occupational Endorsement Certificate in Conflict Resolution provides students the opportunity to acquire skills used in various Conflict Resolution methods commonly used in human service agencies. The 18 credit program provides a balanced education in Family Mediation, Alternative Dispute Resolution, Paraprofessional Counseling and Group Facilitation. Instruction is delivered through classroom lectures, demonstrations, and practical experience.

The Minor in Addiction Studies is also administered by the Human Services Department, along with substance abuse curriculum designed to prepare students for employment in the addictions field.

An important part of the program is Human Services advising. Prospective students may want to contact a Human Services advisor before entering the program. Students admitted to the Human Services program will be assigned an academic advisor for advising in course selections and/or program planning and are expected to meet regularly with him/her.

I. DEGREE REQUIREMENTS

To be awarded an AAS Degree in Human Services, students must complete the General University Requirements for Associate Degrees, the Associate of Applied Science requirements (15 credits), and the Human Services core and required courses. A total of 60 credits is required for the degree.

Students must complete the admission requirements for Baccalaureate Degree Programs to include the completion of a Human Service (or related field) Associate Degree from an accredited institution recognized by UAA in order to be admitted as a BHS full major. To be awarded the BHS degree, students must complete the General University Requirements for Baccalaureate Degrees and the General Education Requirements for Baccalaureate Degrees in addition to the Bachelor of Human Services core requirements. A total of 120 credits are required for the BHS degree, of which 42 credits must be upper-division.

Please refer to the University catalog that was in effect the year in which you declared Human Services AAS or BHS as your major for current degree requirements.

II. TRANSFER CREDITS

Where possible, transfer credits are equated with University of Alaska Anchorage courses. When this is not possible, evaluators may grant specifically designated elective credit to meet a General Education or other requirement. The principle that governs the substitution of transferred credits for General Education or College Wide degree requirements is based upon the demonstration that the course work clearly satisfies the intent of the required course work. The University of Alaska Anchorage reserves the right to reject transfer credit or to require an examination before credit is allowed.

An evaluation of transfer credit is completed by UAA's Enrollment Services after a student has been accepted to degree seeking status. Official Transcripts (those sent directly from one university/college to another) must be sent to Enrollment Services at UAA. Transcripts are evaluated by Enrollment Services to determine if the credits are applicable to a degree program at UAA.

Please refer to the UAA catalog for complete Transfer Credit policies and procedures.

III. DECLARATION OF MAJOR

Students wishing to earn certificates, associate degrees or baccalaureate degrees must apply and be formally admitted to the individual program at UAA. At the time of formal admission to degree-seeking status, transfer students must declare and submit official transcripts from all colleges and universities previously attended.

Students, who are applying for the Human Services practica, must be formally admitted to the Human Services program. To be eligible for graduation, a student must be formally admitted a minimum of one semester prior to applying for graduation. The University Catalog in effect when a Human Services major is declared becomes the basis for all requirements and all future advising guidance. Enrollment Services will first notify you with a Certificate of Admission for admittance to the Human Services program. You will then receive a letter from the Human Services Department welcoming you to the program and assigning your Academic Advisor.

IV. ADVISING

The Human Services Department holds semi annual (once per semester) orientations at the beginning of the fall and spring semesters. It is highly recommended that students attend orientation. Dates of upcoming orientations are posted on the Human Services Website (<http://hums.uaa.alaska.edu>)

A conference with your academic advisor is strongly recommended to outline your degree program. In order to facilitate advising, please contact your advisor to schedule an advising appointment during the semester.

The purpose of advising is to assist you in implementing an educational plan for completion of the AAS and/or BHS degree requirements and to guide you toward the completion of requisite courses in a timely fashion.

THE FINAL RESPONSIBILITY FOR YOUR ACADEMIC PLAN IS YOURS.

Objectives of Advising

1. To provide information about the Human Services program, Human Services as a profession, and the suitability of this course of study for each individual student.
2. To provide specific information about courses, registration, and to assist you in completing courses required.
3. To assist you in use of other University resources, such as the Advising and Counseling Center, Testing and Assessment, Career Services Center, Disability Support Services, the Student Health Center, Computer Labs, the Reading and Writing Center, Native Student Services, AHAINA, and other student services.
4. To acquaint you with the Human Services admission procedures, requirements and purposes.
5. To assist in setting individualized learning objectives within the overall program, including exploration of different fields of practice and individual interests.
6. To assist you in evaluating progress and performance.
7. To assist you in determining readiness for Practicum seminar and placement.
8. To assist you in seeking remedies to complaints.
9. If necessary, to assist you in entering another area of study.

V. ADMISSION TO THE HUMAN SERVICES DEGREE PROGRAMS

1. ***Associate of Applied Science (AAS) Degree in Human Services*** - UAA's open enrollment policy allows students to register for courses in which they have adequate background. To qualify for open enrollment, a student must:
 - a. Have earned a high school diploma or the equivalent (GED), or;
 - b. Be 18 years of age or older and have participated in UAA's assessment and advisement process, or;
 - c. Qualify under special University programs

Students who wish to earn the AAS in Human Services must apply and be formally admitted to the Human Services program. An Application for Admission must be completed and submitted to UAA's Enrollment Services.

2. ***Bachelor of Human Services (BHS)*** - Please refer to the UAA Catalog for current Baccalaureate Degree Program Admission Requirements. Students must complete an Associate of Applied Science, Human Services degree (or an equivalent) from an accredited institution recognized by UAA. Students holding a related degree should meet with a faculty advisor before applying for the BHS degree. An application for Admission to the program must be completed and returned to the department by the semester due dates. An application for admission to a Baccalaureate Degree must be completed and submitted to UAA's Enrollment Services. All decisions of the admissions committee are final.
3. Formally admitted students may request to change their major or degree program to another program at the same level (i.e. associate to associate, baccalaureate to baccalaureate) through the Change of Major/Degree process. Students admitted initially in undeclared or pre-major status may declare a major or degree program through this process as well.

Students wishing to change from an associate program to a baccalaureate program (or vice versa) must formally apply for admission to the new level.

4. Please refer to the UAA Catalog for complete and updated admission requirements.
5. The UAA Human Services Department embraces all University of Alaska policies associated with student admittance, retention, probation, dismissal, and due process and appeal rights. The Human Services Department through its website and multiple student orientations ensures all students have the opportunity to be fully informed as to the University policies.

BACHELOR OF HUMAN SERVICES APPLICATION

TO: All Applicants for Admission to the Bachelor of Human Services (BHS) Degree and Admission to Human Services Practicum III.

Attached is the information clarifying the application process for the BHS (Bachelor's of Human Services) Degree Program. Please review this information carefully. If you have additional questions please schedule an appointment with an advisor by contacting the Department of Human Services, Beatrice McDonald Hall Suite 106 or call our office (907) 786-6437.

Applications must be submitted to the Department of Human Services ***no later than*** the 17th of March for Fall admittance or the 31st of October for Spring admittance to the BHS. If the application deadline falls on a Saturday or Sunday, the application date is extended to the next immediate Monday.

All applicants will receive a written notice of the decision made by the Human Services Department no later than first week in May for Fall admittance or the first week in January for Spring admittance. All Admissions Committee decisions are final.

All necessary forms are contained in the attached [Application for BHS Degree Program](#)

Sincerely,

Laura W. Kelley
Human Services Department Chair

APPLICATION FOR BHS DEGREE PROGRAM

Bachelor of Human Services
College of Health and Social Welfare
UNIVERSITY of ALASKA ANCHORAGE

GUIDELINES AND INSTRUCTIONS

Formal admission to the BHS degree program.

Requirements are:

1. Admission to the University of Alaska Anchorage and declared Bachelor of Human Services as a major.
2. Completion of University Associate Degree General Education Requirements (GER) with a cumulative GPA of 2.0 or higher.
3. Completion of AAS in Human Services or related field (to be determined by Admissions Committee) from an accredited institution. Students may apply for BHS admission during the semester they will complete all AAS requirements.
4. Completion of Human Services AAS courses (listed below) with a grade of “C” or better, or the equivalent courses (determined by the admission committee).

HUMS 101	Introduction to Human Services
HUMS 223	Introduction to Paraprofessional Counseling I
HUMS 324	Introduction to Paraprofessional Counseling II
HUMS 106	Introduction to Social Welfare
HUMS 295	Practicum I
HUMS 295B	Practicum II

5. Submission of a completed application packet by **12 noon on the semester due date** to include:
 - Admission application
 - Transcripts
 - Student Evaluation for Entry into Bachelor of Human Services Form completed by HUMS 223 or 324 **and** 295 Faculty (2 forms required).
 - Submission of a writing sample based upon Admission Committee requirements.
 - Students must also attend a Bachelor of Human Services orientation session.

Important Note: Students may apply for admission to the BHS during the semester in which the AAS degree will be completed. The courses noted in items 2, 3, and 4 above may be in progress at the time of application. If so, admission to the program and Practicum will be contingent upon successful completion (that is, a grade of “C” or higher) prior to entry.

In some instances, students may take some of these required courses in the summer semester prior to entry.

Submitted material will be reviewed and evaluated by Human Services admission committee in order to determine the student’s overall readiness and appropriateness for admission to the Human Services BHS program. Since the Bachelor’s of Human Services is a professional degree, the Admissions Committee will carefully evaluate each application to identify the most qualified students for admission. Characteristics such as demonstrated scholarship, and strong communication skills (written and oral) will be considered in the admission process. Admission Committee members will use their professional judgment in making the final admission decisions. All decisions of the Admissions Committee are final.

The deadline for submission of your completed application is

March 17th for Fall admission

October 31st for Spring admission

Early applications are allowed and encouraged.

APPLICATION FOR BHS DEGREE PROGRAM

Bachelor of Human Services Program
College of Health and Social Welfare
UNIVERSITY OF ALASKA ANCHORAGE

APPLICATION TO HUMAN SERVICES BHS

Due by 12:00 Noon, on March 17th for Fall Admission or October 31st for Spring admission (or following Monday if deadline falls on a Saturday or Sunday)

Date: _____

Name: _____ UAA ID: _____

Mailing Address: _____
Code _____ City _____ State _____ Zip _____

Telephone: _____
Home _____ Work _____ Cell _____

*E-mail Address: _____

Alternate E-mail Address: _____

* Please note the Bachelor of Human Services program will use the UAA issued email address as the primary form of communication for all contact, but you may provide an alternative as well.

Person to Contact in Case of Emergency:

Name _____ Phone _____

Mailing Address: _____
Code _____ City _____ State _____ Zip _____

1. Officially admitted to the University of Alaska Anchorage: Yes No

2. Number of semester hours completed: _____

3. Cumulative grade point average (GPA): _____

4. Your Human Services Advisor: _____

STUDENT EVALUATION FOR ENTRY INTO BACHELOR OF HUMAN SERVICES

Name: _____

HUMS 223 or 324 Faculty _____

HUMS 295A or 295B Faculty _____

Date: _____

Please rate the above listed student below. 1 = lowest mark; 5 = highest mark

Attendance 1 2 3 4 5

Punctuality

Class 1 2 3 4 5

Assignments 1 2 3 4 5

Communication

Oral 1 2 3 4 5

Written 1 2 3 4 5

Students Understanding of the field 1 2 3 4 5

Students Commitment to the field 1 2 3 4 5

Additional Comments

Reservations or Concerns:

Signature

Date

Two forms must be turned in with completed application packet. Applicants must submit one evaluation from their 223 or 324 faculty AND one evaluation from their 295A or 295B faculty.

STUDENT EVALUATION FOR ENTRY INTO BACHELOR OF HUMAN SERVICES

Name: _____

HUMS 223 or 324 Faculty _____

HUMS 295A or 295B Faculty _____

Date: _____

Please rate the above listed student below. 1 = lowest mark; 5 = highest mark

Attendance 1 2 3 4 5

Punctuality

Class 1 2 3 4 5

Assignments 1 2 3 4 5

Communication

Oral 1 2 3 4 5

Written 1 2 3 4 5

Students Understanding of the field 1 2 3 4 5

Students Commitment to the field 1 2 3 4 5

Additional Comments

Reservations or Concerns:

Signature

Date

Two forms must be turned in with completed application packet. Applicants must submit one evaluation from their 223 or 324 faculty AND one evaluation from their 295A or 295B faculty.

VI. PRACTICA

Introduction

The Human Service Practicum experience combines classroom instruction with 125 hours per semester of defined learning experiences at a local Human Service Agency. Both the AAS and the BHS degrees require completion of two Practica to be taken sequentially. Associate Degree students are required to complete Practicum I and II; BHS students are required to complete Practicum III and IV. All Practicum courses have pre-requisites which are published in the UAA catalog. The department recommends students review course pre-requisites and attend scheduled orientations offered by the department each semester.

Overview

The Practicum experience is designed to provide students with a long-term practical learning experience focusing upon progressive skill development and understanding. Practicum seminar classes meet for 1 1/4 hrs. weekly, or 2 1/2 hrs. every other week, depending upon scheduling. The student must also complete 125 agency hours per semester. Due to the progressive nature of skill development, agency hours shall be evenly completed throughout the semester with approximately 8-10 hrs. completed weekly. Students who have not completed 40% of their agency hours by the 8th week of class are at-risk for faculty initiated withdraw. Agency verification of hours is required. In order to enhance learning continuity, Practica I and II placements generally remain with the same agency. Practicum III may be with a new agency but should continue through Practicum IV. Unusual circumstances may require a change of placement between sequenced courses, but cannot be guaranteed. The Practicum office may discontinue a Practicum placement at any time if it is deemed the learning agreement is not supported or the agency or student's behavior is inappropriate.

Applications for field work are due no later than the tenth week of each semester for the next semester's practicum. Students will be notified in classes, on the HUMS website (<http://hums.uaa.alaska.edu>) and through the student orientations about the upcoming Practicum application process. Human Services practicum is currently offered every fall and spring semester.

Consideration for entry and enrollment in Practicum I (HUMS A295A) seminar and field placement requires:

1. declaration of the Human Services AAS as your major.
2. successful completion of both HUMS 101 and HUMS 223 with a grade of "C" or higher.
3. completion of ENGL A111 (or equivalent)
4. approval of both your Human Services academic advisor and the approval of either your HUMS 101 or HUMS 223 professor.

The Practicum Application consists of reviewing/completing several documents: Barrier Crime information, a Disclosure Statement relating to convictions of offenses/crimes, probation/parole, child abuse/neglect and substance abuse to ensure client safety and to meet agency requirements for placement; Consent to Release Information; Student Information relating to expectations, work experience, personal experiences, educational experiences, current areas of interest and client populations you would like to work with; understanding of the National Organization for Human Services (NOHS) Ethical Standards and agreement to abide by the ethical standards in practicum

placement; and endorsement of your HUMS 101 or HUMS 223 instructor and Human Services Faculty Advisor (for Practicum I), and the HUMS 295B instructor for Practicum III.

Submitted material is reviewed and held by the Practicum Coordinator for discussion during your Practicum interview.

Completion of all identified requirements does not ensure admission to Practicum. The final decision to admit the student to practicum is based on the professional judgment of the Human Services faculty. A student who disagrees with the faculty's final decision is referred to the standard grievance procedure outlined in the University catalog.

In some cases there may be more applications than places available in the class, in which case a wait list will be established. Waitlisted students will receive first priority for the next open class. Students whose practicum applications are filed after the posted deadline will be placed on the waiting list.

Students who submit completed applications on time and are closest to graduation have priority for placement and registration.

Barrier Crimes

The Alaska Legislature has developed legislation (7 AAC 10.900–7 AAC 10.990) regarding Barrier Crimes that can prevent people from working in certain areas of Human Services based on section 1128(a) of the Social Security Act (42 U.S.C. 1320a-7). This includes selected crimes that will result in lifetime barriers to employment, while others exclude working in the field for a range from 1 year to 10 years. Some of these offenses relate to convictions for crimes that occurred after the enactment (August 21, 1996) of the federal Health Insurance Portability and Accountability Act of 1996.

All barrier crimes do not prevent people from being employed in Human Services forever. Most of them have a time limit after which the person may be hired. An agency that wants to hire an individual despite their criminal background may request a Variance from the State. Barrier crimes do not apply to all human services agencies, but to all those that bill Medicaid/Medicare, receive federal money, or who are licensed/certified to operate in Alaska. Below are the categories of crimes that could constitute a barrier to employment. For a full list of crimes see 7AAC 10.905.

Categories of Barrier Crimes	Time Periods for Barrier Crimes
Attempt, Solicitation and Conspiracy Offenses	Permanent barrier
Offenses Against the Person	5 years to permanent
Offenses Against Property	1 year to permanent
Offenses Against the Family and Vulnerable Adults	3 years to permanent
Offenses Against Public Administration	1 year to permanent
Offenses Against Public Order	1 year to permanent
Offenses Against Public Health and Decency	5 years to permanent
Controlled Substances	5 years to 10 years
Imitation Controlled Substances	5 years to 10 years
Other Crimes	5 years to 10 years

Many practicum agencies are now requiring students who wish to be placed as a practicum student there to undergo, a fingerprint background check. If you have been convicted for crimes in any of the categories above you can go to the State of Alaska Health and Social Services website to see if your conviction could constitute a barrier to future employment at:

<http://www.hss.state.ak.us/publicnotice/pdf/145.pdf>

NOTE: Remember, failure to disclose your arrest and conviction history while applying to be accepted in field placement can result in your being removed from the agency site as well as from the Practicum class.

Notification/Procedures

Following the submission and review of documents and the Practicum Coordinator's interview, students are notified by email or telephone of their status in relation to the Practicum. The possible outcomes are:

1. Admission to Practicum granted.
2. Admission deferred: a decision by faculty to delay acceptance into Practicum. Terms and timelines relating to deferral will be communicated.
3. Admission denied:

The University of Alaska Human Services Department offers two accredited degree programs and follows all standards of the Council for Standards in Human Service Education, the accrediting body for Human Services educational programs. These Standards include written procedures for admitting, retaining and dismissing students (CHSE Standard #5). The department will, at its discretion, deny a student admission to Practicum course(s) should the department find that the student's history of felony or misdemeanor convictions make him/her unfit for Human Services practice. The department will consider the number, type, and recency of any convictions, and the relationship those convictions may have upon Human Service practice. Additionally, students who:

- a. have not met academic standards and/or have not completed the required core courses,
 - b. have not demonstrated professional standards and basic interpersonal skills,
 - c. do not have the ability or interest to complete the remaining requirements,
 - d. demonstrate personality or behavioral problems that may interfere with their development as a human service professional,
 - e. have not read and signed the Ethical Standards agreement,
 - f. lies on the application form by withholding conviction information,
 - g. Does not demonstrate an ability to benefit from the degree,
- may also be denied access to Practicum course(s) at the discretion of the department.

Notwithstanding the above, a person who has been convicted of a felony crime against a person (as described in AS11.41) within ten years prior to the date of application for Practicum, is unfit for admission to the Human Services Practica courses and thus will be denied. Both Human Service degree programs (AAS and BHS) require completion of two Practica courses for degree completion. Applicants who disagree with the Human Services Department's findings may avail themselves of the University's normal grievance procedure as outlined in the UAA Student Handbook.

If the student has not met academic standards, has not successfully completed the core courses, has not demonstrated professional standards and basic interpersonal skills, does not have the ability or interest to complete the remaining requirements, or has not read and signed the Ethical Standards agreement he/she is:

- a. Asked to meet with the academic advisor to discuss the reasons for a decision not to grant admission or to terminate enrollment;
- b. Notified in writing of the decision to not grant admission to the program or to terminate enrollment, include the basis for the decision;
- c. Advised academically regarding changing major and using completed courses in another major or completing a minor; and
- d. Provided with information concerning University grievance procedures.

It is the policy of the UAA Human Services Department that when a student is denied enrollment into Practicum for inter-personal reasons, the student's faculty advisor shall refer him/her to an appropriate human services professional in the community or within the University of Alaska Anchorage system.

Placement

Practicum placement is **based upon an agreement between the Human Services Practicum Office, the student and the agency**. While students are encouraged to identify an agency at which they are interested in being placed, all placements must be approved by the Practicum office. The placement process commences with the completion of either the Practicum Application form (Practica I and III) or the Continuing Enrollment form (Practica II and IV). The forms must be complete and submitted to the Practicum Office by the published deadline (generally occurring the 10th week of the semester prior to beginning enrollment in Practicum). Students whose forms are timely and complete - will be allowed to register for the appropriate Practicum class following the completion of the placement process (see below). Students whose forms are late or incomplete will be placed on a waiting list and will be allowed to register for the course as seats become available.

Placement Process

It is the goal of the Practicum Office to have students placed at an agency prior to the first Practicum class of the semester and the learning agreement completed and filed no later than the 4th week of class.

Practicum I and III students must make an appointment with the Practicum Coordinator after filing their Practicum application, and must be diligent in all follow up activities. Students are encouraged to make appointments as soon as possible but at least three days after submitting their practicum application. The Practicum Office will confirm all referrals and placements. Any student without a confirmed placement will not be eligible to register for Practicum. A confirmed

placement results after the student has made an appointment to interview at the referred agency and returns the signed and completed agency referral form.

Practicum II and IV students must make contact with the Practicum Assistant Coordinator **no later than 2 weeks** after submitting the **Continuing Enrollment Form**. The Practicum Office will confirm all continuing placements. Any student without a confirmed placement will not be eligible to register for Practicum. Change in placement agency between Practicum I and II or III and IV will be treated as a new placement and will require a meeting with the Practicum Coordinator.

Each Practicum placement requires a written learning agreement signed by the student, the agency field instructor and the Practicum Instructor. The learning agreement defines student responsibilities, learning goals, supervision practices and activities. The formal learning agreement must be completed no later than the 4th week of class. Students who have not completed their learning agreement by the 4th week of class are at-risk for a faculty initiated withdrawal.

Nepotism and Practicum Placement

The student's placement will not be made in an agency where an immediate family member is employed. Immediate family member is defined as a spouse, child, including stepchild or adopted child, parent, sibling, grandparent, aunt, or uncle, or those related to a spouse as previously listed. It also includes another person cohabiting with the student in a conjugal relationship that is not a legal marriage.

The Practicum Seminar

The required seminar provides a forum to explore the relationships and issues which arise in the application of human service theory to professional practice thus facilitating the integration of theory and practice.

Practicum Evaluation

Practicum evaluation consists of a joint university/agency/student review of student accomplishment of the course objectives in a written evaluation utilizing the required Human Services evaluation form, and the assignment of a grade by the Field Instructor. Evaluation forms and course objectives are provided at the beginning of the semester. At the beginning of each semester, the student completes a learning agreement related to the tasks and assignments the student undertakes to demonstrate the knowledge, skills, and attitudes in professional generalist human service practice. The fulfillment of that contract becomes, in part, the basis of the performance evaluation along with the student's overall professional behavior.

Evaluations from each semester are retained in the Human Services department Practicum Office for 2 years, after which they are shredded.

Professional Liability Insurance

Students in practicum are covered for professional liability through a blanket University policy through the Statewide Office of Risk Management.

HUMAN SERVICES PRACTICUM FLOW SHEET

PRACTICUM I

- _____ I have attended a Human Services Practicum Orientation
- _____ I have completed HUMS 101 and 223 and ENGL 111 (or am registered in the course(s) during the semester before I am applying to take Practicum I)
- _____ I have applied for the Human Services AAS degree
- _____ I have completed and submitted a Practicum I application with all signatures secured by the due date
- _____ I have met with the Practicum Coordinator
- _____ I have met with the Practicum Coordinator Assistant
- _____ I have contacted and met with the agency referred to me by the Practicum Office
- _____ I have submitted my Practicum Agency Placement Confirmation
- _____ I have registered for Practicum I*

PRACTICUM II

- _____ I have completed Practicum I with a grade C or better
- _____ I have completed and submitted my Continuing Practicum Placement Application by the due date
- _____ I have been confirmed to continue by the Practicum Coordinator Assistant or I have met with the Practicum Coordinator if I am requesting a change of agency
- _____ I have registered for Practicum II*

PRACTICUM III

- _____ I have graduated with an AAS in Human Services
- _____ I have applied to be admitted to the BHS program (both at the department and with Enrollment Services)
- _____ I have completed and submitted a Practicum III application by the due date
- _____ I have met with the Practicum Coordinator
- _____ I have met with the Practicum Coordinator Assistant
- _____ I have contacted and met with the agency referred to me by the Practicum Office
- _____ I have submitted my Practicum Agency Placement Confirmation
- _____ I have registered for Practicum III*

PRACTICUM IV

- _____ I have completed Practicum III with a grade C or better
- _____ I have completed and submitted my Continuing Practicum Placement Application by the due date
- _____ I been confirmed to continue by with the Practicum Coordinator Assistant or I have met with the Practicum Coordinator if I am requesting a change of agency
- _____ I have registered for Practicum IV*

* Permission to register for practicum is given each Thursday after the practicum application due date. You will be given permission to register for practicum the Thursday **after your process is completed**. If you find you are still unable to register **after your application process is completed**, please contact the Practicum Coordinator Assistant at 786-6449.

NOTE: All practicum applications must be turned in by the due date the semester BEFORE you wish to register for Practicum.

Human Services Practicum I Application

HUMAN SERVICES A295A PRACTICUM I APPLICATION PROCESS

It is time to begin the application process for Spring 2008 field placements. All students must meet the following criteria in order to be eligible for a Practicum Placement:

1. Be a **DECLARED** Human Services AAS Major.
2. Have completed **BOTH** HUMS 101 and HUMS 223 with a grade of C or higher. If you are currently enrolled in these classes you may apply, but will not be placed in practicum until successfully completing them.
3. Get your Human Services faculty advisor's signature, **AND** the signature of your HUMS 101 **or** HUMS 223 professor on the completed Practicum Application form.
4. Completed or enrolled in English 111

If you meet the criteria above, have completed the Practicum Application form, obtained appropriate signatures **AND** delivered it to the Practicum Coordinator Assistant, the next step is to schedule an appointment with the coordinator to review your application and discuss possible placement locations. See the Human Services Department (BMH 106), for available times.

Note-- Please leave the signed and completed Practicum Application and Ethical Standards Agreement at least 3 days before your scheduled appointment.

Please call the Practicum Coordinator Assistant at 786-6449 if you have any questions.

DEADLINE:

Note: Please write detailed answers for the requested information. Remove this information sheet from the application and keep it for your future reference.

Completion of all identified requirements does not ensure admission to Practicum. The final decision to admit the student to practicum is based on the professional judgment of the Human Services faculty. A student who disagrees with the faculty's final decision is referred to the standard grievance procedure outlined in the University catalog.

Remember: Practicum I Orientation is MANDANTORY

**Human Services 295A
Practicum I Application**

Name: _____ Student ID#: _____

Address: _____

Phone: Day _____ Evening: _____ Cell: _____

UAA Email Address: _____

All notices will be sent to your UAA email address. Your UAA email has an option to forward mail to your prefer address.

Practicum hours available ____ weekdays ____ weekends ____ after 5pm weekdays

DEPARTMENT OF HUMAN SERVICES

TO: Practicum Coordinator:

_____ is a declared Human Services major, is in good academic standing and is ready to be admitted into HUMAN SERVICES PRACTICUM I, HUMS A295A.

Structure recommended: 1 2 3

Comments:

SIGNATURES:

Human Services Advisor

Date

HUMS 101 or HUMS 223 Instructor

Date

BARRIER CRIMES INFORMATION

The Alaska Legislature has developed legislation (7 AAC 10.900–7 AAC 10.990) regarding Barrier Crimes that can prevent people from working in certain areas of Human Services based on section 1128(a) of the Social Security Act (42 U.S.C. 1320a-7). This includes selected crimes that will result in lifetime barriers to employment, while others exclude working in the field for a range from 1 year to 10 years. Some of these offenses relate to convictions for crimes that occurred after the enactment (August 21, 1996) of the federal Health Insurance Portability and Accountability Act of 1996.

All barrier crimes do not prevent people from being employed in Human Services forever. Most of them have a time limit after which the person may be hired. Even prior to their time limit being up if an agency hires someone with a barrier crime, they can petition the state for a waiver for their employee. Barrier crime rules do not apply to all human services agencies. Below are the categories of crimes that could constitute a barrier to employment.

Categories of Barrier Crimes	Time Periods for Barrier Crimes
Attempt, Solicitation and Conspiracy Offenses	Permanent barrier
Offenses Against the Person	5 years to permanent
Offenses Against Property	1 year to permanent
Offenses Against the Family and Vulnerable Adults	3 years to permanent
Offenses Against Public Administration	1 year to permanent
Offenses Against Public Order	1 year to permanent
Offenses Against Public Health and Decency	5 years to permanent
Controlled Substances	5 years to 10 years
Imitation Controlled Substances	5 years to 10 years
Other Crimes	5 years to 10 years

Many practicum agencies are now requiring students who wish to be placed there to undergo, and pass, a fingerprint background check. If you have been convicted for crimes in any of the categories above you can go to the State of Alaska Health and Social Services website to see if your conviction could constitute a barrier to future employment at:

<http://www.hss.state.ak.us/publicnotice/pdf/145.pdf>

NOTE: Remember, failure to disclose your arrest and conviction history while applying to be accepted in field placement can result in your being removed from the agency site as well as from the Practicum class.

DISCLOSURE STATEMENT

We are requesting the following information to ensure client safety and to meet agency requirements for placement.

1. Have you ever been convicted of an offense/crime? If so, when? Please explain:

Are you currently in a treatment, or transitional program, please explain:

2. Are you currently on probation or parole? If yes, please provide the probation or parole officer's name and telephone number.
3. Have you been court adjudicated for child/elder/vulnerable adult abuse or neglect, and/or violent/assaultive behavior? If yes, please explain. (Court adjudicated means that a court has found you committed an act(s), which fall within these categories, whether the case was in criminal, civil or family court.) Please explain:
4. Some agencies require staff, interns and volunteers who have experienced substance abuse problems to have at least two years of sobriety before working in the agency. If this applies to you, have you met this requirement? If no, please explain.
5. Some agencies require staff, interns and volunteers who have been mental health consumers to either have completed their treatment at least two years prior to application or have the written recommendation of their mental health professional in order to be considered for placement. If this applies to you, please explain.

The above information is truthful and accurate and I have not withheld any information. I acknowledge that in addition to other action it may be duly authorized to take, UAA has the option of removing me from this placement and/or the degree program if it is shown that I knowingly provided incomplete, inaccurate or misleading information herein. I have read and understand the Barrier Crimes Information contained in this application.

Signature

Date

CONSENT TO RELEASE INFORMATION

Name: _____

I understand that it may be necessary for the UAA faculty liaison to verify and/or share some of the information I disclosed with other professionals for the purpose of determining the suitability of field placement. I authorize release of any information contained herein necessary for placement.

I further understand that such verification may require that a criminal background check be conducted and I hereby consent to such a search, and to be responsible for any expense incurred thereby, for the purpose of determining the appropriateness of field placement.

Signature

Date

ETHICAL STANDARDS AGREEMENT

I have read and understand the National Organization for Human Service Education (NOHS) Ethical Standards which govern this degree program and practicum placement. I agree to abide by these ethical standards in my practicum placement. Any and all of my questions about the standards have been answered by a Human Services faculty member.

Name (please print)

Student Signature

Date

NOTE: THE NOHS ETHICAL STANDARDS CAN BE FOUND IN THE HUMAN SERVICES STUDENT HANDBOOK AND ON THE HUMAN SERVICES WEBSITE LOCATED ON THE INTERNET AT <http://hums.uaa.alaska.edu>

STUDENT INFORMATION
HUMAN SERVICES PRACTICUM I

Name: _____

The following information is requested to help us know you better so that we can find the most useful and satisfying agency placement for you. Be assured we will use the information, with the utmost discretion. Please use complete sentences.

1. What are your expectations for this course and how do you hope to use this in the future?

2. Please list previous work experience (paid and/or volunteer) and a very brief description of your job responsibilities and how this experience can contribute to this class.

Name _____

3. We would appreciate your including PERSONAL experiences, which you believe will be helpful to you in this course.

4. Please identify any other knowledge, skills or past EDUCATIONAL experiences, which you believe, will be helpful in this course.

Name _____

5. Identify your future goals and how do you see this practicum experience relating to them.

6. Identify your current areas of interest in human services.

Populations:

_____ Children (0-12)

_____ Teens

_____ Adults

_____ Older Adults (seniors)

_____ Women

_____ Men

Social Issues:

_____ Child Abuse

_____ At Risk Youth

_____ Schools

_____ Developmental Disabilities

_____ Substance Abuse

_____ Mental Health

_____ Criminal Justice

_____ Domestic Violence

_____ Other

What is it about these areas that interests you? (Please feel free to use the other side if needed.)

Human Services Practicum III Application

HUMAN SERVICES 495A APPLICATION FOR PRACTICUM III

To be eligible for placement in BHS Practicum III (HUMS A495A), students must meet the following criteria:

1. Have earned an AAS in Human Services, or equivalent degree that has been accepted by the Human Services Department.
2. **Be officially admitted to the UAA Bachelor of Human Services Degree Program.**
Please attach a copy of acceptance letter
3. Be within two semesters of graduation (earned 90 credits towards the BHS degree).

If you meet the criteria above, have completed the Practicum Application form, obtained appropriate signatures from your academic advisor and Practicum II professor, **AND** delivered it to the Practicum Coordinator Assistant, the next step is to schedule an appointment with the coordinator to review your application and discuss possible placement locations. See the Human Services Department (BMH 106), for available times.

Note-- Please leave the signed and completed Practicum Application and Ethical Standards Agreement at least 3 days before your scheduled appointment.

Completion of all identified requirements does not ensure admission to Practicum. The final decision to admit the student to practicum is based on the professional judgment of the Human Services faculty. A student who disagrees with the faculty's final decision is referred to the standard grievance procedure outlined in the University catalog.

DEADLINE:

**HUMAN SERVICES A495A
PRACTICUM III APPLICATION**

Name: _____ Student ID#: _____

Address: _____

Phone: Day _____ Evening: _____ Cell: _____

UAA Email Address: _____

All notices will be sent to your UAA email address. Your UAA email has an option to forward mail to your prefer address.

Practicum hours available ____ weekdays ____ weekends ____ after 5pm weekdays

DEPARTMENT OF HUMAN SERVICES

TO: Practicum Coordinator:

_____ is a declared Human Services BHS major, is in good academic standing and is ready to be admitted into HUMAN SERVICES PRACTICUM III HUMS 495A.

Structure recommended: 1 2 3

Comments:

SIGNATURES:

Human Services Advisor

Date

Practicum II Instructor

Date

BARRIER CRIMES INFORMATION

The Alaska Legislature has developed legislation (7 AAC 10.900–7 AAC 10.990) regarding Barrier Crimes that can prevent people from working in certain areas of Human Services based on section 1128(a) of the Social Security Act (42 U.S.C. 1320a-7). This includes selected crimes that will result in lifetime barriers to employment, while others exclude working in the field for a range from 1 year to 10 years. Some of these offenses relate to convictions for crimes that occurred after the enactment (August 21, 1996) of the federal Health Insurance Portability and Accountability Act of 1996.

All barrier crimes do not prevent people from being employed in Human Services forever. Most of them have a time limit after which the person may be hired. Even prior to their time limit being up if an agency hires someone with a barrier crime, they can petition the state for a waiver for their employee. Barrier crime rules do not apply to all human services agencies. Below are the categories of crimes that could constitute a barrier to employment.

Categories of Barrier Crimes	Time Periods for Barrier Crimes
Attempt, Solicitation and Conspiracy Offenses	Permanent barrier
Offenses Against the Person	5 years to permanent
Offenses Against Property	1 year to permanent
Offenses Against the Family and Vulnerable Adults	3 years to permanent
Offenses Against Public Administration	1 year to permanent
Offenses Against Public Order	1 year to permanent
Offenses Against Public Health and Decency	5 years to permanent
Controlled Substances	5 years to 10 years
Imitation Controlled Substances	5 years to 10 years
Other Crimes	5 years to 10 years

Many practicum agencies are now requiring students who wish to be placed there to undergo, and pass, a fingerprint background check. If you have been convicted for crimes in any of the categories above you can go to the State of Alaska Health and Social Services website to see if your conviction could constitute a barrier to future employment at:

<http://www.hss.state.ak.us/publicnotice/pdf/145.pdf>

NOTE: Remember, failure to disclose your arrest and conviction history while applying to be accepted in field placement can result in your being removed from the agency site as well as from the Practicum class.

DISCLOSURE STATEMENT

We are requesting the following information to ensure client safety and to meet agency requirements for placement.

1. Have you ever been convicted of an offense/crime? If so, when? Please explain:

Are you currently in a treatment, transitional program, please explain:

2. Are you currently on probation or parole? If yes, please provide the probation or parole officer's name and telephone number.
3. Have you been court-adjudicated for child/elder/vulnerable abuse or neglect, and/or violent/assaultive behavior? If yes, please explain. (Court-adjudicated means that a court has found you committed an act(s), which fall within these categories, whether the case was in criminal, civil or family court.)
4. Some agencies require staff, interns and volunteers who have experienced substance abuse problems to have at least two years of sobriety before working in the agency. If this applies to you, have you met this requirement? If no, please explain.
5. Some agencies require staff, interns and volunteers who have been mental health consumers to either have completed their treatment at least two years prior to application or have the written recommendation of their mental health professional in order to be considered for placement. If this applies to you, please explain.

The above information is truthful and accurate and I have not withheld any information. I acknowledge that in addition to other action it may be duly authorized to take, UAA has the option of removing me from this placement and/or the Human Services program if it is shown that I knowingly provided incomplete, inaccurate or misleading information herein. I have read and understand the Barrier Crimes Information contained in this application.

Signature

Date

CONSENT TO RELEASE INFORMATION

Name: _____

I understand that it may be necessary for the UAA faculty liaison to verify and/or share some of the information I disclosed with other professionals for the purpose of determining the suitability of field placement. I authorize release of any information contained herein necessary for placement.

I further understand that such verification may require that a criminal background check be conducted and I hereby consent to such a search and to be responsible for any expenses related to such, for the purpose of determining the appropriateness of field placement.

Signature

Date

ETHICAL STANDARDS AGREEMENT

I have read and understand the National Organization for Human Service Education (NOHS) Ethical Standards which govern this degree program and practicum placement. I agree to abide by these ethical standards in my practicum placement. Any and all of my questions about the standards have been answered by a Human Services faculty member.

Name (please print)

Student Signature Date

NOTE: THE NOHS ETHICAL STANDARDS CAN BE FOUND IN THE HUMAN SERVICES STUDENT HANDBOOK AND ON THE HUMAN SERVICES WEBSITE LOCATED ON THE INTERNET AT <http://hums.uaa.alaska.edu>

**STUDENT INFORMATION
PRACTICUM III APPLICATION**

Name _____ Date _____

The following information is requested to help us know you better so that we can find the most useful and satisfying agency placement for you. Be assured we will use the information with the utmost discretion. Please use complete sentences.

1. At what Human Service agency did you complete Practicum I & II? Describe your role & duties.

What did you learn from this experience?

How did it contribute to your future goals?

2. Identify any major conflicts / problems in Practicum I & II. How were they resolved?

3. How did your past knowledge or personal experiences contribute to your Practicum I & II experience?

Name _____

4. What are your expectations for Practicum III & IV and what will you contribute to the experience?

5. Identify your current areas of interest in Human Services.

Populations:

___ Children (0-12)

___ Teens

___ Adults

___ Older Adults (seniors)

___ Women

___ Men

Social Issues:

___ Child Abuse

___ At Risk Youth

___ Developmental Disabilities

___ Substance Abuse

___ Mental Health

___ Criminal Justice

___ Domestic Violence

___ Schools

___ Other

What is it about these areas that interest you? (Please feel free to use the other side if needed.)

**HUMAN SERVICES
CONTINUING APPROVAL
AT PRACTICUM PLACEMENT SITE**

Date _____

Continuation Approval for Spring Semester Practicum II
 Fall Semester Practicum IV

Student Name: _____ Student ID#: _____

Address: _____

Phone: Day _____ Evening: _____ Cell: _____

Email Address: _____

Agency update information

Agency Name _____

Contact person _____ Agency Phone _____

Agency Address
Mail _____

Physical _____

Field Instructor Phone Number _____

Field Instructor Email _____

Field Instructor (please print) _____

Field Instructor Signature

Date

Student has been accepted _____ for continuation as noted above

**If the student is not continuing practicum at the agency, the student must schedule an appointment with the Practicum Coordinator Assistant to appeal and must re-apply.*

HUMAN SERVICES PRACTICUM COORDINATOR ASSISTANT OFFICE

Ph 786-6449 FAX 786-6436

Signature

Date

For student only: Take this form to the agency at the time of your interview

*Student Name _____ Practicum (circle) **I** **II** **III** **IV**

I understand I am to set up an appointment for an interview with the agency

I understand I will **not** be able to register for practicum class until this form is submitted to Practicum office by me or by agency.

Students Signed

Phone

Date

Human Services Department Practicum

REFERRAL FORM

Contact person _____

Agency Phone _____

Agency _____

Resume is required

Agency application is required

For Agency Information only

Agency Address

Physical _____

Mail _____

Field Instructor _____

Field Instructor Email _____

Field Instructor Phone Number _____

If assigned supervisor: Name _____

Supervising Instructor Email _____

Student has been accepted

Accepted Pending background check

Expected Start Date _____

Agency has required orientation.

Orientation Date _____

Does agency have regularly scheduled orientations?

How many hours, days or weeks is your orientation _____

Student has not been accepted:

Comments:

Authorized Agency Signature

Date

Please return to Human Services Practicum Office

Fax: 786-6436

VII. STUDENT RECORDS

The University catalog contains information regarding official University records. The Human Services Department maintains a record of all student applications and program materials. Student files include copies of application and admission documents, transcripts, correspondence and other materials related to student progress through the program. Students are welcome to review their files at any time.

VIII. HUMAN SERVICES, SUGGESTED SEQUENCE OF COURSES

Human Services Associate of Applied Science Degree (AAS)

<u>FIRST SEMESTER</u>				
HUMS 101	HUMS 223	SOC 101	COMM (SPEECH)	ENG 111
<u>SECOND SEMESTER</u>				
HUMS/SWK 106	PSY 111	EMPHASIS COURSE	PSY 150	GEN ED REQ
<u>THIRD SEMESTER</u>				
HUMS 295A	HUMS 324	EMPHASIS COURSE	ANTH 200/202	ENG GEN ED REQ
<u>FOURTH SEMESTER</u>				
HUMS 295B	ELEC/GEN ED REQ	ELEC/GEN ED REQ	ELEC/GEN ED REQ	GEN ED REQ

Bachelor of Human Services (BHS) Degree

<u>FIRST SEMESTER</u>				
HUMS 333	HUMS 417	HUMS 321	GEN ED REQ	GEN ED REQ
<u>SECOND SEMESTER</u>				
HUMS 424	HUMS 434	HUMS 322	EMPHASIS COURSE	GEN ED REQ
<u>THIRD SEMESTER</u>				
HUMS 412	HUMS 461	HUMS 495A	EMPHASIS COURSE	GEN ED REQ
<u>FOURTH SEMESTER</u>				
HUMS 414	HUMS 495B	GEN ED REQ	GEN ED REQ	GEN ED REQ

NOTE: 42 credits must be at 300 level or above

IX. EMPHASIS AREAS

GENERAL HUMAN SERVICES

HUMS/PSY 153	Human Relations (3)
HUMS 256	Groups & Organizations (3)
HUMS 350	Men and Masculinity (3)
PSY 245	Child Development (3)
PSY 261	Research Methods in Psychology (4)
PSY 345	Abnormal Psychology (3)
SOC 202	The Social Organization of Society (3)
SOC 242	An Introduction to Marriage, Family & Intimate Relationships (3)
SOC 246	Adolescence (3)
SOC/PSY 453	Application of Statistics to the Social Sciences (4)

ALCOHOL AND SUBSTANCE ABUSE

HUMS 122	Substance Abuse as a Contemporary Problem (3)
HUMS 123	Public Education & Prevention in Substance Abuse (3)
HUMS 124	Introduction to Physiology and Pharmacology of Substance Abuse (3)
HUMS 226	Intervention Continuum in Substance Abuse Counseling (3)
HUMS 416	Substance Abuse and the Older Adult (3)
HS 350	Drugs & Drug-Taking Behavior (3)
HS 381	Substance Abuse Treatment (3)
SWK 471	Addictions and Social Work (3)

FAMILY AND YOUTH

HUMS 350	Men and Masculinity (3)
HUMS 416	Substance Abuse and the Older Adult (3)
PSY 245	Child Development (3)
SOC 242	An Introduction to Marriage, Family & Intimate Relationships (3)
SOC 246	Adolescence (3)

DISABILITIES

ASL 101	Elementary Sign Language I (3)
ASL 102	Elementary Sign Language II (3)
ASL 201	Intermediate Sign Language I (3)
PSY 445	Strategies of Behavior Change (3)
PSY 455	Best Practices in Mental Health Services (3)

DIVERSITY ISSUES

AKNS 101	Alaska Native Languages I (4)
AKNS 102	Alaska Native Languages II (4)
AKNS 109	Alaska Native Language Orthography (4)
AKNS 201	Native Perspectives (3)
AKNS 492	Seminar: Cultural Knowledge of Native Elders (3)
ANTH 270	Cross-Cultural Perspectives on Women (3)
HUMS 350	Men and Masculinity (3)
HUMS 416	Substance Abuse and the Older Adult (3)
WS 200	Introduction to Women's Studies (3)

X. OCCUPATIONAL ENDORSEMENT CERTIFICATE IN CONFLICT RESOLUTION

This 18 credit Occupational Endorsement certificate in Conflict Resolution provides an array of courses with particular emphasis upon counseling skills, group facilitation skills, cultural skills, alternative dispute resolution processes and skills, and family mediation skills. Instruction is delivered through classroom lectures, demonstrations, and practical experience.

Certificate Requirements:

1. Complete the following required courses
 - HUMS 224 Conflict and Collaborative Systems - 3 credits
 - HUMS 223 Introduction to Paraprofessional Counseling I - 3 credits
 - HUMS 324 Introduction to Paraprofessional Counseling II - 3 credits
 - HUMS 333 Alternative Dispute Resolution - 3 credits
 - HUMS 334 Family Mediation – 3 credits
 - HUMS 434 Group Facilitation for Human Service Professionals - 3 credits
2. A total of 18 credits are required for the non-transcripted departmental certificate of completion.

XI. ADDICTION STUDIES MINOR

The Addiction Studies Minor provides students with the opportunity to gain knowledge about the process and effects of addictive behaviors, and their treatment. By providing students with contemporary information, and an opportunity to select from an array of courses that meet their professional interests and goals, the minor prepares students for entry-level positions in treatment programs, substance abuse agencies, or for graduate study in this or related areas. The minor also enhances the capabilities of students in human service fields, such as social work, human services, nursing, justice, and psychology, to acquire knowledge about substance abuse, a major factor in many human dilemmas. Course work may also apply toward certification from the State of Alaska ACCDPC as a substance abuse counselor. Please note that additional course work and practicum hours may be required for this certification.

The Addiction Studies Minor requires a total of 18 credits, of which a minimum of nine must be upper-division.

1. Complete 6 credits from the following:
 - HUMS 122 - Substance Abuse as a Contemporary Problem - 3 credits
 - HUMS 226 – Intervention Continuum in Substance Abuse Counseling – 3 credits
 - HS 350 - Drugs and Drug-Taking Behavior - 3 credits
2. Complete 12 credits from the following:
 - HS 381 - Substance Abuse Treatment - 3 credits
 - HS 480 - Contemporary Issues in Addiction Studies - 1-3 credits
 - HUMS 123 - Public Education & Prevention in Substance Abuse - 3 credits
 - HUMS 124 – Introduction to Physiology and Pharmacology of Substance Abuse – 3 credits
 - HUMS 416 – Substance Abuse and the Older Adult – 3 credits
 - HUMS 417 – Substance Abuse Counseling for Human Services Professionals – 3 credits
 - JUST 110 - Introduction to Justice
 - NS 428 - Nursing the Chemically Dependent Client - 3 credits
 - SWK 471 - Addictions and Social Work - 3 credits
3. A total of 18 credits are required for the minor.

XII. COURSE DESCRIPTIONS

- HUMS A101 Introduction to Human Services 3 CR**
Prerequisites: None
Overview of human services. Includes traditional and contemporary helping approaches, plus characteristics, values, and professional roles of human service workers. Covers human service consumers, their problems and functioning, helping systems and strategies, environmental change processes, and legal and ethical issues.
- HUMS A106 Introduction to Social Welfare 3 CR**
Prerequisites: SOC A101.
Analyzes social inequality and the American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas—ethical, political, social and economic—explicit and implicit in social welfare provisioning. Assists in understanding of social welfare problems and their solutions.
- HUMS A122 Substance Abuse as a Contemporary Problem 3 CR**
Prerequisites: None
Introduction to current issues in addictions with emphasis on understanding alcohol and other drug use in historical, social, cultural, legal, and public health/policy contexts.
- HUMS A123 Public Education and Prevention in Substance Abuse 3 CR**
Prerequisites: None
Use of community organization knowledge and skills for development of educational and preventive programs in substance abuse.
- HUMS A124 Introduction to Physiology and Pharmacology of Substance Abuse 3 CR**
Prerequisites: PSY A111.
Introduction to basic knowledge about psychopharmacological properties and effects of psychoactive substances. Focus will be given to understanding the relationship between infectious diseases and substance use/abuse.
- HUMS A153 Human Relations 3 CR**
Prerequisites: None
A survey of human relations to include communication, problem solving, interaction, relationship, choice and change skills.
- HUMS A155 Human Relations in the Workplace 3 CR**
Prerequisites: None
A survey of communication, problem solving and interaction skills as applied to the world of work.
- HUMS A223 Introduction to Paraprofessional Counseling I 3 CR**
Prerequisites: None
Focuses on systematic approach to effective helping and helping skills which fall into the following skill categories: skills for understanding, skills for comfort and crisis intervention, and skills for positive action.

- HUMS A224 Conflict and Collaborative Systems 3 CR**
 Prerequisites: HUMS A223 and (HUMS A324 or concurrent enrollment).
 Provides a social constructionist framework for understanding interpersonal conflict. Focuses on the human and emotional aspects of conflict and includes the influence of gender and culture. Pragmatic as well as theoretical, this course presents communication and conflict resolution models to help manage and/or resolve conflict.
- HUMS A226 Intervention Continuum in Substance Abuse Counseling 3 CR**
 Prerequisites: HUMS A122 and HUMS A223.
 Presents a continuum of interventions used in substance abuse counseling, to include screening and placement criteria, motivational interviewing, aftercare and relapse planning, documentation, and confidentiality.
- HUMS A240 Geriatric Lifestyle Assessment 3 CR**
 Prerequisites: HUMS A101 or SOC A110.
 Provides a holistic overview of the assessment of the older adult. Examines tools and techniques used to assess an older person's functional, cognitive, social and psychosocial strengths and challenges. Explores strategies necessary to develop care plans for optimizing an individual's capabilities and quality of life.
- HUMS A256 Groups and Organizations 3 CR**
 Introduces basic theories, practices and issues of relevance to working in human service agencies and develops skills to work effectively in an organizational setting. As a result of this course, the student should be more effective in observing, and political dynamics of service delivery groups and organizations.
- HUMS A290 Selected Topics in Alcohol and Drug Counseling .5-3 CR**
 Provides the most current education in the area of substance abuse counseling. Specific topics will vary.
- HUMS A295A Human Services Practicum I 3 CR**
 Prerequisites: HUMS A101 and HUMS A223 and (ENGL A111 or concurrent enrollment).
 Registration Restrictions: GER Oral Communication
 Students placed in a community Human Services agency will examine agency structure and functioning, professional relationships, and interagency networks to apply their knowledge of entry level helping skills with agency clientele while participating in a weekly class seminar to facilitate the integration of human service knowledge and theory with practical field application.
- HUMS A295B Human Services Practicum II 3 CR**
 Prerequisites: HUMS A295A and [(ENGL A211 or concurrent enrollment) or (ENGL A212 or concurrent enrollment) or (ENGL A214 or concurrent enrollment)].
 Emphasizes increasing responsibilities for providing direct client services. Students will access problems and plan interventions within the placement agency, while participating in a weekly class seminar structured to facilitate the integration of human service knowledge and theory with practical field application.
- HUMS A321 Diversity Issues in Human Services Practice 3 CR**
 Prerequisites: HUMS A101 and HUMS A223 and HUMS A295A.
 Using a framework of self-awareness, this course will focus on the range of human diversity and the historical and current responses to it. It will help students incorporate the relevant needs of diverse groups in their professional practice.

- HUMS A322 Service Coordination in Human Services Practice 3 CR**
 Prerequisites: HUMS A101 and HUMS A223 and HUMS A295A.
 Introduction to the fundamentals of service coordination across disciplines. Using an empowerment and strengths based framework, course focuses on the functions of service delivery, including assessment, planning, and implementation, utilizing the concepts of collaboration, ethics, and diversity.
- HUMS A324 Introduction to Paraprofessional Counseling II 3 CR**
 Prerequisites: HUMS A223.
 Focuses on 11 major paraprofessional counseling skill clusters. Course emphasis will be skill performance in a direct service context.
- HUMS A333 Alternative Dispute Resolution 3 CR**
 Prerequisites: HUMS A223 and HUMS A324.
 A conceptual framework in Alternative Dispute Resolution (ADR) with particular emphasis on history, communication skills, and ethics. Uses simulation exercises including negotiation strategy and tactics; mediation process and techniques; and development of arbitration case theory presentation. A comparison of the adversarial and collaborative dispute resolution systems as a theoretical backdrop.
- HUMS A334 Family Mediation 3 CR**
 Prerequisites: HUMS A223 and HUMS A224 and HUMS A324 and HUMS A333.
 Trains students in advanced mediation skills for resolving family conflict. Different models of mediation are presented, evaluated, and practiced. Current issues in Alaska family mediation are covered.
- HUMS A350 Men and Masculinity 3 CR**
 Prerequisites: SOC A101 or PSY A111.
 Examines perspectives on masculinity and male sex role from historical, cultural and social-psychological perspectives with focus on males as clients in the human services setting. Examines the dynamics of male socialization and its influence on men in areas such as family and work, sexuality, and physical and mental health. Attention given to implications for prevention and human service delivery.
- HUMS A390 Selected Topics in Human Service Practice .5-3 CR**
 Prerequisites: HUMS A101.
 Provides the most current education in the area of Human Service practice. Specific topics will vary.
- HUMS A412 Ethical Issues in Human Services Practice 3 CR**
 Prerequisites: HUMS A101 and HUMS A223.
 Overview of ethics in human service practice. Clients' rights and confidentiality, worker responsibility for ethical behavior in the areas of confidentiality, multicultural counseling, professional responsibility, and practitioner competency.
- HUMS A414 Rural Treatment Strategies for Human Service Professionals 3 CR**
 Prerequisites: HUMS A101.
 Focuses upon human service work in rural settings. Development of relevant knowledge and skills in the following areas: cultural issues, the addiction process and their impact on the individual, the family, and the community. Prevention and treatment of substance abuse strategies are presented focusing upon the human service worker as a change agent.

- HUMS A416 Substance Abuse and the Older Adult 3 CR**
 Prerequisites: HUMS A124 and HUMS A223.
 Addresses the issues related to aging adults who misuse alcohol, drugs, prescription medications, and other substances. Emphasis will be placed on identification, assessment, and intervention strategies.
- HUMS A417 Substance Abuse Counseling for Human Service Professionals 3 CR**
 Prerequisites: HUMS A122 and HUMS A123 and HUMS A223.
 Develops advanced counseling theory and skills specifically required by human service professionals in substance abuse treatment. Includes client assessment, diagnosis, and treatment planning. Substance abuse treatment strategies will be compared and contrasted.
- HUMS A424 Advanced Counseling for Human Service Professionals 3 CR**
 Prerequisites: HUMS A223 and HUMS A324.
 Comparative counseling systems and theories appropriate in the human service context are presented. Cognitive, affective, behavioral systems will be presented as approaches in a variety of human service settings including education, family and community, rehabilitation, and mental health.
- HUMS A434 Group Facilitation for Human Service Professionals 3 CR**
 Prerequisites: HUMS A223 and HUMS A324.
 Advanced facilitation skills appropriate for group work to include goal setting, reciprocation, task identification, and personal growth. Presents a theoretical case in both group dynamics and group leadership. Contemporary ethical and managerial issues are included.
- HUMS A461 Crisis Intervention 3 CR**
 Prerequisites: HUMS A101 and HUMS A223 and HUMS A324.
 A systematic and social approach to causes and treatment of human crises. Covers characteristics of crises, intervention strategies, and specific techniques for resolving various crisis situations. Students are expected to research, analyze, and compare community crisis support services.
- HUMS A495A Human Services Practicum III 3 CR**
 Prerequisites: HUMS A295A with minimum grade of C and HUMS A295B with minimum grade of C.
 Registration Restrictions: Admission to Human Services Bachelor Degree Program.
 Placement in an agency will provide students with advancing levels of responsibility in direct client services and/or specialized activities/projects while increasing their professional development. Weekly concurrent classroom seminars required.
- HUMS A495B Human Services Practicum IV 3 CR**
 Prerequisites: HUMS A495A with minimum grade of C.
 Registration Restrictions: Admission to Bachelor of Human Services Program. Building on the HUMS A495A agency placement, students will have advanced levels of responsibility for providing direct client services and/or special projects or activities in the agency, while further developing professional skills and emphasizing an increasing independence. Concurrent weekly classroom seminar is required.

XIII. ASSOCIATE OF APPLIED SCIENCE IN HUMAN SERVICES COMPETENCIES

The UAA Associate degree in Human Services is designed to prepare students for entry level human service employment. To that end, the program is designed with nine overarching learning objectives. The following is a chart depicting the UAA Human Services AAS learning objectives, location in the curriculum and correlation with CSHSE Community Support Skill Standards:

UAA HUMAN SERVICE COMPETENCY	LOCATED IN UAA AAS CURRICULUM	CORRELATING CSHSE COMMUNITY SUPPORT SKILLS STANDARDS:
Graduates will have an historical and contemporary understanding of the Human Services profession.	Human Services 101 Human Services 106	VII. Education, Training and Self Development XI. Program and Employee Development
Graduates will be able to identify generalist Human Services roles and treatment strategies.	Human Services 101 Human Services 106 Human Services 223 Human Services 324 Human Services 295A Human Services 295B	I. Client Empowerment X. Crisis Intervention
Graduates will be able to identify and assess client's problem situations/unused opportunities and functioning levels.	Human Services 101 Human Services 223 All Emphasis Area courses Human Services 295A Human Services 295B Human Services 324	I. Client Empowerment III. Assessment VI. Life Skills Development
Graduates will be able to identify environmental and societal change processes	Human Services 101 Human Services 106 Psychology 150 General Human Services Emphasis Area courses	V. Facilitation of Services
Graduates will be able to identify ethical issues in Human Service practice.	Human Services 101 Human Services 223 Human Services 295A Human Services 295B Human Services 324	XI. Program and Employee Development
Graduates will be able to demonstrate an understanding of social inequality and the American social welfare system.	Human Services 106	VIII. Advocacy

Graduates will be able to demonstrate a systematic approach to problem management and paraprofessional counseling skills as follows: a) problem identification, b) identification of preferred scenario and c) development and implementation of action plan.	Human Services 101 Human Services 223 Human Services 324	II. Communication III. Assessment IV. Community and Services Networking V. Facilitation of Services VI. Life Skills Development
Graduates will be able to use supervision within a human service agency to understand human service practice, standards and client empowerment.	Human Services 295A Human Services 295B	XI. Program and Employee Development. XII. Documentation
Graduates will be able to function in a multi-cultural setting and understand diversity issues.	Human Services 101 Anthropology 200 or 202 Diversity Emphasis Area courses Human Services 295A Human Services 295B	XI. Program and Employee Development

The AAS degree also contains six credits in an emphasis area. The students may select among the following areas: General Human Services, Alcohol and Substance Abuse, Family and Youth, Disabilities, and Diversity. Further, AAS students are required to complete the following University general education requirements:

Credits	Area
Six credits	Written Communication
Three Credits	Oral Communication
Six credits from one or a combination	Mathematics Humanities Social Science Natural Science

AAS Degree: Total 60 credits required.

XIV. BACHELOR'S DEGREE IN HUMAN SERVICES COMPETENCIES

The UAA Bachelor's degree in Human Services is designed to prepare students to work effectively in any community based human service setting. To that end, the program contains the nine overarching learning objectives found in the AAS program as well as nine additional learning objectives. The following is a chart depicting the UAA BHS learning objectives, location in the curriculum and correlation with CSHSE Community Support Skill Standards:

UAA HUMAN SERVICE COMPETENCY	LOCATED IN UAA AAS CURRICULUM	CORRELATING CSHSE COMMUNITY SUPPORT SKILLS STANDARDS
Graduates will have an understanding of applied and theoretical dimensions of conflict resolution; to include peacemaking, mediation and alternative dispute resolution.	Human Services 333	I. Client Empowerment II. Communication IV. Community and Services Networking. VII. Education Training and Self Development
Graduates will understand and be able to apply the NOHS Ethical code. Graduates will understand the application of ethical issues to Human Service practice.	Human Services 412 Human Services 495A Human Services 495B	XI. Program and Employee Development.
Graduates will gain both theoretical and actual skills in substance abuse counseling to include client assessment, diagnosis and treatment planning.	Human Services 414 Human Services 417	I. Client Empowerment II. Communication III. Assessment VI. Life Skills Development X. Crisis Intervention
Graduates will gain an overarching understanding and application of counseling systems, practice and theory.	Human Services 417 Human Services 424	I. Client Empowerment II. Communication III. Assessment VI. Life Skills Development
Graduates will be able to demonstrate small group facilitation skills to include goal setting, reciprocation, task identification, personal growth. Students will understand both ethical and managerial considerations associated with group facilitation.	Human Services 434 Human Services 412 Human Services 414	I. Client Empowerment II. Communication VI. Life Skills Development VIII. Advocacy
Graduates will be able to demonstrate agency administrative skills, basic case management skills, understanding ethical issues and community service skills.	Human Services 322 Human Services 414 Human Services 412 Human Services 495A Human Services 495B	V. Facilitation of Services XI. Program and Employee Development XII. Documentation

Graduates will be able to demonstrate crisis intervention skills, analyze crisis situations and identify appropriate community resources.	Human Services 461 Human Services 424	X. Crisis Intervention XII. Documentation
Graduates will be able to use supervision within a human service agency to demonstrate and understand human service practice, standards and client empowerment.	Human Services 495A Human Services 495B Human Services 412	XI. Program and Employee Development. XII. Documentation
Graduates will be able to function in a multi-cultural setting and understand diversity issues.	Human Services 321 Human Services 322 Human Services 414 Human Services 412 Human Services 495A Human Services 495B	XI. Program and Employee Development.

The BHS degree also contains six credits in an emphasis area. The students may select among the following areas: General Human Services, Alcohol and Substance Abuse, Family and Youth, Disabilities, and Diversity. Further, BHS students are required to complete the following general education requirements:

Credits	Area
Three credits	Oral Communication
Six credits	Written Communication
Three credits	Quantitative Skills
Six credits	Humanities (outside of major)
Three credits	Fine Arts
Six credits	Social Science (from two different disciplines)
Seven credits	Natural Science
Three credits	Integrative Capstone

BHS Degree: Total 120 credits required, 42 of which must be upper division.

XV. ACADEMIC AND PROFESSIONAL REQUIREMENTS

Academic integrity is a basic principle which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work which is based on sources prohibited by the faculty member.

All students are encouraged to review the University's Academic Policies and Student Code of Conduct in Chapters 5 and 8 of the University of Alaska Anchorage Catalog.

Human Services students are expected to adhere to and abide by the National Organization for Human Services (NOHS) Ethical Standards.

ETHICAL STANDARDS OF HUMAN SERVICE PROFESSIONALS

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

PREAMBLE

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

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

SECTION I - STANDARDS FOR HUMAN SERVICE PROFESSIONALS

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO CLIENTS

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

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

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

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

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

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

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO THE COMMUNITY AND SOCIETY

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

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

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

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

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

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

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

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

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

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO COLLEAGUES

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO THE PROFESSION

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

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

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

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO EMPLOYERS

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

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

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

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO SELF

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

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

STATEMENT 36 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

SECTION II - STANDARDS FOR HUMAN SERVICE EDUCATORS

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

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

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

STATEMENT 40 Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of Human Services and in teaching effectiveness, for example learning styles and teaching styles.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The student is personally accountable for individual conduct under the code.

XVI CLASSROOM ETIQUETTE

The Human Services Department sees classroom time as an opportunity for each student to learn and share knowledge. Please join with your instructor and extend the following classroom courtesies to your colleagues to ensure the highest and best use of class time.

1. **Punctuality:**
Students are expected to be in class on time. Students arriving late can cause unnecessary distractions and interruptions to instruction thereby disturbing the learning of fellow students.
2. **Leaving Class Prior to Dismissal:**
Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction.
3. **Pagers and Cell Phones:**
Students should either turn pagers and cell phones off during class time (preferred) or switch to vibrate. The ringing of either is very disruptive to instruction.
4. **Side Conversations:**
Side conversations are distracting to all. Please refrain from engaging in them. Continued disruption can lead to your removal from class.

Students are responsible for following the Student Code of Conduct as printed in the Student Handbook.

XVII. HUMAN SERVICES CLUB

“The Club Where Unity is Celebrated” whose purpose is to unite those in the Human Services field. The Human Services club interfaces with the other departments and clubs on campus. The club also serves an educational function for the members, provides a source of networking, and provides some fun in the field of Human Services.

Membership is open without regard to color, religion, national origin, sex, age, gender, disability, or veteran status.

Meeting times and places will be posted on the bulletin board outside the Human Services office, and on the Human Services Club website (<http://hums.uaa.alaska.edu/HumanServicesClub.htm>)

Membership applications are available on the Human Services website at <http://hums.uaa.alaska.edu/> and in the Human Services office.

XVIII. HUMAN SERVICES WEBSITE

The Human Services Website is located at <http://hums.uaa.alaska.edu>. It is highly recommended students bookmark or make this site their home page. The Department posts new information to the site throughout the semester, including updates, coming events, deadlines, forms and changes in Human Services Department policy and procedures.

It is the student’s responsibility to make themselves aware of any information posted on this site.