

**Wharton County Junior College
Division of Allied Health**

**Human Services Program
Supervised
Practicum Student Handbook**

Campus Locations:

**Wharton Main Campus
911 Boling Highway
Wharton, Texas 77488**

**Richmond Campus
5333 FM 1640
Richmond, Texas 77469**

Academic Year 2023-2024

Table of Contents

Program Philosophical Statement	3
Program Mission Statement	3
Program Vision Statement	4
Program Goals of the Field (Practicum) Experience	4-5
Preparation for Practicum Experience	6-20
a. Description	6
b. Prerequisites	6
c. Practicum Site Overview	7
d. Practicum Site Locations	7-10
e. Professional Skills and Traits of Human Service Assistants	10-11
f. Student Code of Conduct: Program Professional Expectations	12-13
g. Criminal Background Checks	13
h. Drug Screenings	14
i. Supervision	14
j. Documentation	14
k. Grades	15
l. Unsatisfactory Performance by Student	15
m. Concerns Regarding Agency Selections	15-16
Responsibilities of the Practicum Student, Onsite Practicum Supervisor and Academic Supervisor/Program Director	16-19
Steps to Practicum Preparation	19-20
Appendices	21-56
Appendix A-Certificate/AAS Degree Checklists	22-24
Appendix B-NOHS Ethical Codes and Wharton County Junior College Student Responsibilities and Codes of Conduct.....	25-33
Appendix C-Practicum Assessment Overview	34-49
Appendix D-Program/Practicum Agreement	50-51
Appendix E-Practicum Learning Agreement Record Form	52-53
Appendix F-Practicum Confidentiality Statement	54-55
Appendix G-Criminal Background Check StudentCheck Form	55-56

Mission of Human Services Program

Program Philosophical Statement:

The Human Services Program values and embraces the human spirit and its ability to adapt, adjust, and influence the human condition in order to enhance overall well-being. The program acknowledges the diversity of populations within communities, the ability of humans to survive, recover, and thrive as well as the unique qualities demonstrated when in pursuit of self-determinism. The working alliance of human service professionals and client populations is critical in meeting human needs and reflects awareness, knowledge, and skill necessary in making a difference in the lives of others. It is important to respect and maintain the dignity, welfare, and integrity of individuals while also upholding ethical standards and decision-making processes of the profession when meeting the needs and best interests of others. Empowerment through best practices from a multidisciplinary approach reflecting continuity of care in meeting the needs of individuals, families, communities, and beyond, demonstrate the importance of the work of social change agents. In times of global social injustices, social change agents advocate, empower, corroborate, and collaborate with others in search of their voices being heard, lives being altered for the betterment, and foundations created and modified to enhance future generations.

Program Mission Statement:

The Human Services Program is an applied program offering a theoretical orientation and basic fundamental skills approach which addresses pertinent issues facing multigenerational, culturally diverse populations. The purpose is to develop students with an awareness, knowledge base, and skill level to address prevention, intervention, recovery, and maintenance relative to issues of the individual, family, and community, and to prepare graduates for entry-level positions reflecting field-based and classroom experiences. The program promotes individual growth and development of the total person, lays a foundation of lifelong learning, supports the importance of human relationships, and instills the motivation to strive towards excellence through its multidisciplinary curriculum, close faculty-student mentoring, and best practices in meeting the needs of diverse populations served.

Program Vision Statement:

Positively influence the lives of individuals, families, and communities.

Values and Guiding Principles:

NOHS believes in:

- The capacity of human growth and change.
- Advocating for social injustice.
- Recognizing and utilizing peoples' strengths and abilities.
- Supporting physical, mental, emotional and spiritual health.
- Promoting collaboration and accountability.
- Including all members of the human services community (NOHS).

The vision and mission statements of the Human Services Program of Wharton County Junior College are clearly aligned with those of the National Organization for Human Services.

Program Practicum Goals:

The overall goals of the Human Services Program focus on the student, program, and community at-large. The practicum goals mimic the overall program goals, yet are more specific in some areas in the following manner:

- a. Develop and participate in community relationships/alliances to meet the individualized needs of the community;
- b. Identify and apply ethical standards relative to human behavior with a classroom setting as well as working environments via the practicum experience.
- c. Establish, assess, and maintain practicum sites to better enhance the student's learning experience as well as meet the needs of the populations serviced within the practicum sites.
- d. Prepare students to demonstrate:
 - 1) Effective communication skills,
 - 2) Record-keeping protocol,
 - 3) Problem-solving techniques/strategies,

- 4) Proper case management from a theoretical base as well as application,
- 5) Referral procedures,
- 6) Preparation and implementation of treatment plans,
- 7) Conduct client interviews,
- 8) Aware of crisis intervention protocol when required,
- 9) Demonstrate decision-making skills reflective of critical thinking skills within a variety of work settings,
- 10) Demonstrate a knowledge realm of privacy issues relative to working in human service environments, i.e., anonymity, confidentiality, safety practices, and ethical/legal issues,
- 11) Demonstrate ability to reflect responsibility, accountability, positive self-image, self-control, understanding, empathy, reasoning, respect and courtesy to others, professionalism with regard to behavior, attire, and in working with professionals and paraprofessionals within the practicum sites as well as the client population, choose ethical courses of action when working in human service environments, an understanding of limitations, and an ability to follow established protocol when in a human service setting,
- 12) Develop and apply skills to be utilized within an interpersonal, group, supervisory, or team concept and monitor/modify performances when necessary,
- 13) Demonstrate appropriate written and verbal communication skills and an ability to recognize problems, and implement plans of actions according to establish protocol,
- 14) Develop an understanding of the sociocultural diverse populations served, the uniqueness of these populations, and incorporating this knowledge when rendering quality client service,
- 15) Encourage students to develop an awareness of ethical evaluation of their own performance and continue to develop a theoretical foundation which will enrich their ability to render quality services, and
- 16) Develop an awareness of the occupational, business/industry terminology in written and verbal communications with a diverse service population.

Preparation of Practicum Experience

Description:

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student which reflects the requirements of the practicum student by the program in accordance with CSHSE, WECM, the college requirements, the practicum site and the needs of the service populations. The Human Services Program requires the AAS degree student to complete two practicums (PSYT 2164 and CHLT 2166) each in successive semesters during their last two semesters prior to graduation. The student must complete 125 hours per practicum to total 250 hours as required by CSHSE. Students in the certificate program must complete 160 hours in one practicum (PMHS 2166) during their last semester prior to certificate completion. Each practicum is expected to be completed within the semester enrolled.

In addition to the above criterion for practicum/clinical field experiences, students must also be aware a number of sites may require evidence of immunizations (possibly diphtheria-tetanus, Hepatitis B, measles, mumps, rubella, varicella, and a TB test – positive TB test will require follow-up). This depends on the population being served, requirements of the practicum site as a whole, and serves to protect clients as well as students. This information is discussed the semester prior to enrollment in practicum when students are communicating the practicum sites selected for potential placement.

Prerequisites:

Before students can submit a request for practicum placement to the Program Director/Practicum Coordinator, specific courses must be completed or be enrolled concurrently. All students must have completed PSYT 1329 – Interviewing and Communication Skills and CHLT 1309 – Community Ethics with a grade of C or better in order to be enrolled in practicum. Students may take DAAC 1317 – Basic Counseling Skills concurrent with their practicum experience. The Program Director /Practicum Coordinator enrolls students within the practicum field experience, places students in their practicum setting, and attends the initial interview to make certain practicum requirements are understood and in place.

Practicum Sites:

The Program Director approves all practicum sites. The program has a written affiliation agreement between the agency/practicum environment and Wharton County Junior College. All liability insurance is factored into the registration fees (typically \$35.00). Affiliated sites are not obligated to accept students. Students understand it is the discretion of the practicum sites allowing them to complete practicum. All eligible practicum students will submit a request of their preference of the approved site of their practicum experience the semester (or a minimum of 2 months) prior to being enrolled in it. Students may not be able to obtain their preference of practicum experience due to limited space at the practicum sites. Many practicum sites have bachelor's and master's level interns requesting their field experiences as well. Therefore, students are advised to rank order 3 potential sites on their list which will provide an alternative practicum site selection. Once the practicum site has designated space for the student, the Program Director /Practicum Coordinator, the student, and the practicum site clinical director/supervisor will meet and discuss the field experience learning objectives and create a plan with learning outcomes as well as a potential weekly schedule for the student at the practicum site. All students are required to meet with the Practicum Coordinator for one hour per week at a designated date, time, and place.

Practicum Site Locations:

Texana Behavior Healthcare Center:

Locations:

Texana Center

2535 Cordes Dr.
Sugar Land, Texas 77479

Texana Center

3007 N. Richmond Rd.
Wharton, Texas 77488

Texana Center

4910 Airport Avenue
Rosenberg, Texas 77471

Texana Center

920 Nichols Avenue
Bay City, Texas 77414

Texana Crisis Center

5311 Avenue N
Rosenberg, Texas 77469

Richmond State Supported Living Center

2100 Preston Street
Richmond, Texas 77469

Fort Bend County District Attorney's Office

Family Violence Unit
1422 Eugene Heimann Circle, Ste 20234
Richmond, TX 77469

Matagorda Women's Crisis Center/Outreach and Child Advocacy Center

3010 6th Street
Bay City, Texas 77414

Wharton Crisis Center/Outreach and Child Advocacy Center

116 E. Burleson Street
Wharton, Texas 77488

The Harbor Children's Alliance and Victims Center

215 W. Railroad
Port Lavaca, Texas 77979

Fort Bend Regional Council on Substance Abuse

3926 Avenue H, Suite 11
Rosenberg, Texas 77471

Fort Bend Regional Council on Substance Abuse

10435 Greenbough St., Suite 250
Stafford, Texas 77477

Wharton County Juvenile Probation Department

106 E. Milam St.

Wharton, Texas 77488

Matagorda/Wharton County Adult Probation Department

321 E. Milam St.

Wharton, Texas 77488

Boys and Girls Club

2120 N. Newton Street

Wharton, Texas 77488

Boys and Girls Club

713 Fahrenthold St.

El Campo, Texas 77437

Department of Aging and Disabilities Services (DADS)

117 Lane Drive, Suite 50

Rosenberg, Texas 77469

Senior Citizen Program

911 Boling Hwy

LaDieu Building

Wharton, Texas 77488

Brazos County Counseling Center

120 E. Plum

Angleton, Texas 77515 (and Bay City Location)

ADAPT Programs (by location):

Manvel

20514 Highway 6, Suite A

Manvel, Texas 77578

Angleton

2512 N. Velasco, Suite 300

Angleton, Texas 77515

Texas City

1228 N. Logan, Suite 100
Texas City, Texas 77590

Just Do It Now

1619 Martin Luther King Blvd.
Wharton, Texas 77488

Bay City

1400 8th St., Suite 8-B
Bay City, Texas 77414

The Samaritan Inn

1514 N. McDonald St.
McKinney, Texas 75071

Liberty

2800 Beaumont Ave., Suite D-1
Liberty, Texas 77575

Touching Hearts at Home

8410 US-90 ALT #170
Sugar Land, Texas 77478

Freeport

210 West 1st St., #B Room 1
Freeport, Texas 77541

Alvin

1111 West Adoue, Bldg #1
Alvin, Texas 77511

Brazos Place Behavioral Health Center

Inpatient Detox and Residential Treatment
1103 N. Avenue H
Freeport, Texas 77541

Professional Skills and Traits of Human Service Assistants:

The Bureau of Labor Statistics identified the following professional skills and traits of Human Services Assistants in the Occupational Outlook Handbook (2018). Elements such as awareness, knowledge, skills, and the ability to form a working alliance when engaging with clients are required in the field of human services and reflected in the training and preparation of the individual worker within the skills competencies below. The framework may change as a function of the work setting, the client population served, and the level of organization work.

The six major competency areas of professional skills and traits of Human Service Assistants are:

1. Communication Skills – Social and human service assistants talk with clients about the challenges in their lives and assist them in getting help. These workers must be **able to listen to their clients and to communicate the clients' needs to organizations that can help them.**
2. Compassion – Social and human service assistants often work with people who are in stressful and difficult situations. To **develop strong relationships, they must have compassion and empathy for their clients.**
3. Interpersonal skills – Social and human service assistants must make their clients feel **comfortable discussing sensitive issues.** Assistants also **build relationships** with other service providers to become familiar with all of the resources that are available in their communities (networking).
4. Organizational skills – Social and human service assistants must often complete lots of paperwork and work with many different clients. They must be **organized in order to ensure the paperwork is filed properly** and that clients are getting the help they need.
5. Problem-solving skills – Social and human service assistants help clients find solutions to their problems. They must be able to **listen carefully to their clients' needs and offer practical solutions.**
6. Time-management skills – Social and human service assistants often work with many clients. They must **manage their time effectively** to ensure that their clients are getting the attention they need.

The code of ethics and fitness for the profession expectations for human service professionals has been introduced and discussed in many aspects of the program in relation to delivering quality client services and utilization of best practices while demonstrating professionalism. The practicum experience is where students implement into supervised practice the awareness, knowledge, skills, and professionalism acquired in the classroom.

Student Code of Conduct: Program Professional Expectations

All students are to adhere to the professional expectations of the Human Services Program which reflect the ethical standards as identified by the National Organization of Human Services (NOHS) as well as the guidelines of Wharton County Junior College's Student Conduct and Discipline Codes (See Appendix C for NOHS Ethical Standards for Human Service Professionals – NOHS Section II – Standards for Human Service Educators has been removed).

The professional expectations of the program are initially addressed by the Program Director during the interview/advising process with each student. The code of conduct and program expectations for students entering the field of human services are available in the Student Handbook and introduced and discussed in many aspects within the curriculum of the program in relation to professionalism, the delivery of quality client services, ethical standards, utilization of best practices within diverse populations as reflected in the program goals and professional expectations addressed in the previous section. The practicum experience is where students implement into supervised practice the awareness, knowledge, and skills obtained in the classroom reflecting the expectations and requirements of the program. Upon entry into the field experience (practicum), students must read, agree to, sign, and return a Human Services Practicum Policies Agreement Form which indicates they have read and understand the requirements of the Supervised Student Practicum Handbook and of the requirements of their practicum experience. Practicum students, program director/practicum coordinator, and practicum supervisor(s) are required to read, sign, and date the program's Confidentiality Statement to be enforced the duration of the practicum experience. Signatures of these two major forms demonstrate an understanding of the contents of the policies outlined.

Students are observed by the program director/practicum coordinator, faculty, site supervisor(s) throughout the progression of the practicum field experience regarding concerns and accomplishments relative to professional and ethical behavior, awareness, knowledge and skills abilities, and requirements of their performance evaluation of their practicum experience. Students initially write a practicum Initial Expectation Paper reflecting what they foresee as their practicum experience at the site selected. The practicum supervisor and the program director/practicum coordinator assist the practicum student to create learning outcomes and objectives, to examine the practicum learning outcomes and objectives throughout the practicum experience,

to adhere to the program/practicum site professional expectations exhibited by the student, and to provide additional guidance in order for the student to develop a better understanding of the expectations of practicum in order to have a more successful practicum experience. Students in practicum undergo a mid-term evaluation reflecting professionalism, practicum/program expectations, knowledge and skill abilities, and adherence to the requirements of the practicum site. The mid-term evaluation is to provide the student the opportunity to bring into compliance any of the requirements of the practicum experience not yet mastered or are in need of remediation. If remediation is required, the program director/practicum coordinator, primary supervisor, and student meet in order to create a plan and timeline to remedy the concerns and assist the student in enhancing performance. Students and primary supervisor(s) also complete an end-of-the-semester evaluation process which is more extensive. Once completed, the primary supervisor(s) and the practicum coordinator/program director review the final evaluation with the students. The program director/practicum coordinator provides students feedback on their performance and this is utilized in the advisory meetings with students prior to their enrollment in the second practicum. This process allows students to understand the importance of fundamental awareness, knowledge, and skills and measure areas of strengths and challenges. The students are able to determine their progression with the expectations of the program, practicum, and the field of human services itself.

Criminal Background Checks:

All students are required to complete a criminal background check through the agency designated through Wharton County Junior College Allied Health Division, StudentCheck (See Appendix G, pages 53-54). These forms may be accessed through the program's website, program director, or program secretary. All students are instructed to follow the protocol on this information sheet in order to obtain the required criminal background check. This criminal background check must be completed during the application process and may be required to be completed prior to practicum placement as well. Practicum sites may complete a Child Protective Services (CPS) as needed. Criminal background checks are discussed between the student and Program Director relative to the results of the history. If students are not able to be placed for practicum, the individual student will meet with the Program Director to discuss other possibilities for a potential career in the field of human services.

Drug Screening:

The program and/or practicum site determines the necessity of a drug screen and may request one at any time during the enrollment of the program, just prior to the practicum field experience, or randomly during the semester. The arrangements are to be made with the agency and should be scheduled 1-2 weeks prior to the beginning of the practicum experience or when requested by the program or practicum site. The student must follow the college's, program's, agency's or facility's policies and procedures unique to each clinical/practicum site. The rationale for this requirement is based on the concept of due diligence and competency assessment of all individuals whose assignments bring them into contact with clients, patients, and/or employees.

Supervision:

The academic supervisor/practicum coordinator meets with the student and practicum supervisor at the clinical/practicum site at least once each semester or more if warranted to better ensure a successful student learning experience. The practicum will have a designated onsite supervisor and an academic supervisor/practicum coordinator. The onsite supervisor engages in a close, professional relationship with the practicum student. Practicum students may rotate to different units within the agency or facility and thus experience additional supervision in conjunction with his or her designated onsite supervisor. This rotation will continue to reflect the learning objectives and outcomes established for the practicum experience. The program director serves as the academic supervisor/practicum coordinator and meets with all practicum students weekly. The weekly meetings with the academic supervisor/practicum coordinator are not counted towards practicum hours.

Documentation:

All work within the program practicum requirements and practicum sites are to be completed in a timely and proper manner. It is the responsibility of the practicum student to comply with all requests and requirements in accordance to all established protocol and due dates.

Grades:

The onsite supervisor(s) feedback relative to evaluations and discussions contributes to the overall student grade assignment. The academic supervisor /practicum coordinator has the final determination of the grade assigned to the student based on onsite practicum performance and required practicum elements carried out via course requirements.

Unsatisfactory Performance by Student:

The practicum site has the discretion to dismiss a student for failure to perform according to the professional expectations and/or standards of the program or the practicum site itself. Before the student is dismissed, the onsite supervisor contacts the academic supervisor/practicum coordinator upon the first concern regarding student performance. An evaluation form is completed by the onsite supervisor and discussed with the practicum student and academic supervisor/practicum coordinator. The practicum supervisor, practicum coordinator, and student create a plan of remediation, when appropriate, along with an established timeline. If student performance does not improve within this established timeline during the semester, the student may be dismissed from the practicum experience. Dismissal from the program will be dependent on the circumstances of the practicum dismissal. Onsite supervisors have an option to complete a mid-term semester evaluation and discuss with the practicum student or utilize this form at any point during the semester in order to assist students in developing awareness, knowledge, and skills to enhance their performance.

Concerns Regarding Agency Selection:

Students must select and email a list of three potential practicum sites (rank-ordered) to the program director/practicum coordinator one semester prior to being enrolled in practicum. If students are taking their practicum experience in the fall, the potential practicum sites must be selected and emailed to the director at the end of the spring semester. The program director/practicum coordinator will contact the agencies for potential placement. The practicum coordinator /program director and student meet with the director of the agency and/or onsite supervisor. This is an initial

interview process where the onsite supervisor may ask questions of the student to assist in the process of determining a proper practicum placement. Students must be prepared to respond to questions in relation to their placement. It is advised students research the practicum sites for selection and in order to be better prepared for the interview experience. Students and director/onsite supervisor(s) and practicum coordinator /program director agree upon placement at this time. Students must bring their practicum notebooks to the interview in order to complete necessary forms for the contractual arrangement.

The student and practicum coordinator/onsite supervisor create a field experience plan relative to learning objectives and outcomes to reflect necessary elements of the practicum requirements. The program director/practicum coordinator reviews and approves of the plan. If for some reason the practicum student observes or is involved in any form of unethical behavior, the student is to follow protocol within the agency as well as report to the program director/practicum coordinator. A meeting with relevant parties will address the concern and make the determination as to whether the practicum student will remain at the site or be removed. Practicum sites have the right to remove any student from the respective practicum sites based upon the findings of evidence presented.

Responsibilities of the Practicum Student, Onsite Supervisor and Practicum Coordinator:

Practicum Students:

1. Must adhere to the ethical codes of conduct and program expectations as outlined by the program, NOHS and WCJC student responsibilities (see Appendix B. p 25).
2. Are required complete 125 hours each semester for the AAS degree and 160 hours within one semester for the certificate.
3. Complete all required coursework/paperwork of the agency/facility, onsite and academic supervisors in a timely manner.

4. Must be responsible for duties assigned by the onsite and academic supervisors/practicum coordinator while staying within the level of abilities of the student. If at any time the student perceives a request outside his/her limitations, the matter must be addressed between the student and onsite supervisor (and academic supervisor if warranted) **before** any action is taken by the student (always consult a higher authority prior to implementing any direct or indirect service with a client).
5. Must participate in weekly sessions with the academic supervisor/practicum coordinator and actively discuss practicum experience (confidentiality of clients always paramount) and other learning experiences as designated throughout the semester.
6. Will participate in onsite staffing of clients, case management, supervised home visits and intake process (when applicable), conferences, in-service training, and possible committees within the agency when possible.
7. Contact the onsite supervisor of any necessary absence first via text messaging and/or email preference is with the onsite supervisor. Then, contact the academic supervisor/practicum coordinator via text and email. All practicum hours must be completed within the semester the student is enrolled in the practicum.
8. Complete an initial expectation paper, formal evaluation process of the practicum experience, and a final reflection paper of the practicum experience. The student must ensure all forms are signed by the proper parties.

Onsite Supervisor:

1. Will meet with the practicum student, academic program director/practicum coordinator in order to establish a working relationship will exist between both parties fulfilling the requirements of the practicum and make and/or receive telephone calls to the program director/practicum coordinator when warranted.
2. Oversee the student's field experience learning objectives and outcomes to be accomplished at the practicum sites, evaluate the plan as being realistic and effective in meeting the needs of the student as well as the agency within the semester timeframe and make certain signed by all parties.

3. Make certain students have completed all required practicum paperwork required of the agency with timeliness being the responsibility of the student.
4. Will reinforce verbal and written forms of effective communication and experiences with staffing, case management, infield experiences with clients/staff on a day-to-day basis.
5. Discuss with students recordkeeping within the agency policies and guidelines the students bring with them learned within the classroom, ethical, legal, and professional boundaries/guidelines including confidentiality (signed confidentiality statement required in program practicum) and the need to be aware of agency policies and procedures regarding these areas. Any paperwork written by a student while onsite, must be signed by the student AND the onsite supervisor.
6. Reinforce the importance of providing quality standards of care within a diverse population and behaving and dressing in a professional manner when delivering services within this diverse population and while at the practicum site.
7. Increase the critical thinking and skills requirements of the assignments requested of students relative to their level of competency increases.
8. Will evaluate the student's performance at any point throughout the semester when warranted, however required at the mid-term point and at the end of the semester with a written, signed and dated evaluation form provided by the program director/practicum coordinator. This may be utilized as a learning tool in reviewing it between the onsite supervisor and the practicum student.
9. Orient the practicum student relative to the agency in relation to:
 - a. purpose, goals, policies and procedures to include ethical conduct and professional behavior, chain of command;
 - b. how the agency is funded and how to determine client eligibility for services;
 - c. duties expected of the staff and the practicum student;
 - d. case management, staffing, and referral sources, cultural sensitivity; and
 - e. be certain 'shadowing' of student with another staff member/professional has been approved by the onsite supervisor when rotating to other units within the agency.

Program Director/Practicum Coordinator:

1. Inform onsite supervisor of practicum requirements and reiterate during the initial interview between the practicum student, agency director/onsite supervisor, and program director/practicum coordinator.
2. Maintains communication with the onsite supervisor. This could be in the form of phone calls, emails, and/or site visit, whatever may be warranted.
3. Assist the student with resolving any issues or concerns relative to the practicum site which may include, but not limited to: the student/supervisor relationship, practicum site expectations, conflicts with the agency, meeting practicum requirements, and/or ethical concerns.
4. Advise the onsite supervisor of the importance in developing the student in a manner reflecting professionalism.
5. Accept advisement of potential modifications of the learning experience provided it continues to fall within the guidelines established by the program.
6. Inform onsite supervisor of any issues/concerns of the practicum student regarding any agency/student difficulties requiring immediate attention.
7. Reiterate the importance of cultural diversity in providing quality service care, ethical codes, written documentation, connection of theory and practice through additional readings, discussions, and written assignments.
8. Hold weekly meetings to discuss pertinent issues within each student's practicum (confidentiality upheld), assignments, and discussions pertaining to required readings, agency protocol, and/or other concerns, issues, or topics as they arise.

Steps to Practicum Preparation:

1. Student must have completed the required prerequisite coursework in order to enroll in the practicum field experience and attend a mandatory Practicum Orientation. This orientation is once a semester and prior to the beginning of the semester the student is enrolling in practicum which allows students to ask questions pertinent to the practicum experience. Students will read, complete, date, and sign the Human Services Practicum Policies Agreement Form.
2. The application process/updates must be completed which includes any additional Criminal Background Checks and/or required/ requested drug screens.

The application requirements are outlined in the Student Handbook and the college catalog via Career Pathways.

3. Students are encouraged to consider the practicum sites available and submit requests to the program director as prior instructions indicate. There is no guarantee the request will be filled. It will be dependent on the needs of the agency and the rationale for a prioritized list of three possible choices of practicum sites.
4. Once all program required paperwork has been completed, the program director/practicum coordinator will contact the practicum site with the potential placement. The idea is to select a different practicum site for each semester to enrich the student's overall practicum experience. The other added benefit is the potential hiring of a practicum student once the student graduates.
5. The program director/practicum coordinator will make contact with the student once placement with the agency/facility has been agreed upon. The student will attend the meeting in professional attire and prepared to respond to questions asked by the onsite supervisor/agency director.
6. It is important to bring the practicum notebook with the required completed forms to the practicum site in order for the onsite supervisor to review and begin establishing an understanding of practicum requirements at this first meeting.
7. The practicum experience begins the week classes begin. Students are not permitted to begin the practicum experience prior to the onset of classes due to insurance liability issues.
8. If a student is completing a practicum at their place of employment, it must be understood the practicum hours are separate from employment hours. It is also required students complete their practicum experience outside their paid working environment (i.e. on another unit or division). This better ensures an assurance the practicum hours are separate from employment hours and enhances the practicum student's learning experience through placement in a different area of the agency.
9. No student will receive a paid practicum experience.

**Human Services Program
Appendices**

Appendix A
Certificate and AAS Degree
Checklists

WCJC HUMAN SERVICES PROGRAM
CERTIFICATE CHECKLIST (37 credit hours)

Print Name

Phone Number

Course number	Course name	Credit hrs.	Grade received	Where	When
SCWK 1321	Orientation to Social Services	3			
COSC 1301	Introduction to Computing	3			
DAAC 1319	Substance-Related and Addictive Disorders	3			
CHLT 1309 •	Community Ethics	3			
CHLT 1302	Wellness & Health Promotion	3			
CMSW 1309	Problems with Children and Adolescents	3			
PSYT 1329 •	Interviewing and Communication Skills	3			
•DAAC 1317	Basic Counseling Skills	3			
CHLT 1340	Community Health Advocacy	3			
GERS 1342	Aging and Mental Health	3			
PSYT 2335	Family Systems	3			
PSYT 2321	Crisis Intervention	3			
PMHS 2166 **(CC)	Practicum/Psychiatric/Mental Health Services Technician	1			

** Contact Program Director (CC) Capstone Course

•Prerequisite: CHLT 1309 & PSYT 1329 completed with a "C" or higher prior to enrolling in DAAC 1317

•All program courses must be completed with a "C" or higher

Updated: 06-07-2018

Effective Date: Fall, 2018

**WCJC HUMAN SERVICES PROGRAM
DEGREE CHECKLIST (60 credit hours)**

Print Name		Phone Number			
Course number	Course name	Credit hrs.	Grade received	Where	When
SCWK 1321	Orientation to Social Services	3			
ENGL 1301	Composition I	3			
MATH 1342	Introduction to Statistics	3			
DAAC 1319	Substance-Related and Addictive Disorders	3			
CHLT 1309 •	Community Ethics	3			
CHLT 1302	Wellness & Health Promotion	3			
•DAAC 1317	Basic Counseling Skills	3			
COSC 1301	Introduction to Computing	3			
PSYT 1329 •	Interviewing and Communication Skills	3			
CHLT 1340	Community Health Advocacy	3			
GERS 1342	Aging and Mental Health	3			
PSYT 2335	Family Systems	3			
PSYC 2301 •	Introduction to General Psychology	3			
•PSYT 2345	Principles of Behavior Management & Modification	3			
CMSW 1309	Problems with Children and Adolescents	3			
GOVT 2305* or SOCI 1306	Federal Government or Social Problems	3			
Language, Philosophy, & Culture or Creative Arts ***	***Elective from AAS General Education Course List	3			
SCIENCE elective *	* Elective from General Education Core List for AAS Degree	4			
PSYT 2321	Crisis Intervention	3			
PSYT 2164 **(CC)	Practicum/Clinical Psychology/Field Experience	1			
CHLT 2166 **(CC)	Practicum-Community Health Services/Liaison/Counseling-Field Experience	1			
<p>* Students intending to transfer to a 4-year university should take Science and Government courses ** Contact Program Director (CC) Capstone Course *** This elective must be selected from the list of core requirements for AAS degrees. •Prerequisite: CHLT 1309 & PSYT 1329 completed with a "C" or higher prior to enrolling in DAAC 1317 •Prerequisite: PSYC 2301 completed with a "C" or higher prior to enrolling in PSYT 2345 •All program courses must be completed with a "C" or higher</p>					

Updated: 08-30-2021

Appendix B
National Organization of Human Services
Ethical Codes
And
Wharton County Junior College
Student Responsibilities and Code of Conduct

Ethical Standards for Human Services Professionals

National Organization of Human Services adopted 2015

Preamble

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

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

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

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

Responsibility to Clients

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

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

those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

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

STANDARD 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

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

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

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

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

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition,

human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society

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

STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

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

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

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

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

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

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

Responsibility to Colleagues

STANDARD 19 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.

STANDARD 20 When human service professionals have a conflict with a colleague, they first seeks out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

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

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

Responsibility to Employers

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

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

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

Responsibility to the Profession

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

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

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

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

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

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

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

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human

services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self

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

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

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

Responsibility to Students

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

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

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

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

STANDARD 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students

experience potentially harmful events during field placements, educators provide reasonable investigation and response as necessary to safeguard the student.

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

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

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

(For more information regarding Ethical Standard please email the [NOHS Ethics Chair](#)).

Adherence to the Program Expectations is to be upheld as outlined in the Student Handbook and the Supervised Practicum Student Handbook.

Wharton County Junior College Student Responsibilities and Code of Conduct

STUDENT RESPONSIBILITIES

As a student of Wharton County Junior College, an individual assumes the responsibility of observing a proper standard of conduct at all times. This general behavior includes respect for order, morality, and personal honor. Students are encouraged to participate in all aspects of student life as citizens of the academic community.

Misconduct

Any violation of college policies or regulations may result in the students being placed on disciplinary warning, disciplinary probation, removal from college residence halls, interim suspension, or suspension (dismissal) and/or being subject to legal prosecution. Misconduct for which students are subject to discipline includes but is not limited to the following:

DISHONESTY - Dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the college. (Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests, assignments, reports, or term papers, or being in unauthorized places, such as offices or buildings after hours, or an instructor's office without permission).

OBSTRUCTION OR DISRUPTION - Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college activities, including its public services functions, or of other authorized activities on college premises.

PHYSICAL AND VERBAL ABUSE - Physical or verbal abuse of any person on college-owned or controlled property, or at college sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person.

PLAGIARISM - "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

COLLUSION - "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

DRUGS AND ALCOHOL - Use, possession, or distribution of alcohol, narcotics, illegal substances, dangerous drugs, paraphernalia, or empty alcohol containers on college-owned or controlled property or college sponsored or supervised functions.

BAD CONDUCT - Disorderly conduct or lewd, indecent, or obscene conduct or expression on college-owned or controlled property or at college-sponsored or supervised functions.

WEAPONS - Use or possession of firearms, explosives (including fireworks), swords, daggers, straight razors, or illegal knives is not permitted on campus or in automobiles on campus parking lots.

GAMBLING - Gambling of any form is prohibited.

IMPROPER DRESS - Improper dress is not permitted. In consideration of sanitation, distraction or offensiveness to other students and faculty, students are expected to wear appropriate clothing.

FORGERY - Forgery, alteration, or misuse of college documents, records, or identification.

THEFT - Theft of property while on college-owned or controlled property.

Appendix C
Human Services Program
Practicum Assessment Instrument Overview

Human Services Program Practicum Assessment Instrument

The Human Services Program has adopted the Supervisee Performance Assessment Instrument (SPAI) which allows self-assessment by the student, collaboratively with the supervisor, or as a tool for the supervisor. The program utilizes *elements of the assessment instrument* as a collaborative work between student and supervisor. The intention of the utilization of this instrument is as a learning tool. Many of these areas are addressed throughout the content of the program culminating in the practicum field experience. This is an end-of-semester assessment which is completed after the mid-term evaluation and at the end of the practicum placement for the semester. A summary of the five sections are below:

Section One: Intervention Skills

Examines: listening to verbal and attending to nonverbal communications; projects warmth, caring, and acceptance; communicates empathy and genuineness with clients; communicates utilizing interviewing skills of paraphrasing, reflections, questions and summarizing, establishes effective therapeutic relationships; uses silence as an effective intervention technique; attends to relationship with clients; demonstrates a readiness to learn additional approaches to assist clients in meeting their needs; attends to at-risk concerns when warranted; helps client build on strengths; assists client in assuming responsibility for role in therapeutic process; understands mechanisms in assisting in clients modifying behavior; works effectively with immediacy; exhibits control when working with clients; is knowledgeable in stages of interviewing, working with clients and their treatment plans, assisting clients in goal establishment, modifying behavior, establishing reinforcements, termination with clients; and knowledgeable of referral processes when necessary.

Section Two: Conceptualization Skills

Examines: ability to identify relevant client themes and patterns; assist clients in perceiving situations from different perspectives; makes relevant observations about client behavior; includes client cultural background; encourages clients to examine their own behavior; knowledgeable about systems and the impact on the client; connects theory and application in working with clients.

Section Three: Personalized Skills

Examines: ability to recognize personal assets and challenges; directly addresses role of self in relationship process with client; understand positive, negative and counter transference; understand to dispel any power and influence which may exist that could be harmful and not helpful in a therapeutic relationship; perceives and understands boundary and ethical issues

when working with clients; sets and maintains boundaries; understands issue of self-disclosure; works effectively with clients who are culturally different; and aware of own feelings and utilizes them in assisting clients in an appropriate manner.

Section Four: Professional Behavior

Examines: participates in supervision, staffing, case management opportunities, conferences and workshops when available; completes paperwork/recordkeeping in a concise and timely manner; communicates written information clearly and effectively; provides appropriate disclosure statement to clients; communicates orally, clearly and effectively; portrays respect and concern towards clients; dresses appropriately; possesses working knowledge of field; awareness of ethical codes of field, agency, and implements them accordingly; makes a conscious effort to improve skills; and demonstrates an awareness of personal influence and impact on clients.

Section Five: Supervision Skills for the Supervisee

Examines: ability to initiate dialog with supervisor; arrives prepared to practicum and specifically to each session of supervision; identifies questions, concerns, and issues relevant to current cases; shows interest in learning; understands and incorporates suggestions; seeks clarification when in question; accepts encouragement and constructive criticism; demonstrates concern and commitment to clients; and actively participates in the supervisory process.

The design of the instrument allows the flexibility to pick and choose appropriate criterion to the student's experiential learning process.

Wharton County Junior College
Human Services Program
Practicum – Field Experience
Practicum Student Evaluation: Supervisor Form

Practicum Student Name: _____

Date of Evaluation: _____

Supervisor: _____

Practicum Site: _____

Instructions: This form is designed to help supervisors provide feedback about the practicum student's performance. The completed form provides pertinent information relative to the evaluation process and responses and comments will be much appreciated. This form will become part of the practicum student's record for this course/program and will be considered in assigning grades for the practicum. Please answer each item using the scale provided. Space is provided following each category group for specific comments and space at the end of this form for general comments. If you feel it would be helpful to put anything into context regarding your first impressions of the student, please feel free to do so below. Please discuss these results with the practicum student.

Initial Comments:

Response Rating Code for Evaluation and Questions:

NA - not applicable or not enough information to form a judgment

1 – Far below expectations – needs much improvement, a concern

2 – Below expectations – needs some improvement to meet standards

3 – Acceptable – meets standards at average level for practicum student

4 – Above expectations – performs above average level for practicum student

5 – Far above expectations – a definite strength, performs well beyond average levels
for practicum students

I. Basic Work Requirements

- _____ Arrives on time consistently
- _____ Uses time effectively
- _____ Informs supervisor and makes arrangements for absences
- _____ Reliably completes requested or assigned tasks on time
- _____ Completes required total number of hours or days on site
- _____ Is responsive to norms about clothing, language, and so on, on site
- _____ Appearance reflects a professional image and agency requirements
- _____ Demonstrates accountability, responsibility, and dependability
- _____ Demonstrates energy and effort to complete assignments to perhaps being capable of doing more if requested

Comments:

Suggested areas for further study: _____

II. Ethical Awareness and Conduct

- _____ Knowledge of general ethical guidelines
- _____ Knowledge of ethical guidelines of practicum placement
- _____ Demonstrates awareness and sensitivity to ethical issues
- _____ Personal behavior is consistent with ethical guidelines (NOHS), professional expectations, and that of the agency
- _____ Consults with others about ethical issues when necessary
- _____ Demonstrates an understanding and upholds Confidentiality of client population

Comments:

Suggested areas for further study: _____

III. Knowledge and Learning

- _____ Growth in knowledge of client population
- _____ Growth in knowledge of agency/treatment setting
- _____ Growth in knowledge and understanding of treatment approaches utilized at the practicum site
- _____ Receptive to learning when new information is offered
- _____ Actively seeks new information from staff or supervisor
- _____ Ability to learn and understand new information
- _____ Demonstrates an interest and enthusiasm in learning
- _____ Ability to apply new information in clinical setting
- _____ Demonstrates an interest, ability, and skill to self-motivate learning experiences or enrich or enhance learning potential
- _____ Understands of concepts, theories, and information

Comments:

Suggested areas for further study: _____

IV. Skill Development

(Please include any additional skills acquired in the comments section.)

- _____ Interviews by telephone
- _____ Conducts a face-to-face interview with supervision
- _____ Conducts a face-to-face interview without supervision (when appropriate)
- _____ Observations of clients
- _____ Shadows of supervisor, clinical staff, or other applicable staff
- _____ Facilitates or co-facilitate group sessions (when applicable with supervision)
- _____ Facilitates or co-facilitate group sessions
- _____ Establishes rapport with clients

- _____ Exhibits professional behavior, values, and respect towards clients, staff
- _____ Provides support to clients

Comments:

Suggested areas for further study: _____

V. Response to Supervision

- _____ Actively seeks supervision when necessary
- _____ Receptive to feedback and suggestions from supervisor
- _____ Understands information communicated in supervision
- _____ Successfully implements suggestions from supervisor
- _____ Demonstrates ability to identify and critically evaluate strengths and challenges
- _____ Aware of areas that need improvement
- _____ Willingness to explore personal strengths and challenges

Comments:

Suggested areas for further study: _____

VI. Interactions with Clients

- _____ Appears comfortable interacting with clients
- _____ Initiates interactions with clients
- _____ Communicates effectively with clients
- _____ Builds rapport and respect with clients

- _____ Is sensitive and responsive to client's needs
- _____ Is sensitive to cultural differences
- _____ Is sensitive to issues of gender differences
- _____ Demonstrates acceptance of clients and is nonjudgmental of clients
- _____ Demonstrates clear boundaries with clients, self-disclosure with supervisor
remediation

Comments:

Suggested areas for further study: _____

VII. Interactions with Coworkers

- _____ Appears comfortable interacting with other staff members
- _____ Initiates interactions with staff
- _____ Communicates effectively with staff
- _____ Effectively conveys information and expresses own opinions
- _____ Effectively receives information and opinions from others
- _____ Demonstrates an ability to work cooperatively with others when warranted

Comments:

Suggested areas for further study: _____

VIII. Work Products

- _____ Reliably and accurately keeps records
- _____ Written or verbal reports are accurate and factually correct
- _____ Written or verbal reports are presented in a professional manner
- _____ Reports are clinically or administratively useful

Comments:

Suggested areas for further study: _____

Please respond to the following questions specific to this intern/practicum student's present and future:

Overall, what would be this practicum student's strong points?

What would be identified as challenges to address?

Would you recommend this practicum student for employment at his or her present level of education/skills/performance reflective of a position requiring these elements and of the field of human services? (Please briefly discuss).

Were the learning objectives for this practicum student completed in a thorough and timely manner? (Please explain if needed).

Would you recommend this practicum student to continue his/her studies at the bachelor's degree level in a field under the umbrella of Human Services?

_____ Supervisor Printed Name	_____ Date
_____ Supervisor Signature	_____ Date
_____ Supervisor Title	

Thank you for your time in supervising this practicum student in participating in this intern's learning process and in completing this evaluation. Your time and attention is greatly appreciated.

9. Searches for answers to questions in available time	1	2	3	4	5	NA	NO
10. Maintains/prepares satisfactory records	1	2	3	4	5	NA	NO
11. Follows established company procedures	1	2	3	4	5	NA	NO
12. Organizes workload	1	2	3	4	5	NA	NO
13. Other skills unique to the practicum:	1	2	3	4	5	NA	NO

Psychomotor Skills:

1. Routine tasks are completed within acceptable Limitations	1	2	3	4	5	NA	NO
2. Routine tasks are completed within acceptable time	1	2	3	4	5	NA	NO
3. Able to manage time well with each task given	1	2	3	4	5	NA	NO
4. Other skills unique to the practicum:	1	2	3	4	5	NA	NO

Cognitive Skills:

1. Transfer knowledge of principles/procedures to new techniques	1	2	3	4	5	NA	NO
2. Recognizes tasks that are beyond student capacity	1	2	3	4	5	NA	NO
3. Applies classroom learning to workplace setting	1	2	3	4	5	NA	NO
4. Interprets charts, graphs, statistics and data correctly	1	2	3	4	5	NA	NO
5. Troubleshoots equipment, tasks...	1	2	3	4	5	NA	NO

**Wharton County Junior College
Human Services Program
Practicum – Field Experience
Practicum Student Evaluation: Student Form**

Practicum Student Name: _____

Affiliating Institution: _____

Dates of External Learning Experience: From: _____ **To:** _____

Primary Site Supervisor: _____

Please circle the most representative response for each behavior demonstrated by the student.

- Key:**
- 5 = Always**
 - 4 = Most Always**
 - 3 = Usually**
 - 2 = Sometimes/Occasionally**
 - 1 = Never**
 - N/A = Not Applicable**
 - N/O = Not Observed**

Affective Traits:

1. Starts activities immediately	1	2	3	4	5	NA	NO
2. Respects the meaning of privileged information	1	2	3	4	5	NA	NO
3. Maintains personal appearance and hygiene as appropriate for the workplace	1	2	3	4	5	NA	NO
4. Is skillful in adapting to and working with others	1	2	3	4	5	NA	NO
5. Approaches assignments with confidence	1	2	3	4	5	NA	NO
6. Maintains an orderly work area	1	2	3	4	5	NA	NO
7. Replenishes supplies when needed	1	2	3	4	5	NA	NO

8. Willingly stays to complete or correct work	1	2	3	4	5	NA	NO
9. Searches for answers to questions in available time	1	2	3	4	5	NA	NO
10. Maintains/prepares satisfactory records	1	2	3	4	5	NA	NO
11. Follows established company procedures	1	2	3	4	5	NA	NO
12. Organizes workload	1	2	3	4	5	NA	NO
13. Other skills unique to the practicum:	1	2	3	4	5	NA	NO

Psychomotor Skills:

1. Routine tasks are completed within acceptable Limitations	1	2	3	4	5	NA	NO
2. Routine tasks are completed within acceptable time	1	2	3	4	5	NA	NO
3. Able to manage time well with each task given	1	2	3	4	5	NA	NO
4. Other skills unique to the practicum:	1	2	3	4	5	NA	NO

Cognitive Skills:

1. Transfer knowledge of principles/procedures to new techniques	1	2	3	4	5	NA	NO
2. Recognizes tasks that are beyond student capacity	1	2	3	4	5	NA	NO
3. Applies classroom learning to workplace setting	1	2	3	4	5	NA	NO
4. Interprets charts, graphs, statistics and data correctly	1	2	3	4	5	NA	NO
5. Troubleshoots equipment, tasks...	1	2	3	4	5	NA	NO

6. Identifies and attempts to solve discrepancies in systems, results, or information 1 2 3 4 5 NA NO

7. Other skills unique to the practicum: 1 2 3 4 5 NA NO

Student (print name)

Date

Student (signature)

Student Practicum Experience:

In this section, please address strengths and challenges relative to your practicum experience this semester. In what ways were you able **to utilize your knowledge, skillsets, critical thinking skills, practice professionalism, and fulfill program expectations?** Discuss how your direct service with clients progressed from the beginning of the practicum until the end changing from indirect to more direct contact with clients. Provide some examples in ways you were able to enhance your knowledge realm or skillsets. Describe your interactions with other staff, clinicians, supervisors, and an overall assessment of client engagement. What may be some areas the practicum site could better assist in the learning experience? Discuss your overall assessment of your practicum experience and in what ways the program prepares you for your overall practicum experience? Please feel free to add additional comments.

Appendix D
Human Services Program
Practicum Policies Agreement

**Wharton County Junior College
Human Services Program
Practicum Policies Agreement**

I, _____, am currently enrolled in the Human Services Program practicum field experience. I am aware of the following conditions which could preclude me from completing the certificate and/or the AAS degree program and/or the field experience (practicum) as follows:

- 1) read and understand the Supervised Student Practicum Handbook;
- 2) testing positive for a drug screening;
- 3) inability to be placed in a practicum site due to the results of the original history of the required criminal background check or a falsified criminal background check;
- 4) behavior or misconduct not reflective of the professional expectations of the program, code of conduct in the profession of Human Services (addressed in the Student Handbook , Supervised Practicum Student Handbook, and NOHS Code of Ethics –Appendix B) conduct code of the practicum site(s) and/or the code of conduct of Wharton County Junior College (Appendix B) by which the program adheres;
- 5) misrepresentation or inability to complete program assignments or required coursework of the practicum experience;
- 6) excessive absences and/or lack of reporting to program director, practicum coordinator, or the practicum supervisor whomever is pertinent to the situation;
- 7) lack of adherence to guidelines/requirements of the practicum field experience, practicum site(s), and or goals of the program or other elements required of the student.

I understand any deficiencies or results in the above mentioned areas can result in my inability to complete the practicum field experience and thus may serve as grounds to be dismissed from the program. Understand it is my responsibility to drop from the practicum course if any of the above conditions prevent me from completing the requirements. My signature indicates I am fully aware of these responsibilities and consequences.

Student Signature

Date

Program Director Signature

Date

Appendix E
Practicum Learning Agreement
Record Form

Wharton County Junior College
Division of Allied Health
Human Services Program
PRACTICUM LEARNING AGREEMENT RECORD FORM

Date: _____ **Student ID:** _____

Student Name: _____

Student Address: _____

City/Zip Code: _____

Student Home Phone: _____ Student Cell Phone: _____

Student WCJC Email: _____

Practicum Site: _____

Practicum Address: _____

Street: _____

City/Zip Code: _____

Phone: _____

Supervisor Name: _____

Supervisor Title: _____

Supervisor Work Phone: _____ Cell Phone: _____

Supervisor Email: _____

Description of practicum setting:

Student's Schedule:

Day Hours:

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____

Notes regarding student's schedule:

Appendix F
Human Services Practicum
Confidentiality Statement

**Wharton County Junior College
Associate of Applied Science
Human Services Practicum**

Confidentiality Statement

I, _____, understand the importance of maintaining confidentiality of clients served by the agency in which I will be working as a practicum/internship student. I agree to maintain confidentiality with respect to all information gained through the practicum/internship experience and I will not discuss cases/clients with anyone not professionally involved or sanctioned to need the information. Any case/client information that may be discussed in group supervision, or case presentations must have all identifying information removed and/or changed to protect the confidentiality of those involved. I will not use clients' names, initials, birth dates, addresses (including city), specific places or dates of previous treatment, or other readily identifiable information when discussing clients in group supervision, case presentations or labeling tapes.

Information learned in group supervision is to be kept strictly confidential by all group members and is not to be shared outside of the group.

Since case presentations are required for group supervision, I understand when necessary, it is my responsibility to attempt to obtain the client's written permission with the Site Supervisor's recommendation to present written or oral information. In the case of a minor client, I must obtain written permission from the parent(s) and/or guardian.

Since videotaping may be required for group supervision, I understand it is my responsibility to obtain my client's written permission to tape. In the case of a minor client, I must obtain written permission from the parent(s) and/or guardian. I understand it is my responsibility to protect videotapes from misuse or loss and I must erase or destroy the tape after supervisory use.

I understand I may be removed from the practicum/internship site and/or fail the practicum/internship course for violating confidentiality. I further understand my status in the Human Services program may be jeopardized and I may not be allowed to continue in the program if I violate confidentiality.

I will discuss issues of confidentiality with my Site Supervisor as I begin the practicum/internship experience.

Student's Signature

Date

Practicum/Internship Site Supervisor

Date

Practicum Director/Coordinator

Date

Appendix G
Criminal Background Check
StudentCheck Form

StudentCheck

Look beyond grade point averages.

INSTRUCTIONS FOR OBTAINING YOUR BACKGROUND CHECK FOR A CLINICAL EDUCATION PROGRAM

Wharton County Jr College - Human Services

Background checks are required on incoming students to insure the safety of the patients treated by students in the clinical education program. You will be required to order your background check in sufficient time for it to be reviewed by the program coordinator or associated hospital prior to starting your clinical rotation. A background check typically takes 3-5 normal business days to complete. The background checks are conducted by PreCheck, Inc., a firm specializing in background checks for healthcare workers. Your order must be placed online through StudentCheck.

Go to www.mystudentcheck.com and select your School and Program from the drop down menus for School and Program. It is important that you select your school worded as Wharton County Jr College - Human Services.

Complete all required fields as prompted and hit Continue to enter your payment information. The payment can be made securely online with a credit or debit card. You can also pay by money order, but that will delay processing your background check until the money order is received by mail at the PreCheck office. Texas residents will pay \$53.58 and New Mexico residents will pay \$53.09. Residents in all other states will pay \$49.50. For your records, you will be provided a receipt and confirmation page of the background check performed through PreCheck, Inc.

PreCheck will not use your information for any other purposes other than the services ordered. Your credit will not be investigated, and your name will not be given out to any businesses.

FREQUENTLY ASKED QUESTIONS:

- Does PreCheck need every street address where I have lived over the past 7 years? No. Just the city and state.
- I selected the wrong school, program, or need to correct some other information entered, what do I do? Please email StudentCheck@PreCheck.com, with the details.
- How long does the background check take to complete? Most reports are completed within 3-5 business weekdays.
- Do I get a copy of the background report? Yes. Log into www.mystudentcheck.com and click on "Check Status", and enter your SSN and DOB. If your report is complete, you may click on the application number to download and print a copy. This feature is good for 90 days after submittal. After 90 days, you will be charged \$14.95 for a copy of your report, and will need to contact PreCheck directly to request this.
- I have been advised that I am being denied entry into the program because of information on my report and that I should contact PreCheck. Where should I call? Call PreCheck's Adverse Action hotline at 800-203-1654. Adverse Action is the procedure established by the Fair Credit Reporting Act that allows you to see the report and to dispute anything reported.

If you need further assistance, please contact PreCheck at StudentCheck@PreCheck.com.