

HUMAN SERVICES TECHNOLOGY

DEPARTMENT POLICIES

CONTACT INFORMATION

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PROGRAM DESCRIPTION

The Human Services Technology program prepares students for entry level jobs in the helping professions. The program has three tracks- General, Mental Health and Substance Abuse Counselor. The General track is related to Social Services, the Mental Health track involves the work of mental health service providers and state institutions such as psychiatric hospitals and mental retardation centers, and the Substance Abuse Counselor track is approved by the North Carolina Substance Abuse Professional Practice Board to prepare students for the Certified Substance Abuse Counselor (CSAC) and/or the Certified Criminal Justice Addictions Professional (CCJP) exams.

Since the new Medicaid billing rules were passed, there has been some confusion concerning what degree could qualify for what type of services. Let me make it very clear that those individuals with two year Associate in Applied Science degrees like this program offers are considered to be Paraprofessionals in the mental health system. In order to qualify for the higher level Associate Professional status, a person must have at least a four year degree. Paraprofessionals, however, can deliver many services performed by the mental health system as long as they are properly supervised. It should further be made clear that Certified Substance Abuse Counselors or Certified Criminal Justice Addictions Professionals with two-year degrees cannot work independently. This means the person with those credentials must be supervised by a person with a higher level credential while providing any mental health or substance abuse services.

Those students whose goal is to attend a four year college should strongly consider completing the college transfer program (Associate in Arts or Associate in Science). Those who

want to complete the Human Services program without completing the college transfer program but still go on to a four year university are encouraged to talk to the Human Services program head about programs in the state involving transferring into a four year college with a two year Human Services degree. One such program is the recent Two-Plus-Two program that makes it easier for community college students to transfer without losing credits.

FACULTY EXPECTATIONS

Faculty expectations for students are high. Students are expected to behave as mature, responsible, and respectful adults. Students should be courteous and respect the rights and welfare of other students, faculty and college staff. Students are expected to abide by all policies of the college and directives of college employees.

Consistent class attendance is expected. When a student must be absent, it is the student's responsibility to make up work and receive information from the missed class or classes. Instructor set their own attendance, grading and exam policy. Late assignments or exams may result in a grade reduction. Tardiness is disruptive to class and may be counted as an absence.

Because the Human Services program is attempting to prepare students for positions in the helping professions and therefore a proper work ethic should be fostered while in the program. This includes proper attendance, completion of assignments, meeting deadlines, respect for others, dress, hygiene, sobriety while on campus or while doing internship, and professional attitude.

In addition, students are responsible to be knowledgeable about the requirements of their curriculum and the policies of the college and Human Services program as described in the catalog, student handbook, course syllabi, and co-op packet. Students should know what courses are required in their Human Services Track and not depend on their advisor to tell them what to take. Advisors are to give advice and should not have to guide the student every step of the way towards taking the proper classes. As we move towards students doing online registration, this will be more important than ever.

DISTANCE EDUCATION

Since we are offering an increasing number of online courses, it is important to point out some important distance education policies. When a student registers for an online class, the student must first complete a distance learning orientation. This is typically required within the first week of the semester. The orientation is found by going to the VGCC website and clicking on Distance Education and clicking on Orientation (for whichever semester we are in at that time). Once the orientation is complete, the student will be given a password to be used to gain access to the website for the course; which is also found on the distance learning site. Failure to complete the orientation or begin the course in the course website will likely result in the student being dropped from the class. If a student has a problem beginning an online course, they should immediately contact the instructor, the program head or the distance learning coordinator.

INTERNSHIP

The internship, or co-op is a crucial part of the program. Human Services students are required to complete three core human services classes in their track (General, Mental Health or Substance Abuse Counselor). Human services students take COE 111 and COE 115 for the first co-op and COE 121 and possibly COE 125 the second co-op. Each co-op or internship requires 160 hours of experience and the completion of all paperwork. When beginning co-op or about to begin co-op the student needs to see the program head to receive the co-op packet which includes the co-op application and all other required paperwork. The requirements will be explained in further detail in co-op seminar during the first two weeks of the semester.

Most students do co-op over two semesters at 160 hours each semester for a total of 320 hours but students can also choose to do all 320 hours in one semester by registering for COE 112. In most cases, however, this is not encouraged because it tends to be overwhelming for many students.

If a student is turned down by one co-op site due to concerns by that site about the student's professional presentation, mental health, legal background, lack of knowledge about the field, sobriety or other issues, then the Human Services program may be unable in good faith to send that student to another placement. Our co-op sites are valued partners and sending a student that has already been rejected by one site due to concerns about the student could damage that partnership. Students may wish to take advantage of the workshops done

by Student Services or courses offered by Continuing Education on job interviewing, resume writing, networking, making initial job contacts and professional dress and attitude.

While doing internship the student is covered by the college's liability insurance if the internship hours are done while the college is in operation. If a student performs any co-op or internship hours while the college is closed, then the student is not covered.

SUBSTANCE ABUSE TRACK INFORMATION

The Substance Abuse Counselor Track is designed to prepare students to qualify for the written Certified Substance Abuse Counselor exam. The Substance Abuse Board, however, makes the determination as to whether or not a student is qualified for the exam. Students in Substance Abuse track are strongly encouraged to look at the Board's website at www.ncsappb.org for more information about certification. Students are also strongly encouraged to register with the Board as soon as possible while taking classes.

Note: Certified Substance Abuse Counselors (CSACs) with two-year degrees are paraprofessionals in the mental health system and therefore must be supervised while working with clients.

HUMAN SERVICES TECHNOLOGY CURRICULUM DESCRIPTIONS

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that prepare them for specialization in specific human service areas. Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom. Graduates should qualify for positions in mental health, childcare, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

MISSION STATEMENT – HUMAN SERVICE TECHNOLOGY

The mission of the Human Services Technology Program is to meet the educational needs of students in the areas of human services to contribute to the social, cultural, economic, and political well being of the community.

PHILOSOPHY OF HUMAN SERVICES TECHNOLOGY

The Human Services Technology curriculum is designed to train and to prepare graduates to fulfill a wide range of consumer needs in a variety of human service settings, in order to enable people to live a more satisfying, more autonomous, and more productive life. The program combines liberal arts education, human services/mental health care and/or substance abuse

courses, and practicum courses. A major emphasis is placed on experiential learning. Information is presented in the classroom situation, and application of knowledge is through field placement under supervision. Personal growth, attitudes, knowledge, and marketable skills are distinct components of the human service program. This course of study is also appropriate for those individuals who wish primarily to improve their understanding of themselves and of the society in which we live

HUMAN SERVICES TECHNOLOGY PROGRAM GOALS

The goals of the Human Services Technology program are:

- To prepare graduates for a career in the human services profession.
- To prepare graduates to effectively match consumer needs with available community resources.
- Provide students with a comprehensive “hands-on” work experience in a human service agency.
- To increase the capacity for self-awareness and personal growth.
- To develop a thoughtful, genuine, and empathetic attitude toward human beings.
- To expand and implement knowledge, skills, and attitudes necessary to help people help themselves.
- Aid the student in choosing a career track in human services.
- *Provide work experience in a human service agency as an aid in gaining employment or qualifying for further education toward professional level status: Registry, Certification, and Licensure.
- To develop the necessary marketable skills to obtain and retain employment.
- To facilitate articulation with four-year degree programs.

Human Services Technology Curriculum Competencies

KNOWLEDGE

1. Knowledge of professional, ethical, personal, and client related values and conflicts.
2. Knowledge of human systems: individual, group, family, organization, community, and society and their interaction.
3. Explore the psychodynamic, behavioral, humanistic, cognitive and eclectic approaches to working with the individual.
4. Knowledge of diversity in our society.
5. Knowledge of future trends and career choices available to the human service worker.
6. Knowledge of client populations served by human service workers.
7. Knowledge of human service related community resources.
8. Reason logically, analyze objectively, generate new ideas, and make reasoned choices.
9. Express a working knowledge of the historical development of human services and the profession.
10. Distinguish a wide range of intervention techniques and roles that are appropriate to their level of knowledge.
11. Recognize various psychotropic drugs, side effects, and reasons for use.
12. Understand various treatment models, strengths, and weaknesses

SKILLS

1. Communicates effectively and appropriately both verbally and in written form.
2. Assess and evaluate psychosocial conditions reflecting current individual/participant functioning.
3. Recommend modifications to support optimal human functioning.
4. Demonstrate the ability to select appropriate strategies, services, or interventions and assist in the evaluation of outcomes.
5. Demonstrate information management skills including observations, communication, assessment, evaluation and documentation.

6. Demonstrate an understanding of prevention, intervention and resolution skills.
7. Use a wide range of interpersonal skills to include clarifying expectations, dealing effectively with conflict, establishing rapport, maintaining behavior that is congruent with expressed values and empowerment of others.
8. Demonstrate an understanding about the mission and practices of the support organization (agency) with which they are affiliated and participate in the life of the organization.
9. Demonstrate knowledge and application of human intervention skills.
10. Identify and use the skills involved in creating a helping relationship and environment.
11. Create a two-year Human Services Technology Portfolio to be used to assist the student in obtaining employment or admission into four year program.

ATTITUDES

1. Cooperate and collaborate with others.
 2. Communicate the major human service values and attitudes in or to promote understanding of human service ethics and their application in practice.
 3. Examine and develop awareness of one's own values, personalities, reaction patterns, interpersonal styles and limitations.
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1. You should Contact and keep in touch with your advisor.
 2. You should Become familiar with your advisor's office hours or schedule.
 3. You should Make and keep appointments or call if it is necessary to change or cancel an appointment.
 4. You should Be willing to discuss any concerns regarding schoolwork, study habits, academic progress, etc.
 5. You should Be open to discussions concerning careers and selection of appropriate courses.
 6. You should Be willing to search out and use other sources of information.
 7. You should Clarify some of your personal values and goals prior to sessions with your advisor.
 8. You should Be prepared; have the necessary forms and, have an idea of the type of schedule you desire.
 9. You should Become knowledgeable about all VGCC policies, procedures, and requirements.
 10. You should Accept responsibility for the decisions to be made and the outcome thereof.

RELATIONSHIPS WITH INSTRUCTORS

Instructors are people. They are an integral part of your education. Here are some suggestions for forming a good working relationship with them.

1. Form your own opinion about each instructor. Students talk about teachers, and you may hear conflicting reports. Decide for yourself.

2. Be attentive. Daydreaming, sleeping or having side conversations in class will insult your instructor. Besides, you miss what's happening. Side conversations also disturb other students.
3. We all have mental pictures about instructors. Perhaps they are unapproachable, brilliant, boring, demanding, eccentric, etc. Assume nothing. Get to know your teacher first-hand. Take advantage of their office hours. Some teachers best express their love and enthusiasm for their subject in private conversations rather than lectures.
4. Many instructors have special office hours. Most are delighted to talk to students. That's why they are teachers. Talking to one student allows them to focus on the area that's critical to that student and their enthusiasm can be contagious. What sounded incomprehensible in class may become clear in a one-to-one exchange.
5. Arrive early for classes. You can visit with your instructor or classmates, review notes, or spend a few minutes relaxing. Being on time demonstrates your commitment and interest.
6. Participate in class discussions. Ask questions. Provide answers. Be ready to debate and discuss. Your instructor will know you are interested and prepared. Asking questions to sidetrack your teacher or just to get noticed, however, wastes everyone's time.
7. Accept criticism. Learn from your teacher's comments on your work. It is a teacher's job to correct. Don't take it personally.
8. Submit professional work of high quality in both content and form. Prepare papers as if you were submitting them to an employer. Imagine that a promotion and raise will be determined by your work.

SCHEDULE OF HUMAN SERVICES CLASSES

FALL

HSE112

HSE210

HSE 226

HSE 250

MHA 150

SAB 110

SAB 240

SAB 120

HSE 110

HSE 145

COE 111/115/121

SPRING

HSE 123

HSE 125

HSE 225

HSE 245

HSE 251

HSE 255

MHA 155

PSY 265

SAB 210

SAB 125

MHA 240

COE 111/115/121

SUMMER

SAB 135

HSE 125

SAB 110

COE 111/115/121

CONFIDENTIALITY STATEMENT

As Human Services students and employees, students will be privy to confidential client information. Any discussion of client information beyond the purpose of fulfilling one's duties as an intern, volunteer or employee is prohibited. Discussion of client information in co-op seminar or with coworkers must be accomplished in a confidential manner.