Welcome to Human Services!

This handbook is designed to familiarize you with information about the three Human Services Programs offered at CPCC.

Please read through this information carefully. It is intended to help with your academic and career goals. This handbook is intended to be a useful guide throughout your education in Human Services at CPCC. Updated instructions will be distributed periodically.

It is intended to help with your academic and career goals. This handbook is intended to be a useful guide throughout your education in Human Services at CPCC. Updated instructions will be distributed periodically.

This information is not intended to replace regular contact with your Academic Advisor or Program Chair. Please make sure you contact your Academic Advisor or Program Chair before registering for each semester.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directory</td>
<td>4</td>
</tr>
<tr>
<td>Definition &amp; Philosophy of Human Services</td>
<td>5</td>
</tr>
<tr>
<td>Overview of Human Services Programs</td>
<td>6</td>
</tr>
<tr>
<td>Human Services Generalist Program</td>
<td>7</td>
</tr>
<tr>
<td>- Associates Degree</td>
<td>8</td>
</tr>
<tr>
<td>- Certificates</td>
<td>11</td>
</tr>
<tr>
<td>- Internships</td>
<td>12</td>
</tr>
<tr>
<td>- Ethics</td>
<td>14</td>
</tr>
<tr>
<td>Substance Abuse Program</td>
<td>21</td>
</tr>
<tr>
<td>- Associates Degree</td>
<td>22</td>
</tr>
<tr>
<td>- Certificates</td>
<td>25</td>
</tr>
<tr>
<td>- Internships</td>
<td>27</td>
</tr>
<tr>
<td>- Credentialing</td>
<td>28</td>
</tr>
<tr>
<td>- Ethics</td>
<td>29</td>
</tr>
<tr>
<td>Developmental Disabilities Program</td>
<td>45</td>
</tr>
<tr>
<td>- Associates Degree</td>
<td>46</td>
</tr>
<tr>
<td>- Certificates</td>
<td>50</td>
</tr>
<tr>
<td>- Internships</td>
<td>51</td>
</tr>
<tr>
<td>- Ethics</td>
<td>53</td>
</tr>
<tr>
<td>Portfolios (HSE &amp; DDT Students Only)</td>
<td>58</td>
</tr>
<tr>
<td>Organizations</td>
<td>59</td>
</tr>
<tr>
<td>- Human Services Club</td>
<td>59</td>
</tr>
<tr>
<td>- TUA Honor Society</td>
<td>60</td>
</tr>
<tr>
<td>- Collegiate Recovery Community</td>
<td>61</td>
</tr>
<tr>
<td>College Transfer</td>
<td>62</td>
</tr>
<tr>
<td>Communication with Faculty</td>
<td>63</td>
</tr>
<tr>
<td>Policies</td>
<td>64</td>
</tr>
<tr>
<td>- CPCC Policies</td>
<td>64</td>
</tr>
<tr>
<td>- Human Services Technology Policies</td>
<td>66</td>
</tr>
<tr>
<td>- General Policies</td>
<td>66</td>
</tr>
<tr>
<td>- Dismissal Policy</td>
<td>68</td>
</tr>
<tr>
<td>Appeal &amp; Grievance Procedure</td>
<td>70</td>
</tr>
</tbody>
</table>
HUMAN SERVICES DIRECTORY

Division Director
Catherine Flores
Belk 3134
Phone: 704 330-6716
E-mail: Catherine.flores@cpcc.edu

Secretary
Monica Gilbert
Belk Building, Room 3100
Phone: 704 330-6260
Fax: 704 330-6410
E-mail: Monica.gilbert@cpcc.edu

Faculty

Human Services
Tommy Lopez, Program Chair (Generalist Track)
Room 4111, IT Building
Phone: 704 330-6153
E-mail: tommy.lopez@cpcc.edu

Hontah Epps, Instructor
Room 4114 IT Building
Phone: 704 330-6695
E-mail: Hontah.epps@cpcc.edu

Developmental Disabilities
Dr. Sherina DuBose-Tillman, Program Chair (Developmental Disabilities Track)
Room 4113 IT Building
Phone: 704 330 6748.
E-mail:

Substance Abuse
Tony Beatty, Program Chair (Substance Abuse Track)
Room 4112, IT Building
Phone: 704 330-6380
E-mail: Tony.Beatty@cpcc.edu

DeAn White, Instructor
Room 4115 IT Building
Phone: 330-6749
E-mail: DeAn.White@cpcc.edu
WHAT IS HUMAN SERVICES?

The Human Services Programs are designed to enhance the personal well-being of individuals. The Human Service Technology Degree at CPCC provides students with a basic body of knowledge and skills that will prepare students to be effective in a wide range of Human Service professions and organizations. Within the Human Services Program, students may choose to concentrate in Human Services Technology, Developmental Disabilities, or Substance Abuse.

The *Southern Organization for Human Service Education* states “Human Service professionals receive formal education combined with practical experience. This combination produces a competent individual capable of assisting individuals to meet many needs. There is a whole new spectrum of challenges today, and the Human Services professional is meeting them.

Human Service professionals go wherever people are experiencing difficulties. Their profession is a vital one - not merely a job. Their value to the field of Human Services is that of a general practitioner in the helping professions. Most of all, their value is centered in their commitment to assisting others in maximizing their potential.”

THE PHILOSOPHY OF HUMAN SERVICES

The Human Services Curriculum is designed to educate and 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 courses, practicum courses and specialty courses. A major emphasis is placed on experiential learning, or learning by doing. Information is presented in the classroom setting, laboratory exercises and through field placements in supervised internships. Professional attitudes, personal growth, knowledge, and skills are distinct components of the Human Services Program. This Program of Study is also appropriate for those individuals who wish primarily to improve their understanding of themselves and of the society in which they live.

OVERVIEW OF HUMAN SERVICES PROGRAMS

The Division of Health and Human Services offer three Associate Degrees in Human Services:

- Human Services Technology
- Developmental Disabilities
Students may choose to obtain a specialization degree in the areas of Developmental Disabilities or Substance Abuse or may choose to focus on the General needs in the community. The Human Services Technology concentration is considered the generalist degree and covers all the areas of need.

The Division also offers seven certificates of study in the specialized areas of Human Services:

- Human Service Technology
- Case Management
- Working with At Risk Youth
- Substance Abuse
- Substance Abuse Counseling
- Developmental Disabilities
- Supported Employment

Detailed information about the requirements for these certificates can be found further in this handbook and in the Central Piedmont Community College Catalog.

**FITNESS FOR THE PROFESSION PROFESSIONAL AND PERSONAL DEVELOPMENT**

Entry into the profession of Human Services is more than initiating a new career path or beginning a new job. It is similar to starting a lifelong journey. As in many other fields of endeavor, there are both academic and practical requirements to complete. However, since Human Service is a profession dealing with people and their life challenges; there are professional and personal challenges that students will encounter.

Meeting these challenges and learning to grow from them is an integral part of succeeding in the Human Service profession. As Human Service educators, faculty and staff are committed to facilitating the professional development and personal growth of our students as they grow toward success in the Human Service profession.

As a Human Service student it is important to evaluate one’s value, beliefs, attitudes and behavior patterns. In many ways the deepest challenge students will encounter is the combined tasks of self-assessment, self-correction and self-direction across their academic, professional and personal journey. It is the department’s sincere hope and expectation that each student joining the Department will succeed in these tasks. To that end, listed below are the attributes, characteristics or behaviors important for success in the Human Service profession.
Human Service students in the degree as well as in the certificate programs (A45380-C45380-C1, 2 & 3) will be evaluated with reference to these professional and personal attributes as well as to their academic performance and professional skills. The list below is not exhaustive but is meant to provide a firm basis for discussions between students and faculty related to student success. Descriptions are given to help students in evaluating their own strengths and growing edges in each domain.

Students showing behavioral deficiencies within any of the domains will be informed by either their faculty member, academic advisor or agency field instructor and be required to:

Meet with their Human Service Academic Advisor for assistance. The resulting advisor/student relationship can result in any or all of the following outcomes:

- on-going academic advising and remedial assignments designed to improve student performance and resulting in student improvement, or
- a referral to the PCAP (Personal Counseling and Advising Program) or community based human service/mental health agency for services designed to improve student performance and resulting in student performance, or
- a referral and recommendation to the department for a determination of the student’s status in the program.

Departmental status recommendations may include:

- Continuation of academic advising relationship until specific goals are met, or
- Student referral for violation of the Student Codes of Conduct, or
- Referral for other Policy 7 violations.

All CPCC student appeal and due process policies and procedures apply to decisions made by the department related to student fitness for the profession.

*Fitness for the Profession* attributes are disseminated throughout the program and discusses with students.

**Professional/Personal Attributes:**

<table>
<thead>
<tr>
<th>Professional/Personal Attributes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Commitment to Self-Care</td>
<td>An understanding of, and decision to pursue, self-care as a lifestyle over the life span. Willingness to assess issues of self-care in one’s lifestyle and life-environments; and ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially and vocationally.</td>
</tr>
<tr>
<td>2. Commitment to Learning</td>
<td>Demonstrated ability to self-assess and self-correct; to identify needs and sources of learning and personal growth; to continually seek new knowledge, insight and understanding.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate academic-and life-management skills: For example, ability to prioritize and manage a variety of commitments, time and</td>
</tr>
</tbody>
</table>
stress; to utilize the Core4 skills of communication, critical thinking, personal growth and responsibility and information technology & quantitative literacy.

Demonstration a commitment to excellence as a Human Service professional

3. Core Academic and Professional Competencies

The Human Service profession, through its accrediting and certifying agency (CSHSE) identified the knowledge-base that is essential for success in Human Services. These core areas include: History of Human Services, Human Systems, Human Service Delivery, Information Management, Planning and Evaluation, Intervention and Direct Services, Interpersonal Communication, Client-Related Values and Attitudes, and Self Development. Acceptable performance in these academic areas is essential.

In addition, an acceptable level of functioning in a Work Based learning internship is required. The ability to form effective working relationships with clients, peers, colleagues and supervisors is necessary and required.

These professional and academic competencies are covered in several courses including HSE 112 & 212 (Group Processing 1 & 2 ), HSE 120 (Interpersonal Relations), HSE 123 (Interviewing Techniques), HSE 210 (Human Services Issues) and WBL 111f, 121f & 115f &125f (Work Based Learning practicum and seminar). These courses, and others is where the academic and performance areas are challenged and reviewed. This is where student’s values, attitudes, experiences, beliefs, behaviors and biases are explored and clarified. This is also where the student’s willingness to engage in this self-review, self-care and personal and professional growth is explored and encouraged.

4. Professional Identity

Commitment to ongoing development as a professional Human Service worker and member of the helping profession.

Commitment to high standards of practice as a Human Service professional and the Human Service Code of Ethics.

An understanding of one’s motivation for choosing the Human Service profession. The ability to critically assess one’s own values, attitudes, beliefs and behaviors as they relate to the standards of excellence and ethics, and the best practices, of the Human Services profession.

The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively.

Commitment to assume the role of service worker and advocate.
| **5. Personal Maturity** | Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one’s ability to perform as a Human Services professional. The ability to tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness and the ability to remove oneself from situations which require re-prioritizing one’s goals. |
| **6. Responsibility** | Demonstrated ability to fulfill professional commitments and to be accountable to colleagues, instructors and supervisors for actions and outcomes. 
Demonstration of effective work habits and attitudes (e.g. reliability, responsibility & integrity) as discussed in HSE 225 (Crisis Intervention). 
Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations. |
| **7. Interpersonal Skills** | Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals (as discussed in HSE 120-Interpersonal Relations). To interact professionally in the community and to deal effectively with multiple diversities in a pluralistic society as experienced through the Services Learning component of HSE 123 (Interviewing Skills) as well as the WBL (Work Based Learning/Internship component). Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop |
appropriate support systems. (As practiced both HSE 112-Group Processing 1 and HSE 212-Group Processing 2 as well as in the group experiences in HSE 210 (Human Service Issues) and in the student's respective Service Learning and Work Based Learning sites.

| 8. Communication Skills | Demonstrated ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audiences and purposes. Sensitive to diversity in one’s communications. These skills are explored, learned and practiced in the students COM 110 or COM 123 (Communications Classes), HSE 123 (Interviewing Techniques) and all of the other classes where both verbal and nonverbal communication is practiced and are fine tuned. NOTE: All students are required to write in standard APA 6th edition format, which they learn in their respective English classes (ENG 111, 112, and /or 113). |

| 9. Problem Solving | In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The commitment to seek out resources for help, support, and insight. |

| 10. Stress Management | The ability to identify sources of the stress that (potentially) affect personal and professional functioning and growth. To develop and maintain effective coping strategies and behaviors. To understand and generate appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources and help when needed. |
Human Services Technology
(Generalist)
(A4538O)
HUMAN SERVICES GENERALIST PROGRAM
Associate in Applied Science Degree – Human Services Technology (A45380)

This curriculum prepares students for entry and mid-level positions in institutions and agencies which provide social, community, and educational services.

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, child care, family services, social services, rehabilitation, correction, and educational agencies.

Below is a recommended curriculum map. Please consult with your Faculty Advisor for specific adaptations to fit your personal needs.

Curriculum Map for Human Service Technology (Generalist) A453870

<table>
<thead>
<tr>
<th>1st Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td>HSE 110</td>
</tr>
<tr>
<td>PSY 150</td>
</tr>
<tr>
<td>ENG 111</td>
</tr>
<tr>
<td>MAT 140</td>
</tr>
<tr>
<td>CIS 110</td>
</tr>
<tr>
<td>DDT 110</td>
</tr>
</tbody>
</table>

Note: Please meet with your faculty advisor before registering for your courses!

Total Credit Hours: 18.00
### 2nd Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Note: Additional option: ENG 113</td>
<td></td>
</tr>
<tr>
<td>PSY 281</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Note: Additional option: PSY 241</td>
<td></td>
</tr>
<tr>
<td>HSE 112</td>
<td>Group Process I</td>
<td>2</td>
</tr>
<tr>
<td>HSE 120</td>
<td>Interpersonal Relations</td>
<td>3</td>
</tr>
<tr>
<td>HSE 123</td>
<td>Interviewing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Please meet with your faculty advisor before registering for your courses!

Total Credit Hours: 17.00

### 3rd Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Note: Additional option: COM 110</td>
<td></td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Note: Additional Humanities options: ART 111, ART 114, ART 115, ART 116, ART 117, DAN 110, DAN 211, DAN 212, DRA 111, DRA 112, DRA 122, HUM 130, HUM 160, HUM 211, HUM 212, ENG 231, ENG 232, ENG 241, ENG 242, ENG 251, ENG 252, MUS 110, MUS 112, MUS 210, MUS 213, PHI 220, PHI 221, PHI 230, REL 110, REL 111, REL 211, REL 212, or REL 221</td>
<td></td>
</tr>
</tbody>
</table>
### 4th Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE 212</td>
<td>Group Process II</td>
<td>2</td>
</tr>
<tr>
<td>HSE 220</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>HSE 225</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Social Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SAB 110</td>
<td>Substance Abuse Overview</td>
<td>3</td>
</tr>
<tr>
<td>WBL 111</td>
<td>Work-Based Learning I</td>
<td>1</td>
</tr>
<tr>
<td>WBL 115</td>
<td>Work-Based Learning Seminar I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Note:** Please meet with your faculty advisor before registering for your courses and to determine if you are on schedule to program completion/graduation.

**Total Credit Hours:** 16.00

### 5th Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE 227</td>
<td>Children &amp; Adolescents in Crisis</td>
<td>3</td>
</tr>
<tr>
<td>HSE 242</td>
<td>Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>GRO 120</td>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>HSE 210</td>
<td>Human Services Issues</td>
<td>2</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HSE 125</td>
<td>Counseling</td>
<td>3</td>
</tr>
<tr>
<td>WBL 121</td>
<td>Work-Based Learning II</td>
<td>1</td>
</tr>
<tr>
<td>WBL 125</td>
<td>Work-Based Learning Seminar II</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Please meet with your faculty advisor before registering for your courses! Attend a graduation information session and apply for graduation (through My College) at the beginning of this semester.

**Credit Hours for Plan: 73.00**

**Human Services Technology Certificates**

**Human Services Technology Certificate - Specialization in Human Service Technology (C45380-C1)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Lab</th>
<th>Hours Clinical</th>
<th>Work Exper.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE 110 Intro to Human Services</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 112 Group Process I</td>
<td>1</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HSE 123 Interviewing Techniques</td>
<td>2</td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 225 Crisis Intervention</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 210 Human Services Issues</td>
<td>2</td>
<td>0</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WBL 115O Work Experience Seminar I</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WBL 111O Co-op Work Experience I</td>
<td></td>
<td>10</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Total credit hours** 15
### Human Services Technology Certificate - Specialization in Case Management (C45380-C2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical Hours</th>
<th>Work Exper.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE 110 Intro to Human Services</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 225 Crisis Intervention</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 220 Case Management</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 123 Interviewing Techniques</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 210 Human Services Issues</td>
<td>2</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WBL 115O Work Experience Seminar I</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WBL 111O Co-op Work Experience I</td>
<td></td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total credit hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

### Human Services Technology Certificate - Specialization in Working with At Risk Youth (C45380-C3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical Hours</th>
<th>Work Exper.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE 110 Intro to Human Services</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 225 Crisis Intervention</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSE 227 Children and Adolescents in Crisis</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSE 242 Family Systems</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAB 110 Substance Abuse Overview</td>
<td>3</td>
<td>0</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WBL 115O Work Experience Seminar I</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WBL 111O Co-op Work Experience I</td>
<td></td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total credit hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
Work Based Learning (WBL)/Internship - HSE

How can I be eligible for Internship in a Certificate Program?

- 2.5 GPA – Minimum of twelve semester hour’s credit (12) must be completed within the appropriate program of study BEFORE a student can be eligible to received coop credit. A minimum of 3 SCH must come from the core within the students Major. MUST have been satisfactorily completed a combination of the units of courses indicated above. Be recommended for placement by the Human Services Faculty. Each coop student must be enrolled in its companion seminar class which meets weekly on Wednesday from 12:30 to 1:20pm.
- **Certificate students** – must complete 9 semester credit hours in the program of study prior to participating in the Work Based Learning segment of your program.
- **Associate Degree and Diploma Students** – must complete 12 semester credit hours in program of study and 3 semester credit hours in the core before participating in the Work Based Learning segment of your program.
- **Students with a previous degree** – all students must meet the same eligibility requirements in order to participate in Work Based Learning activities.
- **Site visits** – required to be “on the site”. If student is out of state, document any exceptions (like a telephone visit) in the student’s file.
- **MLO’s (measurable learning objectives)** will be closely reviewed by auditors – should be measurable and related to program of study.
- **College Transfer Co-op Students** – one hour credit may or may not transfer – this will be the decision of the gaining institution.
- The mid-term visit with the student may or may not be on site. It can take place on campus.

These are the courses that MUST be completed prior to participating in the Work Based Learning segment of your program in Human Services:

- HSE 110 - Introduction to Human Services
- HSE 112 - Group Process 1
- HSE 120 - Interpersonal Relations
- SAB 110 - Substance Abuse Overview
- HSE 123 - Interviewing Techniques
- ENG 111 - Expository Writing
- HSE 225 - Crisis Intervention
- PSY 150: General Psychology
- SOC 213: Sociology of the Family.

Students must have a C or better to have successfully completed any HSE, SAB, DDT, or GRO course.

Students must also have at least 3 hours in the Curriculum area. Strong recommendation would
be one of these: CIS 110, COM 110/COM 231 or HSE 220.

It is important that you meet with the Program Chair before registering each semester to make sure you are on the right track in preparation for beginning your internship.

**When?**

The internship begins in Fall semester and runs through the next consecutive Spring Semester. Any exception to this time frame must be approved by the Program Chair. You will spend at least 10 hours per week each week of the two semesters at your internship site for a minimum of 160 hours per semester.

**Where?**

You will secure your own internship site after meeting with your Program Chair. Do not begin interviewing at potential internship sites until you have met with your Program Chair. During the first half of the program, students should begin considering their career goals (what population, age group, area of interest, etc.) The internship should, ideally, be closely linked to these career goals. For instance, you may envision yourself working with children who have been abused and/or neglected. In this case, your internship site would be one that serves this population.

**How?**

During the Spring Semester preceding your internship, and if you have met all the requirements listed above, you will attend a meeting for prospective interns, to discuss the parameters of entrance into the internship phase of the program. Then, each student will meet individually with their Program Chair. You will have until the following Fall Semester to secure an internship site.

**“Present Position” Work Experience as Internship?**

In order for present work experience to qualify as an internship experience, one or more of the following criteria must be met:

1) The student must be acquiring significant new skills or knowledge related to the academic field of study.

2) The student must be developing a recently learned skill or applying recently learned knowledge related to the academic field of study.

3) The student must be receiving increased levels of responsibility and/or expanded duties within the company or organization and these responsibilities or duties must be related to the academic
field of study.

ETHICAL STANDARDS – HSE Program

Ethical Standards for Human Service Professionals

Council for Standards in Human Service Education Adopted 1996

Content: Preamble | Section I - For Professionals | Responsibilities To Clients | To Community and Society | To Colleagues | To the Profession | To Employers | To Self | Section II - For Educators

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

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

Section I - Standards for Human Service Professionals

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

The Human Service Professional's Responsibility to Clients
STATEMENT 1 Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.
STATEMENT 2 Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

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

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

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

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

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

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

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

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

STATEMENT 10 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.
STATEMENT 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

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

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

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

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

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

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

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

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

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

STATEMENT 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client
The Human Service Professional's Responsibility to Colleagues

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

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

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

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

The Human Service Professional's Responsibility to the Profession

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

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

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

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

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

STATEMENT 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.
The Human Service Professional's Responsibility to Employers

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

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

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

The Human Service Professional's Responsibility to Self

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

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

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

Section II - Standards for Human Service Educators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STATEMENT 54 Human service educators create a learning context in which students can achieve the knowledge, skills, values and attitudes of the academic program. (National Organization for Human Services)
Substance Abuse Program
(A4538E)
SUBSTANCE ABUSE PROGRAM

ASSOCIATES IN APPLIED SCIENCE DEGREE - HUMAN SERVICES TECHNOLOGY, SUBSTANCE ABUSE CONCENTRATION (A4538E)

This program prepares students to assist in drug and alcohol counseling, provide prevention oriented educational activities, work with recovering clients in treatment settings, manage community-based programs, work in residential facilities, and pursue four-year degrees.

Course work includes classroom and experiential activities oriented toward an overview of substance use disorders; the physiological, psychological and sociological aspects of addiction; the twelve core functions of a substance abuse professional; the assessment, diagnosis and treatment of substance use disorders; intervention techniques with individuals, groups and families; ethical and legal issues; and co-occurring disorders.

Human Services Technology Substance Abuse courses are approved by the North Carolina Substance Abuse Professional Practice Board (NCSAPPB) and accepted toward fulfillment of education credits for both the CSAC and LCAS credentials. The two semesters of internship (WBL 111/WBL 115 & WBL 121/WBL 125) which are part of the program also meet NCSAPPB requirements for the 300-hour practicum toward certification/licensure. Human Services Technology Substance Abuse courses are also accepted by NAADAC, the Association for Addiction Professionals for certification/licensure.

Graduates should qualify for positions as substance abuse technicians, substance abuse counselors, DWI counselors, halfway house workers, residential facility employees, and substance abuse education specialists.

Curriculum Map for Human Service Technology – Substance Abuse Concentration A4538E

<table>
<thead>
<tr>
<th>1st Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
</tbody>
</table>

28
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Additional Humanities/Fine Arts options are ART 111, ART 114, ART 115, DRA 111, ENG 231, ENG 232, ENG 241, ENG 242, HUM 115, HUM 130, MUS 110, MUS 112, PHI 220, REL 110, REL 111, REL 112*

**Total Credit Hours: 15.0**

---

**2nd Semester**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB 110</td>
<td>Substance Abuse Overview</td>
<td>3</td>
</tr>
<tr>
<td>HSE 123</td>
<td>Interviewing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 281</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Additional option is PSY 241*

**Total Credit Hours: 15.0**

---

**3rd Semester**
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB 120</td>
<td>Intake and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SAB 125</td>
<td>SA Case Management</td>
<td>3</td>
</tr>
<tr>
<td>SAB 135</td>
<td>Addictive Process</td>
<td>3</td>
</tr>
<tr>
<td>HSE 112</td>
<td>Group Process I</td>
<td>2</td>
</tr>
<tr>
<td>HSE 120</td>
<td>Interpersonal Relations</td>
<td>3</td>
</tr>
<tr>
<td>HSE 125</td>
<td>Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 17.0

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB 220</td>
<td>Group Techniques/Therapy</td>
<td>3</td>
</tr>
<tr>
<td>SAB 230</td>
<td>Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Survey of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Note: Additional Math options are MAT 143 and MAT 152</td>
<td></td>
</tr>
<tr>
<td>HSE 210</td>
<td>Human Services Issues</td>
<td>2</td>
</tr>
<tr>
<td>WBL 111Z</td>
<td>Work-Based Learning I - Work Experience</td>
<td>1</td>
</tr>
<tr>
<td>WBL 115Z</td>
<td>Work-Based Learning I - Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours: 13.0
### 5th Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB 210</td>
<td>Sub Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SAB 240</td>
<td>Sab Issues in Client Serv</td>
<td>3</td>
</tr>
<tr>
<td>HSE 225</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>WBL 121Z</td>
<td>Work-Based Learning II – Work Experience</td>
<td>1</td>
</tr>
<tr>
<td>WBL 125Z</td>
<td>Work-Based Learning II - Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Apply for graduation and attend a graduation information session at the beginning of the semester.

**Total Credit Hours:** **11.0**

**CREDIT HOURS FOR PLAN:** **71.0**

*Students should consult the College catalog for prerequisite information if deviating from this sequence.*

**Substance Abuse Certificates**

**HUMAN SERVICES TECHNOLOGY CERTIFICATE WITH SPECIALIZATION IN SUBSTANCE ABUSE (C4538E-C2)**

This non-clinical certificate is designed for students who already hold a degree and provides the student with a concentrated course of study in the field of Substance Abuse without an internship. Upon completion of the five courses, a certificate will be awarded by the College. The educational experiences provided through this certificate program are recognized by the North Carolina Substance Abuse Professional Practice Board and help graduates meet the requirements for the Board’s Certified Substance Abuse Counselor (CSAC) or Licensed Clinical Addictions Specialist (LCAS) credential.
### Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical Hours</th>
<th>Work Exper.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB 110 Substance Abuse Overview</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SAB 120 Intake and Assessment</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SAB 125 Substance Abuse Case Management</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HSE 125 Counseling Theories</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SAB 210 Substance Abuse Counseling</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SAB 230 Family Therapy</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**HUMAN SERVICES TECHNOLOGY CERTIFICATE WITH SPECIALIZATION IN SUBSTANCE ABUSE COUNSELING (C4538E-C3)**

This clinical certificate is designed for students who already hold a degree and provides the student with a concentrated course of study in the field of Substance Abuse Counseling including two semesters of clinical internship (WBL). Upon completion of the courses, a certificate will be awarded by the College. The educational and clinical experiences provided through the degree program are recognized by the North Carolina Substance Abuse Professional Practice Board and help graduates meet the requirements for the Board’s Certified Substance Abuse Counselor (CSAC) or Licensed Clinical Addictions Specialist (LCAS) credential.

### Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical Hours</th>
<th>Work Exper.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB 110 Substance Abuse Overview</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SAB 120 Intake and Assessment</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HSE 112 Groups Process I</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SAB 220 Group Techniques and Therapy</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SAB 240 Substance Abuse Issues</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WBL 111F Co-op Work Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
It is also strongly recommend that substance abuse certificate students preparing to become substance abuse counselors take ALL of the substance abuse (SAB) courses, not just the ones required for a particular certificate, to fully prepare for clinical practice, meet Board training requirements and prepare for the Board credentialing exam.

For more information, contact the Substance Abuse Program Chair at 704.330.6749 or check the program website at http://www.cpcc.edu/health-human-services/substance-abuse.

**SUBSTANCE ABUSE PROGRAM INTERNSHIPS**

Students pursuing the substance abuse degree or the substance abuse counseling certificate must complete two consecutive semesters of clinical internship placement in a community agency that provides primary substance abuse treatment.

The internship experience includes a focus on learning the 12 core functions of a substance abuse counselor, participating in mid-semester site visits by faculty, completing professional and clinical development activities and properly documenting all activities.

The internship work experience is 10 hours per week minimum, depending on individual agency requirements, for a total of 160 hours per semester. Students must also enroll in an internship seminar class both semesters which meets one hour per week for supervision on campus.

Students must receive a final grade of “C” or higher in all SAB, HSE, DDT and GRO courses in order to receive credit toward a Human Services Technology degree or certificate. A GPA of 2.5 or higher is required for a student to begin their internship. Internships in a variety of community agencies enable students to gain specialized experience to parallel their classroom work. The duration of the internship is comprised of two semesters, with a minimum of 320 hours. A suggested course sequence is available from the Program Chair.
Minimum Eligibility Requirements:

- Minimum GPA of 2.5
- Degree students must have 12 semester hours credit within their program of study and an additional 9 hours specifically in SAB courses. However, it is recommended that students wait to do internship until their last two semesters in the program once most SAB coursework is complete. Certificate Students must have a minimum of 6 credit hours in SAB courses that are required of that certificate.
- All students must be registered with the North Carolina Substance Abuse Professional Practice Board (NCSAPPB) prior to beginning their internship. Application with the Board is conducted electronically through the Board’s website (www.ncsappb.org). You will receive an overview of the application process in SAB 120. The SAB Program Chair will subsequently assist you with the appropriate timeframe to apply and the registration procedure. Additional information about the Board can be found on the following page. The NCSAPPB has additional eligibility requirements for registration, specifically for those with criminal backgrounds. If you have a history of criminal charges, you will need to clarify with the Board as to when you are eligible to be registered.
- Be recommended for placement by the SAB Program Chair.

Internships may begin in either fall or spring. Students must attend a mandatory meeting the semester prior to beginning their internship to begin the process and secure an internship site. The date and time will be announced by your Instructor and/or Program Chair. Substance abuse program internships may NOT be conducted during the summer.

For students who currently work in the substance abuse field, they may only use their current employer as an internship site if the student can be assigned to a different work function for the internship and be able to show that new skills/duties are being learned. See the Program Chair for more information if this situation applies to you.

In line with the hiring practices of community substance abuse agencies, a minimum recovery time of 2 years is required to participate in internship for students who are in recovery.

The NCSAPPB and Credentialing:

- In North Carolina, a substance abuse counselor must be affiliated with the credentialing board to practice. The North Carolina Substance Abuse Professional Practice Board (NCSAPPB) governs credentialing for substance abuse counselors in N.C. Their website is www.ncsappb.org. For information on the various credentials, click on “Credentialing” in the upper portion of the main page.
- Main credentials:
  - Certified Substance Abuse Counselor (CSAC) – for those with an associates or bachelor’s degree
  - Licensed Clinical Addictions Specialist (LCAS) - for those with a master’s degree
- CSAC key requirements:
- Application/Registration (includes background check and $125 fee)
- 300-hour supervised practicum
- 270 hours of Board approved education/training
- Written certification test (additional $125 fee)
- 6000 hours of supervised work experience

**LCAS key requirements:**
- Application/Registration (includes background check and $125 fee)
- 300-hour supervised practicum
- 180 hours of Board approved education/training
- Written certification test (additional $125 fee)
- 4000 hours of supervised work experience

**ETHICAL STANDARDS – SAB Program**

**Ethical Standards of the North Carolina Substance Abuse Professional Practice Board (NCSAPPB)**

1. **Non-Discrimination:**
   The substance abuse professional shall not discriminate against clients or professionals based on race, religion, age, sex, handicaps, national ancestry, sexual orientation or economic condition.

2. **Responsibility:**
   The substance abuse professional shall espouse objectivity and integrity and maintain the highest standards in the services the substance abuse professional offers.
   a. The substance abuse professional, as teacher, should recognize the substance abuse professional’s primary obligation to help others acquire knowledge and skill in dealing with the disease of chemical dependency.
   b. The substance abuse professional, as practitioner, should accept the professional challenge and responsibility deriving from the substance abuse professional’s work.

3. **Competence:**
   The substance abuse professional shall recognize that the profession is founded on international standards of competency which promote the best interests of society, of the client and of the profession as a whole. The substance abuse professional shall recognize the need for ongoing education as a component of professional competency.
   a. The substance abuse professional should prevent the practice of substance abuse professional services by unqualified and unauthorized persons.
   b. The substance abuse professional who is aware of unethical conduct or of unprofessional modes of practice should report such violations to the appropriate credentialing authority.
c. The substance abuse professional shall recognize boundaries and limitations of substance abuse professional’s competencies and not offer services or use techniques outside of these professional competencies.

d. The substance abuse professional shall recognize the effect of professional impairment on professional performance and should be willing to seek appropriate treatment for oneself or for a colleague. The substance abuse professional should support peer assistance programs in this respect.

4. Legal Standards and Moral Standards:
   The substance abuse professional shall uphold the legal and accepted moral codes which pertain to professional conduct.
   a. The substance abuse professional shall not claim either directly or by implication, professional qualifications/ affiliations that the substance abuse professional does not possess.
   b. The substance abuse professional shall not use the affiliation with the North Carolina Substance Abuse Professional Practice Board for purposes that are not consistent with the stated purposes of the Board.
   c. The substance abuse professional shall not associate with or permit the substance abuse professional’s name to be used in connection with any services or products in a way that is incorrect or misleading.
   d. The substance abuse professional associated with the development or promotion of books or other products offered for commercial sale shall be responsible for ensuring that such books or products are presented in a professional and factual way.

5. Public Statements:
   The substance abuse professional should respect the limits of present knowledge in public statements concerning alcoholism and other forms of drug addiction.
   a. The substance abuse professional who represents the profession to clients, other professionals or to the general public shall report fairly and accurately the appropriate information.
   b. The substance abuse professional shall acknowledge and document materials and techniques used.
   c. The substance abuse professional who conducts training in alcoholism or drug abuse services, skills or techniques should indicate to the audience the requisite training/qualifications required to properly perform these skills and techniques.

6. Publication Credit:
   The substance abuse professional should assign credit to all who have contributed to the published material and for the work upon which the publication is based.
   a. The substance abuse professional should recognize joint authorship, major contributions of a professional character, made by several persons to a common project. The author
who has made the principle contribution to a publication should be identified as a first listed.

b. The substance abuse professional should acknowledge in footnotes or an introductory statement minor contributions of a professional character, extensive clerical or similar assistance and other minor contributions.

c. The substance abuse professional should acknowledge, through specific citations, unpublished, as well as published material, that has directly influenced the research or writing.

d. The substance abuse professional who compiles and edits for publication the contributions of others should list oneself as editor, along with the names of those others who have contributed.

7. Client Welfare:

The substance abuse professional shall respect the integrity and protect the welfare of the person or group with whom the substance abuse professional is working.

a. The substance abuse professional shall define for self and others the nature and direction of loyalties and responsibilities and keep all parties concerned informed of these commitments.

b. The substance abuse professional, in the presence of professional conflict shall be concerned primarily with the welfare of the client.

c. The substance abuse professional shall terminate a counseling or consulting relationship when it is reasonably clear to the substance abuse professional that the client is not benefiting from it.

d. The substance abuse professional, in referral cases, shall assume the responsibility for the client’s welfare either by termination by mutual agreement and/or by the client becoming engaged with another professional. In situations when a client refuses treatment, referral or recommendations, the substance abuse professional shall carefully consider the welfare of the client by weighing the benefits of continued treatment or termination and shall act in the best interest of the client.

e. The substance abuse professional who asks a client to reveal personal information from other professionals or allows information to be divulged shall inform the client of the nature of such transactions. The information released or obtained with informed consent shall be used for expressed purposes only.

f. The substance abuse professional shall not use a client in a demonstration role in a workshop setting where such participation would potentially harm the client.

g. The substance abuse professional shall ensure the presence of an appropriate setting for the provision of substance abuse services to protect the client from harm and the substance abuse professional and the profession from censure.

h. The substance abuse professional should collaborate with other health care professionals in providing a supportive environment for the client who is receiving prescribed medications.
8. Confidentiality:
The substance abuse professional shall embrace, as a primary obligation, the duty of protecting the privacy of clients and shall not disclose confidential information acquired, in teaching, practice or investigation.

a. The substance abuse professional shall inform the client and obtain agreement in areas likely to affect the client’s participation including the recording of an interview, the use of interview material for training purposes and observation of an interview by another person.

b. The substance abuse professional shall make provisions for the maintenance of confidentiality and the ultimate disposition of confidential records.

c. The substance abuse professional shall reveal information received in confidence only when there is clear and imminent danger to the client or to other persons and then only to appropriate professional workers or public authorities.

d. The substance abuse professional shall discuss the information obtained in clinical or consulting relationships only in appropriate settings and only for professional purposes clearly concerned with the case. Written and oral reports shall present only data germane to the purpose of the evaluation and every effort should be made to avoid undue invasion of privacy.

e. The substance abuse professional shall use clinical and other material in classroom teaching and writing only when the identity of the persons involved is adequately disguised.

9. Client Relationships:
The substance abuse professional should inform the prospective client of the important aspects of the potential relationship.

a. The substance abuse professional shall inform the client and obtain the client’s agreement in areas likely to affect the client’s participation including the recording of an interview, the use of interview material for training purposes and/or observation of an interview by another person.

b. The substance abuse professional should inform the designated guardian or responsible person of the circumstances which may influence the relationship, when the client is a minor or incompetent.

c. The substance abuse professional shall not enter into a professional relationship with members of one’s own family, intimate friends or close associates.

d. The substance abuse professional shall not engage in any type of sexual activity with a client.

10. Inter-professional Relationships:
The substance abuse professional shall treat colleagues with respect, courtesy and fairness and shall afford the same professional courtesy to other professionals.
a. The substance abuse professional shall not offer professional services to a client in a professional relationship with another substance abuse professional except with the knowledge of the other substance abuse professional or after the termination of the client’s relationship with the other substance abuse professional.

b. The substance abuse professional shall cooperate with duly constituted professional ethics committees and promptly supply necessary information unless constrained by the demands of confidentiality.

11. Remuneration:
The substance abuse professional shall establish financial arrangements in professional practice and in accord with the professional standards that safeguard the best interests of the client, of the substance abuse professional and of the profession.

a. The substance abuse professional shall consider carefully the ability of the client to meet the financial cost in establishing rates for professional services.

b. The substance abuse professional shall not send or receive any commission or rebate or any other form of remuneration for referral clients for professional services. The substance abuse professional should not engage in fee splitting.

c. The substance abuse professional should not use one’s relationship with clients to promote personal gain or the profit of an agency or commercial enterprise of any kind outside his/her scope of practice.

d. The substance abuse professional should not accept a private fee or any other gift or gratuity for professional work with a person who is entitled to such services through an institution or agency. The policy of a particular agency may make explicit provisions for private work with its clients by members of its staff and in such instances the client must be fully apprised of all policies affecting the client.

12. Societal Obligations:
The substance abuse professional is encouraged to advocate changes in public policy and legislation to afford opportunity and choice for all persons whose lives are impaired by the disease of alcoholism or other forms of drug addiction. The substance abuse professional should inform the public through active civic and professional participation in community affairs of the effects of alcoholism and drug addiction and should act to guarantee that all persons, especially the needy and disadvantaged, have access to the necessary resources and services. The substance abuse professional should adopt a personal and professional stance which promotes the well-being of all human beings.
Code of Ethics of the National Association of Alcohol and Drug Abuse Counselors (NAADAC)

I. The Counseling Relationship
It is the responsibility of the addiction professional to safeguard the integrity of the counseling relationship and to ensure that the client is provided with services that are most beneficial. The client will be provided access to effective treatment and referral giving consideration to individual educational, legal and financial resources needs. Addiction professionals also recognize their responsibility to the larger society and any specific legal obligations that may, on limited occasions, supersede loyalty to clients. The addiction professional shall provide the client and/or guardian with accurate and complete information regarding the extent of the potential professional relationship. In all areas of function, the addiction professional is likely to encounter individuals who are vulnerable and exploitable. In such relationships he/she seeks to nurture and support the development of a relationship of equals rather than to take unfair advantage. In personal relationships, the addiction professional seeks to foster self-sufficiency and healthy self-esteem in others. In relationships with clients he/she provides only that level and length of care that is necessary and acceptable.

Standard 1: Client Welfare
The addiction professional understands that the ability to do good is based on an underlying concern for the well-being of others. The addiction professional will act for the good of others and exercise respect, sensitivity and insight. The addiction professional understands that the primary professional responsibility and loyalty is to the welfare of his or her clients, and will work for the client irrespective of who actually pays his/her fees.

1. The addiction professional understands and supports actions that will assist clients to a better quality of life, greater freedom and true independence.
2. The addiction professional will support clients in accomplishing what they can readily do for themselves. Likewise, the addiction professional will not insist on pursuing treatment goals without incorporating what the client perceives as good and necessary.
3. The addiction professional understands that suffering is unique to a specific individual and not of some generalized or abstract suffering, such as might be found in the understanding of the disorder. On that basis, the action taken to relieve suffering must be uniquely suited to the suffering individual and not simply some universal prescription.
4. Services will be provided without regard to the compensation provided by the client or by a third party and shall render equally appropriate services to individuals whether they are paying a reduced fee or a full fee or are waived from fees.

Standard 2: Client Self Determination
The addiction professional understands and respects the fundamental human right of all individuals to self-determination and to make decisions that they consider in their own best interest. In that regard, the counselor will be open and clear about the nature, extent, probable effectiveness and cost of those services to allow each individual to make an informed decision.
about his or her care. The addiction professional works toward increased competence in all areas of professional functioning; recognizing that at the heart of all roles is an ethical commitment contributing greatly to the well-being and happiness of others. He/she is especially mindful of the need for faithful competence in those relationships that are termed fiduciary - relationships of special trust in which the clients generally do not have the resources to adequately judge competence.

1. The addiction professional will provide the client and/or guardian with accurate and complete information regarding the extent of the potential professional relationship, including the Code of Ethics and documentation regarding professional loyalties and responsibilities.

2. Addiction professionals will provide accurate information about the efficacy of treatment and referral options available to the client.

3. The addiction professional will terminate work with a client when services are no longer required or no longer serve the client’s best interest.

4. The addiction professional will take reasonable steps to avoid abandoning clients who are in need of services. Referral will be made only after careful consideration of all factors to minimize adverse effects.

5. The addiction professional recognizes that there are clients with whom he/she cannot work effectively. In such cases, arrangements for consultation, co-therapy or referral are made.

6. The addiction professional may terminate services to a client for nonpayment if the financial contractual arrangements have been made clear to the client and if the client does not pose an imminent danger to self or others. The addiction professional will document discussion of the consequences of nonpayment with the client.

7. When an addiction professional must refuse to accept the client due to inability to pay for services, ethical standards support the addiction professional in attempting to identify other care options. Funding constraints might interfere with this standard.

8. The addiction professional will refer a client to an appropriate resource when the client’s mental, spiritual, physical or chemical impairment status is beyond the scope of the addiction professional's expertise.

9. The addiction professional will foster self-sufficiency and healthy self-esteem in others. In relationships with clients, students, employees and supervisors, he/she strives to develop full creative potential and mature, independent functioning.

10. Informed Consent: The addiction professional understands the client’s right to be informed about treatment. Informed consent information will be presented in clear and understandable language that informs the client or guardian of the purpose of the services, risks related to the services, limits of services due to requirements from a third party payer, relevant costs, reasonable alternatives and the client’s right to refuse or withdraw consent within the time frames covered by the consent. When serving coerced clients, the addiction professional will provide information about the nature and extent of services, treatment options and the extent to which the client has the right to refuse services. When services are provided via technology such as computer, telephone or web-
based counseling, clients are fully informed of the limitations and risks associated with these services. Client questions will be addressed within a reasonable time frame.
11. Clients will be provided with full disclosure including the guarantee of confidentiality if and when they are to receive services by a supervised person in training. The consent to treat will outline the boundaries of the client-supervisee relationship, the supervisee’s training status and confidentiality issues. Clients will have the option of choosing not to engage in services provided by a trainee as determined by agency policies. Any disclosure forms will provide information about grievance procedures.

**Standard 3: Dual Relationships**
The addiction professional understands that the goal of treatment services is to nurture and support the development of a relationship of equals of individuals to ensure protection and fairness of all parties.
Addiction professionals will provide services to clients only in the context of a professional setting. In rural settings and in small communities, dual relationships are evaluated carefully and avoided as much as possible.
1. Because a relationship begins with a power differential, the addiction professional will not exploit relationships with current or former clients, current or former supervisees or colleagues for personal gain, including social or business relationships.
2. The addiction professional avoids situations that might appear to be or could be interpreted as a conflict of interest. Gifts from clients, other treatment organizations or the providers of materials or services used in the addiction professional’s practice will not be accepted, except when refusal of such gift would cause irreparable harm to the client relationship. Gifts of value over $25 will not be accepted under any circumstances.
3. The addiction professional will not engage in professional relationships or commitments that conflict with family members, friends, close associates or others whose welfare might be jeopardized by such a dual relationship.
4. The addiction professional will not, under any circumstances, engage in sexual behavior with current or former clients.
5. The addiction professional will not accept as clients anyone with whom they have engaged in romantic or sexual relationships.
6. The addiction professional makes no request of clients that does not directly pertain to treatment (giving testimonials about the program or participating in interviews with reporters or students).
7. The addiction professional recognizes that there are situations in which dual relationships are difficult to avoid. Rural areas, small communities and other situations necessitate discussion of the counseling relationship and take steps to distinguish the counseling relationship from other interactions.
8. When the addiction professional works for an agency such as department of corrections, military, an HMO or as an employee of the client’s employer, the obligations to external individuals and organizations are disclosed prior to delivering any services.
9. The addiction professional recognizes the challenges resulting from increased role of the criminal justice system in making referrals for addiction treatment. Consequently he/she
strives to remove coercive elements of such referrals as quickly as possible to encourage engagement in the treatment and recovery process.

10. The addiction professional encourages self-sufficiency among clients in making daily choices related to the recovery process and self-care.

11. The addiction professional shall avoid any action that might appear to impose on others’ acceptance of their religious/spiritual, political or other personal beliefs while also encouraging and supporting participation in recovery support groups.

**Standard 4: Group Standards**

Much of the work conducted with substance use disorder clients is performed in group settings. Addiction professionals shall take steps to provide the required services while providing clients physical, emotional, spiritual and psychological health and safety.

1. Confidentiality standards are established for each counseling group by involving the addiction professional and the clients in setting confidentiality guidelines.

2. To the extent possible, addiction professionals will match clients to a group in which other clients have similar needs and goals.

**Standard 5: Preventing Harm**

The addiction professional understands that every decision and action has ethical implications leading either to benefit or harm, and will carefully consider whether decisions or actions have the potential to produce harm of a physical, psychological, financial, legal or spiritual nature before implementing them. The addiction professional recognizes that even in a life well lived, harm may be done to others by thoughtless words and actions. If he/she becomes aware that any word or action has done harm to anyone, he/she readily admits it and does what is possible to repair or ameliorate the harm except where doing so might cause greater harm.

1. The addiction professional counselor will refrain from using any methods that could be considered coercive such as threats, negative labeling and attempts to provoke shame or humiliation.

2. The addiction professional develops treatment plans as a negotiation with the client, soliciting the client’s input about the identified issues/needs, the goals of treatment and the means of reaching treatment goals.

3. The addiction professional will make no requests of clients that are not necessary as part of the agreed treatment plan. At the beginning of each session, the client will be informed of the intent of the session. Collaborative effort between the client and the addiction professional will be maintained as much as possible.

4. The addiction professional will terminate the counseling or consulting relationship when it is reasonably clear that the client is not benefiting from the exchange.

5. The addiction professional understands the obligation to protect individuals, institutions and the profession from harm that might be done by others. Consequently there is awareness when the conduct of another individual is an actual or likely source of harm to clients, colleagues, institutions or the profession. The addiction professional will assume an ethical obligation to report such conduct to competent authorities.
6. The addiction professional defers to review by a human subjects committee (Institutional Review Board) to ensure that research protocol is free of coercion and that the informed consent process is followed. Confidentiality and deceptive practices are avoided except when such procedures are essential to the research protocol and are approved by the designated review board or committee.

7. When research is conducted, the addiction professional is careful to ensure that compensation to subjects is not as great or attractive as to distort the client’s ability to make free decisions about participation.

II. Evaluation, Assessment and Interpretation of Client Data

The addiction professional uses assessment instruments as one component of the counseling/treatment process taking into account the client’s personal and cultural background. The assessment process promotes the well-being of individual clients or groups. Addiction professionals base their recommendations/reports on approved evaluation instruments and procedures. The designated assessment instruments are ones for which reliability has been verified by research.

Standard 1: Scope of Competency
The addiction professional uses only those assessment instruments for which they have been adequately trained to administer and interpret.

Standard 2: Informed Consent
Addiction professionals obtain informed consent documentation prior to conducting the assessment except when such assessment is mandated by governmental or judicial entities and such mandate eliminates the requirement for informed consent.

When the services of an interpreter are required, addiction professionals must obtain informed consent documents and verification of confidentiality from the interpreter and client. Addiction professionals shall respect the client’s right to know the results of assessments and the basis for conclusions and recommendations. Explanation of assessment results is provided to the client and/or guardian unless the reasons for the assessment preclude such disclosure or if it is deemed that such disclosure will cause harm to the client.

Standard 3: Screening
The formal process of identifying individuals with particular issues/needs or those who are at risk for developing problems in certain areas is conducted as a preliminary procedure to determine whether or not further assessment is warranted at that time.

Standard 4: Basis for Assessment
Assessment tools are utilized to gain needed insight in the formulation of the most appropriate treatment plan. Assessment instruments are utilized with the goal of gaining an understanding of
the extent of a person’s issues/needs and the extent of addictive behaviors.

**Standard 5: Release of Assessment Results**
Addiction professionals shall consider the examinee’s welfare, explicit understanding of the assessment process and prior agreements in determining where and when to report assessment results. The information shared shall include accurate and appropriate interpretations when individual or group assessment results are reported to another entity.

**Standard 6: Release of Data to Qualified Professionals**
Information related to assessments is released to other professionals only with a signed release of information form or such a release from the client’s legal representative. Such information is released only to persons recognized as qualified to interpret the data.

**Standard 7: Diagnosis of Mental Health Disorders**
Diagnosis of mental health disorders shall be performed only by an authorized mental health professional licensed or certified to conduct mental health assessments or by a licensed or certified addictions counselor who has completed graduate level specific education on diagnosis of mental health disorders.

**Standard 8: Unsupervised Assessments**
Unless the assessment instrument being used is designed, intended and validated for self-administration and/or scoring, Addiction professional administered tests will be chosen and scored following the recommended methodology.

**Standard 9: Assessment Security**
Addiction professionals maintain the integrity and security of tests and other assessment procedures consistent with legal and contractual obligations.

**Standard 10: Outdated Assessment Results**
Addiction professionals avoid reliance on outdated or obsolete assessment instruments. Professionals will seek out and engage in timely training and/or education on the administration, scoring and reporting of data obtained through assessment and testing procedures. Intake data and other documentation obtained from clients to be used in recommending treatment level and in treatment planning are reviewed and approved by an authorized mental health professional or a licensed or qualified addiction professional with specific education on assessment and testing.

**Standard 11: Cultural Sensitivity Diagnosis**
Addiction professionals recognize that cultural background and socioeconomic status impact the manner in which client issues/needs are defined. These factors are carefully considered when making a clinical diagnosis. Assessment procedures are chosen carefully to ensure appropriate assessment of specific client populations. During assessment the addiction professional shall take
appropriate steps to evaluate the assessment results while considering the culture and ethnicity of the persons being evaluated.

**Standard 12: Social Prejudice**
Addiction professionals recognize the presence of social prejudices in the diagnosis of substance use disorders and are aware of the long term impact of recording such diagnoses. Addiction professionals refrain from making and/or reporting a diagnosis if they think it would cause harm to the client or others.

**III. Confidentiality/Privileged Communication and Privacy**
Addiction professionals shall provide information to clients regarding confidentiality and any reasons for releasing information in adherence with confidentiality laws. When providing services to families, couples or groups, the limits and exceptions to confidentiality must be reviewed and a written document describing confidentiality must be provided to each person. Once private information is obtained by the addiction professional, standards of confidentiality apply. Confidential information is disclosed when appropriate with valid consent from a client or guardian. Every effort is made to protect the confidentiality of client information, except in very specific cases or situations.

1. The addiction professional will inform each client of the exceptions to confidentiality and only make a disclosure to prevent or minimize harm to another person or group, to prevent abuse of protected persons, when a legal court order is presented, for purpose of research, audit, internal agency communication or in a medical emergency. In each situation, only the information essential to satisfy the reason for the disclosure is provided.

2. The addiction professional will do everything possible to safeguard the privacy and confidentiality of client information, except where the client has given specific, written, informed and limited consent or when the client poses a risk of harm to themselves or others.

3. The addiction professional will inform the client of his/her confidentiality rights in writing as a part of informing the client of any areas likely to affect the client’s confidentiality.

4. The addiction professional will explain the impact of electronic records and use of electronic devices to transmit confidential information via fax, email or other electronic means. When client information is transmitted electronically, the addiction professional will, as much as possible, utilize secure, dedicated telephone lines or encryption programs to ensure confidentiality.

5. Clients are to be notified when a disclosure is made, to whom the disclosure was made and for what purposes.

6. The addiction professional will inform the client and obtain the client's agreement in areas likely to affect the client's participation including the recording of an interview, the use of interview material for training purposes and/or observation of an interview by another person.
7. The addiction professional will inform the client(s) of the limits of confidentiality prior to recording an interview or prior to using information from a session for training purposes.

IV. Professional Responsibility
The addiction professional espouses objectivity and integrity and maintains the highest standards in the services provided. The addiction professional recognizes that effectiveness in his/her profession is based on the ability to be worthy of trust. The professional has taken time to reflect on the ethical implications of clinical decisions and behavior using competent authority as a guide. Further, the addiction professional recognizes that those who assume the role of assisting others to live a more responsible life take on the ethical responsibility of living a life that is more than ordinarily responsible. The addiction professional recognizes that even in a life well-lived, harm might be done to others by words and actions. When he/she becomes aware that any work or action has done harm, he/she admits the error and does what is possible to repair or ameliorate the harm except when to do so would cause greater harm. Professionals recognize the many ways in which they influence clients and others within the community and take this fact into consideration as they make decisions in their personal conduct.

Standard 1: Counselor Attributes
1. Addiction professionals will maintain respect for institutional policies and management functions of the agencies and institutions within which the services are being performed, but will take initiative toward improving such policies when it will better serve the interest of the client.
2. The addiction professional, as an educator, has a primary obligation to help others acquire knowledge and skills in treating the disease of substance use disorders.
3. The addiction professional, as an advocate for his or her clients, understands that he/she has an obligation to support legislation and public policy that recognizes treatment as the first intervention of choice for non-violent substance-related offenses.
4. The addiction professional practices honesty and congruency in all aspects of practice including accurate billing for services, accurate accounting of expenses, faithful and accurate reporting of interactions with clients and accurate reporting of professional activities.
5. The addiction professional recognizes that much of the property in the substance use disorder profession is intellectual in nature. In this regard, the addiction professional is careful to give appropriate credit for the ideas, concepts and publications of others when speaking or writing as a professional and as an individual.
6. The addiction professional is aware that conflicts can arise among the duties and rights that are applied to various relationships and commitments of his/her life. Priorities are set among those relationships and family, friends and associates are informed to the priorities established in order to balance these relationships and the duties flowing from them.
7. When work involves addressing the needs of potentially violent clients, the addiction professional will ensure that adequate safeguards are in place to protect clients and staff from harm.
8. Addiction professionals shall continually seek out new and effective approaches to enhance their professional abilities including continuing education research, and participation in activities with professionals in other disciplines. Addiction professionals have a commitment to lifelong learning and continued education and skills to better serve clients and the community.

9. The addiction professional respects the differing perspectives that might arise from professional training and experience other than his/her own. In this regard, common ground is sought rather than striving for ascendance of one opinion over another.

10. Addiction professionals, whether they profess to be in recovery or not, must be cognizant of ways in which their use of psychoactive chemicals in public or in private might adversely affect the opinion of the public at large, the recovery community, other members of the addiction professional community or, most particularly, vulnerable individuals seeking treatment for their own problematic use of psychoactive chemicals. Addiction professionals who profess to be in recovery will avoid impairment in their professional or personal lives due to psychoactive chemicals. If impairment occurs, they are expected to immediately report their impairment, to take immediate action to discontinue professional practice and to take immediate steps to address their impairment through professional assistance. (See Standard 2, item 3 below).

**Standard 2: Legal and Ethical Standards**

Addiction professionals will uphold the legal and ethical standards of the profession by being fully cognizant of all federal laws and laws that govern practice of substance use disorder counseling in their respective state. Furthermore, addiction professionals will strive to uphold not just the letter of the law and the Code, but will espouse aspirational ethical standards such as autonomy, beneficence, non-malfeasance, justice, fidelity and veracity.

1. Addiction professionals will honestly represent their professional qualifications, affiliations, credentials and experience.

2. Any services provided shall be identified and described accurately with no unsubstantiated claims for the efficacy of the services. Substance use disorders are to be described in terms of information that has been verified by scientific inquiry.

3. The addiction professional strives for a better understanding of substance use disorders and refuses to accept supposition and prejudice as if it were the truth.

4. The impact of impairment on professional performance is recognized; addiction professionals will seek appropriate treatment for him/herself or for a colleague. Addiction professionals support the work of peer assistance programs to assist in the recovery of colleagues or themselves.

5. The addiction professional will ensure that products or services associated with or provided by the member by means of teaching, demonstration, publications or other types of media meet the ethical standards of this code.

6. The addiction professional who is in recovery will maintain a support system outside the work setting to enhance his/her own well-being and personal growth as well as promoting continued work in the professional setting.
7. The addiction professional will maintain appropriate property, life and malpractice insurance policies that serve to protect personal and agency assets.

Standard 3: Records and Data
The addiction professional maintains records of professional services rendered, research conducted, interactions with other individuals, agencies, legal and medical entities regarding professional responsibilities to clients and to the profession as a whole.

1. The addiction professional creates, maintains, disseminates, stores, retains and disposes of records related to research, practice, payment for services, payment of debts and other work in accordance with legal standards and in a manner that permits/satisfies the ethics standards established. Documents will include data relating to the date, time and place of client contact, the services provided, referrals made, disclosures of confidential information, consultation regarding the client, notation of supervision meetings and the outcome of every service provided.

2. Client records are maintained and disposed of in accordance with law and in a manner that meets the current ethical standards.

3. Records of client interactions including group and individual counseling services are maintained in a document separate from documents recording financial transactions such as client payments, third party payments and gifts or donations.

4. Records shall be kept in a locked file cabinet or room that is not easily accessed by professionals other than those performing essential services in the care of clients or the operation of agency.

5. Electronic records shall be maintained in a manner that assures consistent service and confidentiality to clients.

6. Steps shall be taken to ensure confidentiality of all electronic data and transmission of data to other entities.

7. Notes kept by the addiction professional that assist the professional in making appropriate decisions regarding client care but are not relevant to client services shall be maintained in separate, locked locations.

Standard 4: Inter-professional Relationships
The addiction professional shall treat colleagues with respect, courtesy, fairness and good faith and shall afford the same to other professionals.

1. Addiction professionals shall refrain from offering professional services to a client in counseling with another professional except with the knowledge of the other professional or after the termination of the client's relationship with the other professional.

2. The addiction professional shall cooperate with duly constituted professional ethics committees and promptly supply necessary information unless constrained by the demands of confidentiality.

3. The addiction professional shall not in any way exploit relationships with supervisees, employees, students, research participants or volunteers.
V. Working in a Culturally Diverse World
Addiction professionals understand the significance of the role that ethnicity and culture plays in an individual’s perceptions and how he or she lives in the world. Addiction professionals shall remain aware that many individuals have disabilities which may or may not be obvious. Some disabilities are invisible and unless described might not appear to inhibit expected social, work and health care interactions. Included in the invisible disabled category are those persons who are hearing impaired, have a learning disability, have a history of brain or physical injuries and those affected by chronic illness. Persons having such limitations might be younger than age 65. Part of the intake and assessment must then include a question about any additional factor that must be considered when working with the client.

1. Addiction professionals do not discriminate either in their professional or personal lives against other persons with respect to race, ethnicity, national origin, color, gender, sexual orientation, veteran status, gender identity or expression, age, marital status, political beliefs, religion, immigration status and mental or physical challenges.

2. Accommodations are made as needed for clients who are physically, mentally, educationally challenged or are experiencing emotional difficulties or speak a different language than the clinician.

VI. Workplace Standards
The addiction professional recognizes that the profession is founded on national standards of competency which promote the best interests of society, the client, the individual addiction professional and the profession as a whole. The addiction professional recognizes the need for ongoing education as a component of professional competency and development.

1. The addiction professional recognizes boundaries and limitations of their own competencies and does not offer services or use techniques outside of their own professional competencies.

2. Addiction professionals recognize the impact of impairment on professional performance and shall be willing to seek appropriate treatment for oneself or for a colleague.

Working Environment
Addiction professionals work to maintain a working/therapeutic environment in which clients, colleagues and employees can be safe. The working environment should be kept in good condition through maintenance, meeting sanitation needs and addressing structural defects.

1. The addiction professional seeks appropriate supervision/consultation to ensure conformance with workplace standards.

2. The clerical staff members of the treatment agency hired and supervised by addiction professionals is competent, educated in confidentiality standards and respectful of clients seeking services.

3. Private work areas that ensure confidentiality will be maintained.

VII. Supervision and Consultation
Addiction professionals who supervise others accept the obligation to facilitate further
professional development of these individuals by providing accurate and current information, timely evaluations and constructive consultation. Counseling supervisors are aware of the power differential in their relationships with supervisees and take precautions to maintain ethical standards. In relationships with students, employees and supervisees he/she strives to develop full creative potential and mature independent functioning.

1. Addiction professionals must take steps to ensure appropriate resources are available when providing consultation to others. Consulting counselors use clear and understandable language to inform all parties involved of the purpose and expectations related to consultation.

2. Addiction professionals who provide supervision to employees, trainees and other counselors must have completed education and training specific to clinical and/or administrative supervision. The addiction professional who supervises counselors in training shall ensure that counselors in training adhere to policies regarding client care.

3. Addiction professionals serving as supervisors shall clearly define and maintain ethical professional, personal and social relationships with those they supervise. If other professional roles must be assumed, standards must be established to minimize potential conflicts.

4. Sexual, romantic or personal relationships with current supervisees are prohibited.

5. Supervision of relatives, romantic partners or friends is prohibited.

6. Supervision meetings are conducted at specific regular intervals and documentation of each meeting is maintained.

7. Supervisors are responsible for incorporating the principles of informed consent into the supervision relationship.

8. Addiction professionals who serve as supervisors shall establish and communicate to supervisees the procedures for contacting them, or in their absence alternative on-call supervisors.

9. Supervising addiction professionals will assist those they supervise in identifying counter-transference and transference issues. When the supervisee is in need of counseling to address issues related to professional work or personal challenges, appropriate referrals shall be provided.

VIII. Resolving Ethical Issues
The addiction professional shall behave in accordance with legal, ethical and moral standards for his or her work. To this end, professionals will attempt to resolve ethical dilemmas with direct and open communication among all parties involved and seek supervision and/or consultation as appropriate.

1. When ethical responsibilities conflict with law, regulations or other governing legal authority, addiction professionals should take steps to resolve the issue through consultation and supervision.

2. When addiction professionals have knowledge that another counselor might be acting in an unethical manner, they are obligated to take appropriate action based, as appropriate, on the standards of this code of ethics, their state ethics committee and the National Certification Commission.
3. When an ethical dilemma involving a person not following the ethical standards cannot be resolved informally, the matter shall be referred to the state ethics committee and the National Certification Commission.
4. Addiction professionals will cooperate with investigations, proceedings and requirements of ethics committees.

IX. Communication and Published Works
The addiction professional that submits for publication or prepares handouts for clients, students or for general distribution shall be aware of and adhere to copyright laws.

1. The addiction professional honestly respects the limits of present knowledge in public statements related to alcohol and drug abuse. Statements of fact will be based on what has been empirically validated as fact. Other opinions, speculations and conjectures related to the addictive process shall be represented as less than scientifically validated.
2. The addiction professional recognizes contributions of other persons to their written documents.
3. When a document is based on cooperative work, all contributors are recognized in documents or during a presentation.
4. The addiction professional who reviews material submitted for publication, research or other scholarly purposes must respect the confidentiality and proprietary rights of the authors.

X. Policy and Political Involvement

Standard 1: Societal Obligations
The addiction professional is strongly encouraged to the best of his/her ability, actively engage the legislative processes, educational institutions and the general public to change public policy and legislation to make possible opportunities and choice of service for all human beings of any ethnic or social background whose lives are impaired by alcoholism and drug abuse.

1. The addiction professional understands that laws and regulations exist for the good ordering of society and for the restraint of harm and evil and will follow them, while reserving the right to commit civil disobedience.
2. The one exception to this principle is a law or regulation that is clearly unjust, where compliance leads to greater harm than breaking a law.
3. The addiction professional understands that the determination that a law or regulation is unjust is not a matter of preference or opinion but a matter of rational investigation, deliberation and dispute, and will willingly accept that there may be a penalty for justified civil disobedience.

Standard 2: Public Participation
The addiction professional is strongly encouraged to actively participate in community activities designed to shape policies and institutions that impact on substance use disorders. Addiction
professionals will provide appropriate professional services in public emergencies to the greatest extent possible.

**Standard 3: Social and Political Action**
The addiction professional is strongly encouraged to understand that personal and professional commitments and relationships create a network of rights and corresponding duties and will work to safeguard the natural and consensual rights of each individual within their community. The addiction professional, understands that social and political actions and opinions are an individual’s right and will not work to impose their social or political views on individuals with whom they have a professional relationship.
Human Services Technology
Developmental Disabilities
(A4538A)
DEVELOPMENTAL DISABILITIES PROGRAM

Associate in Applied Science Degree – Human Services Technology, Developmental Disabilities Concentration (A4538A)

The Human Services Technology/Developmental Disabilities curriculum is designed to train students to work with children and adults who have physical, intellectual, psychological and emotional disabilities. Students will specialize in the area of intellectual and developmental disabilities.

Students will gain an understanding of the effect of developmental disabilities in medical, psychological, social, educational, vocational, and economic terms. Fieldwork and clinical experience in community agencies providing comprehensive services to persons with disabilities and their families will be provided.

Graduates should qualify for employment in group homes, foster care homes, respite services, public schools, vocational rehabilitation agencies, sheltered workshops, supported employment programs, adult vocational programs, and other programs for individuals with intellectual and developmental disabilities.

- Students must receive a final grade of “C” or higher in all DDT, HSE, SAB and GRO courses to receive credit toward a Human Services Technology degree or certificate.
- Internships in a variety of community agencies enable students to gain specialized experience to parallel their classroom work.
- Consult with your Program Chair for a course sequence and map.
- Program is designed to train students to work with children and adults with physical, mental and emotional disabilities. Students will specialize in the area of developmental disabilities.
- Students will gain an understanding of the effects of developmental disabilities in medical, psychological, social, educational, vocational and economic terms. Field work and clinical experience in community agencies providing comprehensive services to persons with disabilities and their families will be provided.
- Graduates should qualify for employment in group homes, foster care homes, respite services, vocational rehabilitation agencies, sheltered workshops, supported employment programs, adult vocational programs, early childhood intervention programs and other programs for individuals with developmental disabilities and mental retardation.
Curriculum Map for Human Service Technology – Developmental Disabilities Concentration A4538A

1\textsuperscript{st} Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDT 110</td>
<td>Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>HSE 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSE 120</td>
<td>Interpersonal Relations</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>HSE 112</td>
<td>Group Process I</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 17.0

2\textsuperscript{nd} Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE 225</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HSE 125</td>
<td>Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Social Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ENG 114</td>
<td><strong>Professional Research &amp; Reporting</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Note: Additional option: ENG 113</em></td>
<td></td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 15.0**

### 3rd Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 110</td>
<td><strong>Music Appreciation</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Note: Additional Humanities options are: ART 111, ART 114, ART 115, ART 116, ART 117, DAN 110, DRA 111, HUM 130, HUM 160, HUM 211, MUS 112, MUS 213, PHI 220, PHI 221, PHI 230, PHI 240, REL 110, REL 211, REL 212, REL 221, ENG 231, ENG 232, ENG 241, ENG 242, ENG 251, ENG 252, MUS 210, REL 111</em></td>
<td></td>
</tr>
<tr>
<td>COM 231</td>
<td><strong>Public Speaking</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Note: Additional option: COM 110</em></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours: 6.0**

### 4th Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDT 120</td>
<td><strong>Teaching Developmental Disabled</strong></td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>SAB 110</td>
<td>Substance Abuse Overview</td>
<td>3</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>DDT 210</td>
<td>DDT Health Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 12.0

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDT 220</td>
<td>Program Planning Process</td>
<td>3</td>
</tr>
<tr>
<td>HSE 123</td>
<td>Interviewing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Survey of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>DDT 230</td>
<td>Supported Employment</td>
<td>3</td>
</tr>
<tr>
<td>COE 111</td>
<td>Co-Op Work Experience I</td>
<td>0</td>
</tr>
<tr>
<td>COE 115</td>
<td>Work Experience Seminar I</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours: 13.0
### 6th Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDT 240</td>
<td>Aging Lifelong Disability</td>
<td>3</td>
</tr>
<tr>
<td>HSE 210</td>
<td>Human Services Issues</td>
<td>2</td>
</tr>
<tr>
<td>GRO 120</td>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td>COE 121</td>
<td>Co-Op Work Experience II</td>
<td>0</td>
</tr>
<tr>
<td>COE 125</td>
<td>Work Experience Seminar II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 12.0**

CREDIT HOURS FOR PLAN: 75
Developmental Disabilities Certificates

Developmental Disabilities Certificates (C4538A)

Students must receive a final grade of "C" or higher in all DDT, HSE, SAB and GRO courses in order to receive credit toward a Human Services Technology degree or certificate.

Human Services Technology with a Specialization in Developmental Disabilities (C4538A-C1)

This certificate is designed to provide the student with a concentrated course of study in the field of developmental disabilities. Upon completion of the six courses, a certificate will be awarded by the college. This certificate may be applied toward the Associate Degree in Human Services Technology with a concentration in Developmental Disabilities.

For more information, call 704.330.8144. Check our website at www.cpcc.edu/nursing_human_services/.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th></th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDT 110</td>
<td>Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td>DDT 120</td>
<td>Teaching Developmental Disabled</td>
<td></td>
</tr>
<tr>
<td>DDT 210</td>
<td>DDT Health Issues</td>
<td></td>
</tr>
<tr>
<td>DDT 220</td>
<td>Program Planning Process</td>
<td></td>
</tr>
<tr>
<td>DDT 230</td>
<td>Supported Employment</td>
<td></td>
</tr>
<tr>
<td>DDT 240</td>
<td>Aging Lifelong Disability</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Supported Employment Certificate (C4538A-C2)
Human Services Technology with a Specialization in Supported Employment (C4538A-C2)

This certificate is designed to provide the student with a concentrated course of study in supported employment methods. Upon completion of the four courses, a certificate will be awarded by the college. This certificate may be applied toward the Associate Degree in Human Services Technology with a concentration in Developmental Disabilities.

For more information, call 704.330.6144. Check our website at www.cpcc.edu/nursing_human_services/.

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDT 110</td>
<td>Developmental Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>DDT 120</td>
<td>Teaching Developmental Disabled</td>
<td>3.0</td>
</tr>
<tr>
<td>DDT 220</td>
<td>Program Planning Process</td>
<td>3.0</td>
</tr>
<tr>
<td>DDT 230</td>
<td>Supported Employment</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Work Based Learning (WBL)/Internship - DDT**

Who is Eligible?

- **2.5 GPA** – Minimum of twelve semester hour’s credit (12) must be completed within the appropriate program of study BEFORE a student can be eligible to received coop credit. A minimum of 3 SCH must come from the core within the students Major. MUST have been satisfactorily completed a combination of the units of courses indicated above. Be recommended for placement by the Human Services Faculty. Each coop student must be enrolled in its companion seminar class which meets weekly on Wednesday from 12:30 to 1:20pm.
- **Certificate students** – must complete 9 semester credit hours in the program of study prior to participating in the Work Based Learning segment of your program.
- **Associate Degree and Diploma Students** – must complete 12 semester credit hours in program of study and 3 semester credit hours in the core before participating in the Work Based Learning segment of your program.
- **Students with a previous degree** – all students must meet the same eligibility requirements in order to participate in Work Based Learning activities.
- **Site visits** – required to be “on the site”. If student is out of state, document any exceptions (like a telephone visit) in the student’s file
- **MLO’s (measurable learning objectives) will be closely reviewed by auditors** – should be measurable and related to program of study
- **College Transfer Co-op Students** – one hour credit may or may not transfer – this will be the decision of the gaining institution
- The mid-term visit with the student may or may not be on site. It can take place on campus.
These are the courses that MUST be completed prior to participating in the Work Based Learning segment of your program in Human Services in Developmental Disabilities:

- HSE 110 - Introduction to Human Services
- HSE 112 - Group Process I
- HSE 120 - Interpersonal Relations  
  DDT 110 – Introduction to Developmental Disabilities
- SAB 110 - Substance Abuse Overview  
  GRO 120 - Gerontology
- ENG 111 - Expository Writing  
  ENG 114 – Professional Research and Writing
- PSY 150: General Psychology

Students must have a C or better to have successfully completed any HSE, SAB, DDT, or GRO course.

Students must also have at least 3 hours in the Curriculum area. Strong recommendation would be one of these: CIS 110, COM 110/COM 231 or HSE 220.

One of the reasons it is important to meet with your Program Chair before registering each semester is to make sure you are on the right track in preparation for beginning your internship.

**Can my “Present Position”/ Work Experience be used as an Internship site?**

In order for present work experience to qualify as an internship experience, one or more of the following criteria must be met:

1) The student must be acquiring significant new skills or knowledge related to the academic field of study.

2) The student must be developing a recently learned skill or applying recently learned knowledge related to the academic field of study.

3) The student must be receiving increased levels of responsibility and/or expanded duties within the company or organization and these responsibilities or duties must be related to the academic field of study.

**When?**

Developmental Disabilities internships can begin in either the Fall or Spring semesters. Any exception to this time frame must be approved by the appropriate Program Chair. You will spend at least 10 hours per week each week of the two semesters at your internship site for a minimum
of 160 hours per semester.

**Where?**

You will secure your own internship site after meeting with your Program Chair. Do not begin interviewing at potential internship sites until you have met with your Program Chair. During the first half of the program, students should begin considering their career goals (what population, age group, area of interest, etc.) The internship should, ideally, be closely linked to these career goals. For instance, you may envision yourself working with children who have been abused and/or neglected. In this case, your internship site would be one that serves this population.

**How?**

During the Spring Semester preceding your internship, and if you have met all the requirements listed above, you will attend a meeting for prospective interns, to discuss the parameters of entrance into the internship phase of the program. Then, each student will meet individually with their Program Chair. You will have until the following Fall Semester to secure an internship site.
ETHICAL STANDARDS – DDT Program

NCPC Code of Ethics

PREAMBLE:
The North Carolina Providers Council promotes the overall improvement of both the quantity and quality of community support necessary for individuals to remain in the community. The mission of this organization is:

1. Promoting openness and communication
2. Encouraging professional growth
3. Assuring that members adhere to the Council's professional code of ethics
4. Supporting members
5. Fostering the development of appropriate resources and supports
6. Advocacy

CORE VALUES:
This mission is rooted in the following core values, which drive the development of our Code of Ethics:

INTEGRITY: Accurate and truthful representation

COMPETENCE: Honor responsibilities to achieve and maintain the highest level of professional competence for members and those in their employ.

PROFESSIONAL CONDUCT: Promote the dignity and autonomy of the profession, maintain harmonious inter-professional and intra-professional relationships, and accept the profession's self-imposed standards. All professional relationships should be directed to improving the quality of life for the individuals who receive supports from the member agency.

PROMOTIONS AND REPRESENTATION: Assure the right of consumers and others who make decisions regarding services to have complete and accurate information on which to make choices.

INDIVIDUAL VALUE AND DIGNITY: Provide supports and services which promote respect and dignity of each individual served.
SOCIAL RESPONSIBILITY: Supports the emergence and growth of inclusive communities.

Each individual/organization who is a member of the NCPC will abide by this Code of Ethics. Any action that violates the spirit and purpose of this code will be considered unethical.

Any individual in a staff position within a member program is responsible for compliance with the professional standards and code of conduct for his/her professional association. Further, the program and administration is responsible for the ethical standards of practice as prescribed by the relevant licensing, accrediting, and regulatory bodies.

A code of ethics for members is designed to advance the highest standards for professional conduct. A code of ethics establishes parameters that define individual as well as programmatic conduct in the areas of development and implementation, marketing and advertising, and services provided to individuals and their significant others within the array of programs and services represented by the Providers Council.

This code of ethics reflects the importance of, and the respect of, the fundamental human, civil, constitutional and statutory rights of each individual with whom members and their employees have contact.

Overall, we as professionals working with people who utilize supports, bear responsibility for careful realization of personal, programmatic, organizational, financial, and/or political situations and pressures that might lead to the misuse of their influence. In subscribing to this code of ethics, we accept this responsibility and abide by a commitment to cooperate in its implementation and regulation.

NCPC ETHICAL STANDARDS

PRINCIPLE OF ETHICS I: INTEGRITY – Provide accurate and truthful representation.

• Members will prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

• Members will not engage in dishonesty, fraud, deceit, misrepresentation, or any form of conduct that adversely reflects on our profession, the Council, or on the member's fitness to serve individuals professionally.

• Members who have directly knowledge of a violation of the Code of Ethics shall notify the Executive Director of the member agency in writing.

• Members who are notified of an alleged violation of the Code of Ethics by either a member or non-member, shall respond in writing to the allegation.

• Members will not misrepresent information, services rendered, or engage in any scheme to mislead.

• Common unethical practices include but are not limited to deceptive billing, falsification of documentation, commission of a felony, gross neglect and fiduciary impropriety.

• Members and their employees will keep the needs and interests of the individuals for whom services are provided as the focus of all transactions.
Members and their employees will provide all services ensuring the highest standards of integrity and honor as outlined in this code of ethics.

**PRINCIPLE OF ETHICS II: COMPETENCE** – Honor responsibilities to achieve and maintain the highest level of professional competence for themselves and those in their employ.

- Members will represent their competence accurately.
- Members will engage in only those aspects of the profession that are within the scope of their competence, considering their level of education, training, and experience.
- Members will provide training and continuing education that maximizes the competence of all staff.
- Members will prohibit any of their staff from providing services that exceed the staff member's competence, considering the employee's level of education, training and experience.
- Members who have direct knowledge of a colleague member's incompetence should consult with that colleague member and offer supportive assistance or refer to the Board of Directors for assistance through the Mentoring Panel.
- Members and their employees will keep abreast of information pertaining to the field of practice through networking, education and research to ensure the highest quality of services are provided.

**PRINCIPLE OF ETHICS III: PROFESSIONAL CONDUCT** – Uphold the dignity and autonomy of the profession, maintain harmonious inter-professional and intra-professional relationships, and accept the profession's self-imposed standard. All professional relationships should be directed to improving the quality of life of the individual who receives support from the member agency.

- Members will treat all professionals from other agencies with respect and will accurately and fairly represent the services provided by colleagues.
- Members will not discriminate in their relationships or services with consumers, contractors, and colleagues on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- Members will not participate in professional activities that constitute a conflict of interest, always giving preference to professional responsibility over any personal interest.
- Under no circumstance will the support relationship between the program, staff, consumer and/or their families or legal guardian be exploited, cause conflict within the community, or result in distortion on the nature of the relationship itself.

**PRINCIPLE OF ETHICS IV: PROMOTIONS AND REPRESENTATION** – Assure the right of the consumers and others who make decisions regarding services have complete information on which to make their choices.

- Members will portray their services and capacities through public and private statements that are forthright and factual.
• Members will not engage in false and deceptive representation of their services or the services of other providers.
• In the marketing of services, members will not offer inducements to primary consumers or their legal representatives that are unrelated to services provided.

**PRINCIPLE OF ETHICS V: INDIVIDUAL VALUE AND DIGNITY** – Provide supports and services which promote respect and dignity of each individual served.

• Members will advocate and provide supports that are designed to meet the needs of the individual with emphasis on promoting:
  ● Choice
  ● Growth and Development
  ● Health and Safety
  ● Quality of Life
• Members will support and encourage each individual participant to achieve his/her full potential, recognizing the individual serves as the primary participant.
• Members will foster a broad range of options, empowering individual choice and self-determination, affording the individual the dignity of risk.
• Members will ensure their services are directed by and toward the enhancement or quality of life and the achievement of independence, contribution to society, and community inclusion.
• Members will promote services which are always dignified, age relevant and empowering.
• Members will support persons in natural settings in ways which minimize artificial and restrictive interactions and settings.
• Members will protect the confidentiality and privacy of individuals served.
• Members will advocate for standards that promote outcomes of excellence for people receiving supports.

**PRINCIPLE OF ETHICS VI: SOCIAL RESPONSIBILITY** – Take responsibility for supporting the emergence and growth of inclusive communities.

• Members will cooperate with the local community within which they provide their services.
• Members have the responsibility to join with their community to improve the perceptions and acceptance of persons who receive support services.

**ETHICS COMMITTEE**

The Ethics Committee will consist of eight members. Nomination for the committee members will come from the Board of Directors. A qualified nomination is any employee of a member agency/organization. Each Director of the Board may nominate one individual and the eighth committee member will be nominated by the Board President. A majority vote by the Board of Directors is required for approval of each member nominated to serve on the Ethics Committee.
The term of each elected Ethics Committee member will correspond to the term of the Board member who nominated the member. The Board President will select the committee Chairperson.

Ethics Committee meetings will occur at the request of the Board of Directors for the purpose of mediating or negotiating a settlement against a member who has violated applicable laws and regulations and/or the Code of Ethics.

MENTORING PANEL

The Board of Directors is authorized to maintain a list of members who volunteer to serve as Mentors for other members who have questions or concerns about compliance with the Code of Ethics or applicable law and regulation.

Members who serve as Mentors are not agents of the Board of Directors and do not have the authority to bind the Board in any way. Members serving as Mentors should observe all confidentiality principles and rules. The interpretation or advice of a Mentor is not, per se, the interpretation or advice of the Board of Directors.

The Board of Directors may request that a member accept mentor services based on concerns the Board has identified. Such request shall come as a decision of the Board of Directors in closed session. In such a case, mentor responsibilities, including reports, shall be defined by the Board of Directors and the Ethics Committee.

EXPULSION OR SANCTION

The Board of Directors, in its sole discretion, may expel or sanction any member found to have violated applicable laws and regulations governing member business practices by competent authority, if such are also violations of the Code of Ethics. The Board of Directors may request the Ethics Committee to negotiate or mediate a settlement of the issues or to recommend the degree of the Board sanction.
PORTFOLIOS

BUILDING A HSE/DDT STUDENT PORTFOLIO

INTRODUCTION
The use of a portfolio format to measure student accomplishments is a unique feature of the Human Service Technology. Each HSE student must compile a portfolio illustrating the quality of his/her applied work in designated classes. This portfolio will include a personal growth/professional statement about the student’s chosen field of work. In addition, instructors will target assignments from a variety of courses in the HSE concentration to be included in the portfolio. It is a mandatory requirement for all Human Services Generalist student to build a portfolio during the course of the two-year Human Services Technology Associate in Applied Science Degree.

WHY DO I NEED A PORTFOLIO
A portfolio provides the means to demonstrate what a student has accomplished in his/her academic career that will directly support employment in the specified field or continuing their education. The portfolio will be used to support the student in the employment interview process as well as assisting with information concerning courses taken at CPCC. Students are encouraged to retain a copy of their syllabi to be included in their academic portfolio.

Examples of applied assignments that might be included in a student’s portfolio are as follows:

- A student in the Generalist Human Services concentration develops and implements behavioral support plan for an individual with severe disabilities.
- A student in Human Services will also develop an educational module designed to provide treatment plan for a mock human service issue.

COMPLETING YOUR PORTFOLIO
The portfolio will be compiled and reviewed during the last semester of the student internship. Students are expected to revise the selected portfolio assignments based on instructor feedback and include a clean copy in the portfolio. Although students will be assisted by instructors to select portfolio assignments and develop their personal/professional growth statement, it is the responsibility of each student to compile and maintain his/her own portfolio in an organized format. It is recommended that the revised portfolio assignments be encased in plastic sheet protectors and placed in a three-ring binder. Typed dividers should also be used to delineate each content area thereby allowing employers to easily review the material.
ORGANIZATIONS

HUMAN SERVICES STUDENT CLUB

Purpose:

The purpose of this club is to educate and provide opportunities for the professional growth and development of the Human Services Student at CPCC. It is also to educate and provide opportunities for the professional growth and development of the Human Services Student at CPCC. CPCC is an equal opportunity/affirmative action institution.

Membership:

Membership is open to all currently enrolled students. Students can be enrolled at ANY CPCC Campus.

Examples of Human Services Club Activities Include:

- Participation in Fall Fest/Spring Fling, which are on campus student festivals
- Involvement in the HERO program (for children who have been victimized or witnessed domestic violence)
- Participation in college sponsored BLOOD DRIVES
- AIDS awareness projects
- Sponsoring needy families around holiday times
- Leadership training
- Collection of items and assistance with college sponsored Hurricane FLOYD relief efforts

For more information on the Human Service Club and the Human Service Honor Society please contact the Faculty Advisor Ms. Hontah Epps at Hontah.Epps@cpcc.edu
TAU UPSILON ALPHA

National Organization for Human Services Honor Society
Central Piedmont Community College
KAPPA Chapter

"Ταλαντούχο στην υπηρεσία στην ζωή του είδους"
Excellence in Service to Humanity

Background In November 2006, the Board of Directors for the National Organization for Human Services approved the establishment of a national honor society, Tau Upsilon Alpha.

Mission The purpose of the Tau Upsilon Alpha National Human Services Society is to honor academic excellence; to foster lifelong learning, leadership, and development; and to promote excellence in service to humanity.

Acceptance Criteria
1) A major in Human Services Technology, Developmental Disabilities or Substance Abuse
2) A minimum GPA of 3.25 in all coursework on a 4.0 scale
3) Class standing in the upper 35% of class (The Chapter Advisor will determine this.)
4) Completion of at least 12 hours in HSE/SAB/DDT courses leading to the Associate degree
5) Evidence of awareness of the value of leadership and service to a successful career in human services (See membership application form.)
6) Honor the NOHS Code of Ethics http://nationalhumanservices.org (See membership application form)

Application Process
1) Complete the membership application form, print and sign (available online at http://www1.cpcc.edu/nursing_human_services/human-services-technology).
2) Attach CPCC Academic Evaluation to the application.
3) Submit the completed membership application form, the CPCC Academic Evaluation and a payment of $60.00 in a money order (only acceptable payment) payable to Frankie Tack, Chapter Advisor, in LT 4112. (The $60.00 fee includes $40.00 to the national chapter for lifetime membership and $20.00 to the KAPPA chapter.)
Please note that TUA is not only to honor academic excellence, but also “service to humanity.” Therefore your membership also strongly encourages participation future service activities the Chapter initiates or participates in.

The annual deadline for application is March 1st.
Applications should be submitted to
Hontah Epps, LT 4112.
COLLEGIATE RECOVERY COMMUNITY

The CPCC Collegiate Recovery Community (CRC) exists to provide regular opportunities for students in recovery from addictions to engage in sober activities and support meetings and to provide opportunities for fellowship, encouragement and spiritual growth. We seek to help recovering students manage the stress of college, maintain their sobriety and be successful in their academic pursuits. We also seek to be a resource to the general student body by offering opportunities to discuss matters related to substance abuse and recovery from addictions and alcoholism and by providing resources in the form of outside speakers, videos, books and articles, all for their benefit and consideration.

The CRC club meets regularly to plan club activities. Club meetings will be held on Central Campus; click here for dates and times.

In addition, the CRC hosts two 12-step support group meetings per week on the CPCC Central Campus. Support group meetings are held on Wednesdays at 6:00pm and Thursdays at 12:00pm in Belk 1100.

For more information on the CPCC CRC, contact Tony Beatty, CRC Faculty Advisor, at tony.beatty@cpcc.edu.

Click here for more information on the national collegiate recovery movement.
COLLEGE TRANSFER

General Information:

CPCC has articulation agreements with Pfeiffer University and Queens University at Charlotte for students graduating from any of the three programs in Human Services at CPCC. Gardner-Webb University also accept graduates of any of the three Human Service programs. Students will be eligible to enter as a junior in any of the three institutions listed above to complete a bachelor’s degree program in Human Services. For more information on transferring, please speak with your academic advisor during registration for classes.

Helpful Links:

Pfeiffer University: http://charlotte.pfeiffer.edu/charlotte
Gardner-Webb University: http://www.gardner-webb.edu/
Queens University: http://www.queens.edu/Academics-and-Schools/Schools-and-Colleges/Hayworth-School-of-Graduate-and-Continuing-Studies.html

CPCC Transfer Resource Center: http://www.cpcc.edu/ican/trc
COMMUNICATION WITH FACULTY

Faculty Office Hours

Faculty office hours for all full time faculty are posted on the door of each faculty office. Students are encouraged to contact faculty when the need arises. Each full time and part time faculty member has a mail box in the Levine Technology Building, room 4100. It is suggested that the student request by phone, e-mail, or memo, an appointment with the faculty member at a mutually satisfactory time. This will assure that appropriate time is made available for the requested conference.

Student/Faculty Communication (Fall & Spring Semesters)

Faculty members in Human Services ascribe to an “open door” policy of communication whenever possible. At times, the Division Director, Program Chair, Faculty, and Student, may need to meet together, to facilitate communication. Please refer to page 4 of this Handbook for information concerning faculty office location, phone number, and email.

The bulletin board for the Human Services Programs is located in the Levine Technology Building on CPCC’s Main Campus, outside Levine 4111. The bulletin board is considered the “official” bulletin board for notices concerning Human Services, Substance Abuse and Developmental Disabilities. Pertinent messages will be placed on this bulletin board for students’ information. Please read the bulletin board when on campus.

Summer Semester

Faculty members are generally off campus and not available during the months of June and July.

Communication with Part-Time Faculty

Each part-time faculty member has a mail box in LT-4100. Part-time faculty will furnish students with a phone number and email address as part of the course syllabus. Students may also contact the appropriate Program Chair. (See Page 4 of this Handbook.)
POLICIES

CPCCC POLICIES

Children on Campus Policy:
Unsupervised children are not allowed on CPCCC campuses. Campus refers to all land or buildings owned or being used by CPCCC. A child is defined as anyone younger than 18 and not officially registered in a class. Students may not bring children to class or other learning environments such as labs or field trips.

Services for Students with Disabilities

Accommodations: Students who have a documented disability or who may think that they have a learning problem may contact the Office of Services for Students with disabilities in Terrell 205 or may call (704) 330-6556. Instructors will provide reasonable accommodations upon the advice of the Office of Services for Students with disabilities.

Academic Integrity:

The purpose of the CPCCC Code of Student Academic Integrity (see CPCCC Student Handbook) is to support the continued growth and development of a strong academic community based on the principles of academic honesty and integrity.

Although the commitment to maintaining and enforcing high standards of academic honesty and integrity at CPCCC rests with all members of the College community, faculty members, in particular, are charged with taking measures to preserve, transmit, and model these standards through example in their own academic pursuits and in the learning environment which they create for their students. Students, likewise, as members of the College’s academic community, are obligated to take an active role in the preservation of the standards of academic honesty and integrity, encouraging others to respect those standards. It is the expectation of the College that students maintain absolute integrity and high standards of individual honor in their academic work.

Conduct that violates the standards of academic honesty and integrity and is subject to disciplinary action may include, but is not limited to, cheating, fabrication and falsification, plagiarism, abuse of academic materials, installation of a computer virus, and complicity in academic dishonesty. Any student who violates the CPCCC Code of Student Academic Integrity is subject to academic disciplinary action. Such action may include, but is not limited to, entry of the incident in the records of the Office of Student Development; reduced grades; and dismissal from College classes, programs, and activities.
 Withdrawal:

While withdrawing from a course is sometimes necessary, it is advisable to discuss this with the instructor and your faculty advisor before withdrawing. If experiencing academic difficulty, CPCC’s Academic Learning Center offers free individualized and small group tutoring, computer tutorials, and strategies for improving learning skills. Additionally before withdrawing, consider whether this course is a prerequisite for another course; whether the course will be offered again in the future; whether withdrawing will delay plans to transfer graduation; or whether withdrawing will affect eligibility for honors designation, health insurance benefits, or other financial arrangements.

Inclement Weather:

The College may be closed or classes canceled due to inclement weather or other emergencies. The decision to close the College or cancel classes will be made by the president or another administrator designated by the President. Such actions will not always coincide with announced closings of local public schools, other local colleges, or local business entities.

When the college is to close or classes are to be canceled, prompt notice will be given to local radio and television stations so that announcements can be made. When the college closes, all classes at all locations (including clinical) are canceled. When local schools close, all CPCC classes in those schools are canceled. Late openings will start with classes normally taught at that hour.

Student Conduct:

The College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when in the judgment of College officials, a student’s conduct disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken to restore and protect the wellbeing of the community.

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of the Student Code of Conduct (complete policy and procedures in the Student Handbook) is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

Students should note that the possession, consumption, or distribution of alcohol or illegal drugs, or possession of weapons on the Central Piedmont Campus or any other CPCC instructional site is specifically prohibited and regulated by state statute. Violators will be prosecuted by authorities.
Human Services Technology Policies

Course Attendance Requirements:
Per CPCC Policy 5.11 Attendance Regulation, “Absences seriously disrupt a student's orderly progress in a course, and often a close correlation exists between the number of absences and the final grade. Although an occasional absence might be unavoidable, the absence does not excuse a student from meeting the requirements of the missed class. The student is responsible for preparing all assignments for the next class and for completing work missed. Instructors are responsible for establishing course attendance requirements and for informing students of those requirements on course syllabi distributed at the beginning of the academic term.”

In the Human Services Programs, all courses are experiential; therefore attendance is a top priority. It will not be possible to reconstruct the experiential aspect of the course. It will be important to work closely with your instructor and/or Program Chair to address problems in this area.

Instructors will outline grade reduction penalties in their syllabi for students who have excessive absences.

If the student is late, he/she is responsible for informing the instructor at the end of class in order that his/her attendance can be recorded. Students are responsible for all material and/or information covered or assigned in class during any absence or lateness. Lateness is defined as 10 minutes after the class time or an unscheduled early dismissal (unless it is called upon by the instructor).

Grades:
The following grade scale is used in all Human Services Technology programs:

Human Services students MUST have a “C” grade or better in order to pass the class.

Grading Scale:

A = ≥ 90% of total points
B = 80 - 89% of total points
C = 70 - 79% of total points
D = 60 - 69% of total points
F = < 60% of total points

Information on the overall CPCC Grading System can be found in the Grading System Policy.
Assignments:

* All assignments must be typed on standard 8 1/2 x 11 white papers unless otherwise indicated by the instructor and/or placed in Blackboard.
* Assignments must be in APA 6th edition style unless otherwise indicated by the instructor.
* No re-writes of assignments are accepted, unless authorized by the instructor.
* No extra credit assignments will be given, unless authorized by the instructor.
* All assignments are due during class time on the scheduled due date and/or as indicated in Blackboard. No late assignments will be accepted unless prior approval has been obtained from the instructor.
* Students are encouraged to use the Academic Learning Center.

Make-up Policy:

All quizzes and tests must be taken in class or on blackboard at the scheduled time. Examples of non-legitimate reasons for missing quizzes are:

* Not coming to class in order to study for another course.
* Making a doctor’s appointment during the class period.
* Your car breaking down.
* Your friend not picking you up

It is up to the discretion of each instructor to determine if they will or will not provide make-up quizzes or exams. You will not be allowed a make-up quiz in these instances indicate above. You are responsible for arranging your personal schedule accordingly. In the case of legitimate documented absences (illness, death in the family), please see the instructor about scheduling a make-up quiz (again provided that the instructor has a make-up policy). During those very rare occasions when a makeup quiz might be issued, the make-up quiz must be completed at the time agreed upon by instructor and student.

Cell phones, laptops, tablet, cameras and audio recording devices:

These are strictly controlled in the class room. It will be up to each instructor to create and enforce a policy regarding these devices. Students agree to declare to the instructor when he/she is going to record a session. Confidentiality is paramount in our class discussions and it would not be appropriate to record a class session without the agreement of the instructor.
Human Services Technology Dismissal Policy

Admission to the Human Services Technology Programs (A45380, A4538A and A4538E) does not guarantee continuance as a Human Services student. All students are expected to abide by the Central Piedmont Community College’s Code of Conduct (located in the Central Piedmont Community College’s Website) and the National Organization for Human Services Ethical Standards for Human Services Professionals (located on the NOHS website). A student's participation in the Human Services Technology Programs may be sanctioned or terminated when there is reason to believe the student's academic and/or professional performance represent non-compatibility with the Human Services profession. Failure to maintain a grade point average of 2.5 may be grounds for dismissal. Additional reasons for which termination from the Human Services Technology program may be considered include, but are not limited to, the following:

1. Inadequate communication skills suitable to the practice of Human Services.
2. Inadequate writing skills suitable to the practice of Human Services.
3. Lack of adherence to professional Human Services values and/or the NOHS Code of Ethics (as indicated above). Examples:
   a. Personal values consistently interfere with upholding the values of the Human Services profession.
   b. Disrespectful statements or actions directed toward faculty, classmates, field instructors, coop placement staff, clients, and/or professional staff and colleagues.
c. Lack of cultural competence and appreciation for social diversity with respect to race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.

d. Sexual/romantic involvement with persons served professionally (i.e., clients or customers).

e. Confidentiality violations.

4. Unresolved personal issues which impair performance or safety in the classroom or in the field.

5. Inappropriate use or abuse of substances.
   - All students are expected to attend classes, labs, and College activities unhindered by drugs or alcohol (see Policy 7.01 Drug-Free College). Students found to be in violation of this policy will be subject to disciplinary procedures as outlined in Policy 7.00 Conduct of Students.

6. Criminal conviction (students are expected to inform the Program Chair of each their respective programs of any criminal convictions, including new violations while enrolled as a student.

7. Lying, cheating, or plagiarizing in course work or field work.

8. Persistent inadequate performance of assigned field activities.

9. Excessive tardiness or absenteeism.

10. Persistent inability to meet deadline dates on assignments, projects, and field reporting.
**Appeal and Grievance Procedures**

Initial concerns are addressed whenever appropriate at the student-instructor level. Continuing concerns are then addressed at the Program Chairs level. Conferences may be held with the student as needed to address and resolve academic and professional competence problems. If academic and professional competence problems remain unresolved, or are severe in nature, the student may, upon recommendation of the Program Chair and approval by the Division Director, be terminated from the program. Students may exercise their appeal rights through procedure outlined in the Central Piedmont Community College [Appeal and Grievance Procedures Policy](#) (located on the Central Piedmont Community College website). The process to appeal grades can also be found via the preceding web link.
EVALUATION

To insure quality programs, evaluation takes place during the instruction phase through the administration of the college wide Student Opinion Survey, Program Review and the departmental course evaluation. Students are encouraged to participate in the evaluation process. Review of the evaluations will not take place until the final grades have been completed. Post-graduate exit interviews and surveys may be conducted to assess graduate outcomes.

COURSE EVALUATION

COURSE NAME: ___________ SECTION______________ DATE: ____________
INSTRUCTOR: ______________________ LOCATION: ____________

Directions: Please indicate your agreement with the following statements; circle one response.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Objectives of the course were met.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Knowledge/skills learned were relevant to my career and/or academic goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Sufficient examples and opportunities to practice skills were provided</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTION/ DELIVERY</th>
</tr>
</thead>
</table>

| 4. Instructor was prepared for class | 1 | 2 | 3 | 4 | 5 |
| 5. Appropriate instructional tools were used | 1 | 2 | 3 | 4 | 5 |
| 6. The textbook used was compatible with course objectives | 1 | 2 | 3 | 4 | 5 |
| 7. Instructor’s communication skills (listening, answering questions, providing feedback) were adequate | 1 | 2 | 3 | 4 | 5 |
8. The course material was organized and logically sequenced.

9. Instructor is knowledgeable about course content

10. Please offer suggestions for improving the design or content of the course:

11. What did you like most about this course?

12. What did you like least about this course?

I would recommend this instructor to other students.______ Yes  ________ No

Comments
### Addendum 1—Human Service Essential Skills

**CENTRAL PIEDMONT COMMUNITY COLLEGE**  
**HEALTH AND HUMAN SERVICES DIVISION**  
**Core Performance Standards/Essential Functions**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Standard</th>
<th>Some Examples Of Necessary Activities (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for clinical judgment.</td>
<td>Able to utilize existing theoretical knowledge in human services situations.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities are sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with clients and other team members.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities are sufficient for interaction with others in verbal and written form. Commitment to public presentations and group activities.</td>
<td>Explain policies &amp; procedures, initiate conversations and communications, document and interpret information learned from clients, respond appropriately to clients and team members with or without reasonable accommodations. Example of public presentations would be class presentations and working with groups in class.</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Demonstrate respect, empathy and unconditional positive regard towards fellow professionals and clients.</td>
<td>Accepting differences, refraining from judgment and criticism of colleagues and clients.</td>
</tr>
<tr>
<td>Writing</td>
<td>Is able to write client notes, case management notes, papers and essays utilizing APA 6th edition.</td>
<td>Writes chapter summaries in appropriate essay style can write papers, case notes and other documents in a clear, coherent, legible, logical and professional manner using standard English.</td>
</tr>
<tr>
<td>Comportment</td>
<td>Ability to interact with clients and other professionals in an unbiased, dispassionate and professional manner.</td>
<td>Be able to speak with clients and other professionals in standard English without raising of voice or negative non-verbal expressions.</td>
</tr>
<tr>
<td>Attendance/Punctuality</td>
<td>Because of the experiential nature of the materials covered in human services it is crucial that you demonstrate the ability to meet the</td>
<td>Starting assignments, class, presentations on time and being present in class on time.</td>
</tr>
<tr>
<td>professional expectations of timeliness and presence for your clients and in class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>