This handbook is to prepare Human Services A.A.S. and Human Services Direct Services Professional Certificate program students taking HUS 230, Fieldwork II. The handbook has two components: one for student reference and the other for agency reference.

Developed by Winona Schappell, M.Ed., HS-BCP  
Professor of Social Sciences  
August 2014
To be placed in fieldwork course experiences, a student must meet the eligibility requirements according to the policies and procedures of the college and the Human Services program. Read this handbook material carefully, complete all required clearance and medical forms, and submit forms and requested documents to appropriate personnel in a timely manner.
Dear Fieldwork Student,

Congratulations on reaching the climax of your vocational training. I welcome you to an exciting new learning experience. Fieldwork is a time when the textbook material is applied in a practical situation. It is a time when you may also be experiencing a continuum of emotions from anticipation to apprehension, all being natural responses. It is my goal to ensure that you have a productive learning experience and that communication between you, the agency, and the college provides a positive learning environment. To reach this goal, this handbook outlines specific items that must be addressed before starting hours at the agency site.

Please read the entire handbook carefully. The handbook includes instructions and forms for HUS 230, Fieldwork II. The “Student Section” outlines the steps to prepare for the fieldwork experience. Your first responsibility is to begin the search for possible fieldwork sites (agencies) that meet your career and learning goals. The second responsibility is to obtain the required clearance checks, immunizations, health examination, and agency required certifications (e.g. CPR). Expect the preparation process to take at least 12 weeks to complete. If you intend to register for fieldwork courses for the Fall 2014 session, it is critical that you start this process no later than March 19, 2014. All paperwork for the fieldwork assignment must be submitted before May 30, 2014.

The “Agency Section” of the handbook has information that you share and discuss during the agency interview(s). Since you may be interviewing at more than one agency, give the “Agency Section” of the handbook to the agency that signs the training agreement because this section contains the evaluation forms for grading purposes. You may make additional copies of any pages in this section for interested agencies.

As part of the fieldwork requirements, you must attend a mandatory seminar session scheduled for Wednesday, August 20, 2014, at 9 a.m. in ARC 302 conference room. Students may not begin logging any fieldwork hours with the agency until after this seminar. There is no exception to this requirement. During the semester, there will be mandatory seminar sessions scheduled every other week on campus.

The remaining seminar sessions will be held from 3:30-5:30 p.m. on Monday, August 25, September 18 and 22, October 6 and 20, November 3 and 17, and December 1, 2014. Individual appointments will be scheduled during final exam week, December 15-19, 2014. Fieldwork students must complete 180 fieldwork hours by December 12, 2014. A minimum of 12 hours per week must be scheduled with the agency through the duration of the semester, which is 15 weeks long. There is no exception to these requirements.

This class will be using WebStudy, the college’s distance learning portal. At the orientation session, you will be instructed on how to log onto WebStudy. WebStudy will provide the class members a designated system to communicate with each other and instructor. You will have access to direct email between class members and instructor, ability to share concerns in a chat room, post ideas or questions on a discussion board, and upload your course assignments. All coursework will be submitted electronically through WebStudy.

I look forward to working with you this Fall semester. Please contact me if you have any questions.

Sincerely,

Winona Schappell
Winona Schappell, M.Ed., HS-BCP
LEHIGH CARBON COMMUNITY COLLEGE

HUMAN SERVICES

STAFF CONTACT INFORMATION

HUMAN SERVICES PROGRAM

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CAREER DEVELOPMENT CENTER

Phone: 610-799-1090
Fax: 610-799-1527
Careerservices@lccc.edu

Staff

Tina Moyer, Director of the Career Development Center - cmoyer@lccc.edu
Leslie Bartholomew, Internship and Job Developer, lbartholomew@lccc.edu
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Matthew Hetzel, Career Specialist for Career and Technical Education – LCCC
Allentown - mhetzel@lccc.edu
Melanie Vallone, Career Specialist for Career and Technical Education - mvallone@lccc.edu
Steps to Preparing for a Successful Fieldwork Experience

1. Ensure that all prerequisite courses are successfully completed with a minimum C grade: HUS 220, HUS 210, SOC 251

2. Decide what you want to learn in this experience. Set goals, research possible agencies. Read the “Community Skill Standards”, “Maximizing Human Services Internship” and Categorizing Interest Form” Use the following websites to identify agencies: www.volunteerlv.org or www.irissoft.com/vwhp. Consider using the telephone book as another resource. Lists of local agencies can also be found at the Rothrock Library circulation desk.

3. Prepare for interviews with agency staff. Contact LCCC Career Development Center to schedule an appointment with Leslie Bartholomew to develop appropriate resume and interview skills. Obtain a copy of the three ply NCR copy of the Internship Agreement Form from the Career Development Center. The sample in this handbook is for reference only.

4. Schedule interviews with potential agencies. Voice interest in arranging a fieldwork opportunity at the agency. Politely request an interview session with them. Realize that the agency may be busy and have limited time availability. Make the appointment around the agency’s available time, not your personal preference. Also note that this interview does not guarantee a placement at this time. The interview is to help the agency determine if you, the student, are the best suited for the particular experience that they can offer. Be clear with your expectations and expectations of the fieldwork course. Consider this process as a job search.

5. At the preliminary interview(s), establish your presence as a professional and share information about the Human Services program and expectations of the fieldwork experience. Arrive at the interview on time. Present yourself in business casual style dress. Introduce yourself and thank the agency representative for their time. The following questions will guide you, the student, in the interview process to determine if the agency placement will be a good match for you. Remember the agency will be asking you questions to also determine if you will be a good match for them.

Share what you have to offer:
- Share your learning goals and interest in the agency’s services.
- Share your unique strengths and skills
- Share your time availability
- Address your limitations positively

Find out what learning experiences the agency can offer:
- What are the services that the agency provides?
- What learning opportunities can the agency offer?
- What credentials (criminal and child abuse checks, first aid, CPR, drivers check) and agency training is required before a student can begin fieldwork experience?
- What agency time is available for the student?
- Who will be the supervisor to mentor and evaluate the student? (The supervisor must hold a minimum of a bachelor’s degree.)
If the agency is interested in more information, contact Leslie Bartholomew at the Career Development Center or Winona Schappell. Provide either of us with the name of person, name of agency, and mailing address and we will contact the agency.

After the preliminary interview, thank the agency for their consideration. If the agency is willing to consider a placement and you are interested in the opportunity, schedule another appointment to complete the required agency forms and college training agreement form, confirm report times, share coursework responsibilities, and give the agency section of the handbook to the supervisor. If you are not interested in the agency, write a note acknowledging appreciation of the time given to you and indicate that you have chosen another placement site.

If the agency is interested and has requested further information, allow at least three weeks for information sharing. Then follow up by contacting the agency to determine if contact was made from the college and if there are any further questions. Schedule another appointment with the agency to clarify any issues and determine if the agency will consider offering you a fieldwork placement.

6. Select an agency. Complete and submit the Internship Training Agreement form with the agency director or the person serving as the supervisor. Demonstrate respect to the agencies that you did not select by sending a note indicating your appreciation of the time spent at the interview and noting a choice of another fieldwork placement site.

7. Obtain and present original clearance forms: PA Criminal Record, PA Child Abuse, FBI transmittal, and LCCC physical health record. Copies of all documentation will be maintained by Winona Schappell. Copies will remain in files for one year after your graduation date and then will be expunged. You are responsible for maintaining the original copy of all documents.

8. Obtain other credentials or training required by the agency: PA Driver History, CPR/First Aid training, specific agency training, specific immunizations TB/Hepatitis B


10. Read and understand the HIPAA regulations and the National Organization of Human Services Code of Ethics. Sign and submit the form to acknowledge your commitment to follow these guidelines.

11. Upon submission of all documentation, you will then register for the course by obtaining a registration card signed by Winona Schappell. Plan carefully because it is critical that you meet deadlines for registration, financial aid, and tuition payment deadlines.
12. Fieldwork students are responsible for personal transportation to fieldwork site, arriving on time, and fulfilling the required 180 hours. Treat this experience as if it were a paid employment position. You are expected to report on the schedule days and times determined by you and your supervisor. Report absences and schedule make up time. Maintain communication with your supervisor.
Lehigh Carbon Community College  
Human Services Fieldwork Placement Search  
Categories of Interests Form

Not sure what you want? Start by eliminating what you don't want: 1. Cross out those areas you have no interest in. 2. Circle those that excite you! 3. Then list, in order of preference, the areas you have circled or not crossed off.

<table>
<thead>
<tr>
<th>WHOM do I want to help?</th>
<th>WHERE do I want to work?</th>
<th>WHAT interests me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>Administrative Office</td>
<td>Addictions</td>
</tr>
<tr>
<td>Children</td>
<td>Government Agency</td>
<td>Child life</td>
</tr>
<tr>
<td>Teens</td>
<td>Community based homes</td>
<td>Crisis work</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>Mental Health Facility</td>
<td>Legal Issues</td>
</tr>
<tr>
<td>Families</td>
<td>Non-Profit Agency</td>
<td>Direct Support services</td>
</tr>
<tr>
<td>Homeless</td>
<td>Faith based agency</td>
<td>Psychology/Mental Health</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>School (wrap around services)</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>Men</td>
<td>Shelter</td>
<td>Literacy</td>
</tr>
<tr>
<td>Individuals in poverty</td>
<td>Adult day centers</td>
<td>Leisure activities</td>
</tr>
<tr>
<td>Women</td>
<td>Soup kitchens</td>
<td>Women’s Issues</td>
</tr>
<tr>
<td></td>
<td>Rural, urban, suburban</td>
<td>Teenage life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parenting</td>
</tr>
</tbody>
</table>

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Maximizing Your Human Services Internship

By Kathleen Coggin
St. Edward's University Student

Earlier this year, NOHS student member Kathleen Coggin participated in a panel discussion for her fellow human services students at St. Edward's University in Austin, Texas. The panel discussed their internship experiences. She shared these tips with other students in hopes that they will be able to more fully utilize their internship experience.

1. Remember that your internship is not about what you can do for them—it's about what you want to learn.
2. Start by deciding what type of experiences you want. Is your goal to:
   - Try something new, either community/population served or function?
   - Advance in your current organization?
   - Find an internship that results in employment with the organization?
   - Just get the hours done?
   - If it's one of the first three, try to report to or interface with the highest level person you can.
3. Be confident. You will not have a problem securing an internship. Nonprofit organizations love "free help."
4. Start early. Don't wait until the last minute because students from other universities are also looking. It's not that you will have a problem getting an internship but you want to get your choice of the best projects. Update your resume, and prepare a cover letter tailored to the internship position.
5. Prepare objectives before you meet with your potential supervisor. This is critical; don't go to the interview until you know what you want to accomplish with your internship. Use that meeting to make your objectives more specific and incorporate what you learn from the supervisor.
6. Prepare questions to ask potential supervisor when interviewing for internship. Think of it as a two-way interview. You are interviewing them to see if it is what you want and they are interviewing you to see how you fit in the organization. Here are four important questions:
   - Have you ever had an intern report to you?
   - What jobs did they perform?
   - What are your expectations of me?
   - Ask what tools will be made available to me? Will I have a desk or work area, telephone, voice mail, computer, organization email, and anything else that will be relevant to my work?
   - Will my supervisor or manager be there my first working day?

Before the interview, determine what days and hours you want or can work and what your last day will be; make sure the supervisor concurs.

7. Before beginning your internship, be sure that you clearly understand specific tasks that you will be required to perform during your internship. In addition, identify and agree upon a specific project that will result in a deliverable product, something that you own.
8. At the beginning of the internship, or during your interview, find out if there will be any organizational meetings or events during your time there and ask to attend.
9. Request and obtain agreement to have meet with other individuals in the organization, preferably the directors or even the executive director. Use this as an opportunity to get a different perspective about the organization and to network. Have a few prepared questions to ask. I would suggest doing this after you have worked about 50-60 hours of your internship when you have more knowledge about the organization.
10. Maintain your confidence. The first few days—until you have completed about 20-25 hours—you will probably feel like a blithering idiot. If you have worked before, this can sometimes be hard to accept, but this is a new situation.
11. Keep your eyes on your goal and objectives, and you will enjoy a very valuable learning experience.
The Human Services curriculum incorporates the Community Support Skill Standards developed by the Council for Standards of Human Service Education. You have completed courses which addressed many of these areas. Use this list to help set your learning goals for the fieldwork experience.

Competency 1  Participant Empowerment

☐ Respects the participant’s human, civil, and legal rights
☐ Teaches the participant problem solving techniques
☐ Assists the participant to identify alternatives in decision making
☐ Assists the participant to understand the consequences of alternatives to decisions
☐ Assists the participant to identify personal responsibilities to be proactive
☐ Promotes partnership in the design of support services
☐ Supports the participation to participate in goal development that relate to the participant
☐ Assists the participant to make informed choices
☐ Teaches self-advocacy methods
☐ Makes referrals as appropriate

Competency 2  Communication

☐ Uses effective, sensitive communication styles adapting to the range of participant communication styles
☐ Uses basic counseling skills (listening, attending, responding, feedback)
☐ Uses non-verbal communications effectively (posture, eye contact, vocal style, etc.)
☐ Gives feedback to staff/supervisor about experiences with participants
☐ Assists participant to express ideas, concerns, goals, and visions
☐ Uses all forms of communication that are respectful and non-discriminatory
☐ Cooperates and communicates with staff to achieve participant goals
☐ Uses language and terms the participant can understand
☐ Uses appropriate terminology in reporting and presenting at staff meetings.
☐ Gives valid information to participants
Competency 3  Assessment
- Initiates or assists in an assessment process (participates in intakes/interviews)
- Assists the participant to lessen anxiety and feel comfortable in an assessment or when explaining the assessment
- Writes assessments that reflect strengths and needs of participants
- Writes assessments that are within the guidelines, policies, and procedures of the agency
- Maintains the confidentiality of all information in accordance with federal statutes, regulations, agency policy, and ethical practice
- Gathers assessment information in an accurate and objective manner
- Gives written and verbal assessments that are free from bias (cultural, gender, age, sexual orientation)
- Discusses findings and recommendations with participants as appropriate
- Assists participants to use findings of assessments to develop strategies to obtain needed resources and supports
- Assists the participant to advocate when they disagree with assessment and present their viewpoints on the assessment results

Competency 4  Community and Service Networking
- Identifies the needs of the participant for community supports (collaborates with the participant/information from family/significant other)
- Documents information relative to needed community supports in the record
- Learns about the needs for community supports from the participant
- Supports/refers the participant to link with the community networks/resources
- Researches, develops, and maintains information on community/networking resources
- Identifies factors that help or hinder utilization of community resources
- Uses problem solving techniques to identify ways to overcome obstacles
- Supports participants to make contact with community resources and supports
- Maintains a record of feedback from community resources and supports relative to participant use of services

Competency 5  Facilitation of Services
- Maintains collaborative professional relationships with the participant
- Maintains collaborative professional relationships with staff/supervisors
- Follows ethical standards of practice (confidentiality, informed consent, etc.)
- Attends and participates in staff and team meetings
- Respects appropriate boundaries in the helping relationship
- Uses appropriate self-disclosure to participants or staff
- Assists or facilitates the development of an individualized plan based on participant preferences, needs, and interests
- Maintains progress notes regarding achievement of service plans
- Obtains feedback regarding outcome attainment from participant
- Recommends changes in the service plan based on participant feedback
Competency 6  Community Living Skills and Support Standards
- Knows and is sensitive to the participant’s preferences and abilities regarding physical and personal management needs
- Respects privacy, autonomy, and dignity of participants as they cope with life issues
- Provides physical and personal support to participant’s concerns for safety (e.g. protective clothing, usage of safety rails, wheelchair brakes, etc.)
- Observes and records the participant’s ability to cope with daily life management physical needs
- Respects the cultural issues relating to coping strategies used by participants to manage daily life
- Identifies basic needs of participants (food, clothing, shelter, safety, love)
- Teaches the participant to recognize signs and symptoms of physical/emotional illness
- Supports the participant to take action toward signs and symptoms of physical or emotional illness
- Teaches health maintenance and prevention of illness.
- Supports the participant in the development of friendships and other relationships

Competency 7  Education, Training, and Self-Development
- Identifies area for self-improvement
- Completes required training mandated by state regulations, agency policy
- Develops goals for the learning experiences in the agency
- Educates participants, co-workers, and community members about issues relevant to the field
- Participates in the in-service training of the agency as appropriate

Competency 8  Advocacy
- Gathers information, reviews, and analyzes all aspects of the participant’s problem
- Summarizes participant’s advocacy problems in supervision sessions
- Makes contact with advocacy organizations to understand range of services
- Knows current laws, services, and community resources to assist and educate participants
- Educates the participant regarding rights and service options
- Assists, facilitates, and/or represents participants when there are barriers to service needs
- Initiates and maintains relationships with relevant community resources and civic organizations.
Competency 9  Vocational, Educational, and Career Support
- Assists the participant to identify/clarify career goals, interest, ambitions, and talents
- Contacts community resources to obtain materials of interest to the participant
- Refers a participant for educational/vocational assessments as appropriate with participant approval
- Reviews vocational assessment results with participants as appropriate
- Prepares participant for educational employment as appropriate
- Assists the participant to identify job training opportunities
- Collaborates with training personnel and employers to support the participant’s success
- Provides job retention supports
- Assess environmental access to training/employment for participants as appropriate
- Collaborates with the training/employer to identify resources that will enhance the participant’s job performance/retentions

Competency 10  Crisis intervention
- Evaluates crisis situations for intervention
- Uses crisis prevention concepts in practice
- Recognizes own limitations in crisis situations
- Seeks outside assistance in crisis as appropriate
- Manages a crisis situation
- Follows agency policies/procedures in crisis situations as appropriate
- Identifies emergency community resources for crisis situations as appropriate
- Examines incidents of crisis and explores causes of the crisis to develop possible preventive strategies
- Reviews crisis situations with authorized staff to determine need for ongoing support
- Reviews organizational policies or personnel changes to lower risk of crisis situations

Competency 11  Organizational Participation
- Knows the mission and practices of the organization
- Supports the organization to reach its mission
- Contributes to program evaluations
- Seeks feedback from participants on organization performance.
- Incorporates the results of personal performance evaluations and participant feedback into practice as appropriate
- Develops personal practices that are sensitive to cultural, religious, racial, disability, and gender issues
- Establishes and maintains effective relationships with all levels of personnel
- Understands the organization budget and support staff in the beneficial use of resources
- Explains the organization chart and its relationship to participant services.
Competency 12  Documentation

- Writes records accurately as assigned by the agency
- Writes effectively using proper terminology, grammar, correct spelling, and sentence structure
- Completes documentation reports as assigned
- Requests supervisor review of documentation to ensure requirements are met
- Maintains standards of confidentiality and ethical practice
- Ensures that participants are aware of their rights to give consent or refuse to release records
- Informs participants about situations that would involve disclosure
- Understands the legal requirements and personal liability of all written communication
- Manages time so that documentation requirements are met
- Balances the necessity of documentation with the importance of other activities, especially direct contact with participants
Required Forms and Fees

PA State Police: PATCH criminal and child abuse clearances
http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4451&pageID=458621&mode=2

- Criminal History Request $10
- Child Abuse $10

PA Department of Welfare https://www.pa.cogentid.com/index_dpw.htm

- FBI Background check and fingerprints
  - Cogent Systems $27.50 (electronic fingerprint)

PA Driver and Vehicle Services http://www.dmv.state.pa.us/faq/faq-dr_ind.shtml

- Request for Driver Information (History)
  - Basic Information $5.00
  - 3-Year Driver Record $5.00
  - 10-Year Driver Record $5.00
  - Full Driver History $5.00
  - Certified Driver Record $10.00
  - Copy of Document from file (Microfilm) $5.00
  - Certified Copy of Document from File $10.00

Health Exam and Immunizations
- Private fees assessed by medical facility
- Clinics and Board of Health departments may offer reduced fee for immunizations.

Liability Insurance
- Private insurance- fee assessed per organization

HealthCare Providers Service Organization http://www.hpso.com/
- Student, clinical social worker $37.00
HUS 230 Fieldwork II Course Forms

Complete and submit before registration

1. Fieldwork sign-off check list – Must be completed before registration. Do not resubmit any documentation that is still valid from Fieldwork I.

2. HIPAA and NOHS Code of Ethics Confidentiality – Must be submitted before registration.

3. Heath Record – Must be submitted before registration.

Complete and submit during first seminar session

4. Learning Contract – Will be completed during first seminar session
The Human Services program professor will maintain this form for each student registering for fieldwork experiences. Students may *NOT* begin fieldwork hours until all items are received by the college and the student attended the first seminar session. Submit this form with supporting documentation to Winona Schappell at time of course registration.

Student Name ____________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Date of Receipt</th>
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<tbody>
<tr>
<td>Criminal Clearance check</td>
<td>____________________</td>
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<tr>
<td>Child abuse clearance</td>
<td>____________________</td>
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<tr>
<td>FBI clearance (if needed)</td>
<td>____________________</td>
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<tr>
<td>Medical health report</td>
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<tr>
<td>TB immunization</td>
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<tr>
<td>Tetanus vaccine (if required)</td>
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<tr>
<td>Hepatitis immunization (if required)</td>
<td>____________________</td>
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<tr>
<td>CPR training (if required)</td>
<td>____________________</td>
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<tr>
<td>Training Agreement Form</td>
<td>____________________</td>
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<tr>
<td>Proof of Liability Insurance</td>
<td>____________________</td>
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<tr>
<td>Confidentiality Form</td>
<td>____________________</td>
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<tr>
<td>Learning Goal Form</td>
<td>____________________</td>
</tr>
<tr>
<td>Registration Card</td>
<td>____________________</td>
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</tbody>
</table>

__________________________________________  _______________________
Signature of Program Professor                  Date
CONFIDENTIALITY AGREEMENT
HUS 230 - Fieldwork II

Students must complete this form before starting fieldwork assignments. Submit the signed original to Human Services program professor Winona Schappell at the time of registration.

Directions:

• READ AND REVIEW THE ETHICAL STANDARDS OF HUMAN SERVICE PROFESSIONALS ADOPTED BY THE NATIONAL ORGANIZATION FOR HUMAN SERVICES AND THE COUNCIL FOR STANDARDS IN HUMAN SERVICE EDUCATION

• READ AND REVIEW HIPAA REGULATIONS.

I have read and understand the confidentiality standards for human service professionals. I agree to abide by these guidelines.

______________________________
Student Name (printed)

______________________________  __________________
Student Signature       Date
Please complete all blanks and return all copies to Career Development.
(Please press hard enough to ensure writing can be read on bottom form.)

Semester____________________  Form must be completed and submitted to Career Services by _________________
Major ________________________ Course # ______________
Student________________________________________ Faculty Advisor _________________________________________________
Supervisor_____________________________________ Career Development___________________________________________

The College will not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, disabilities, veteran status, or sexual orientation in its educational programs, activities, admissions, or employment practices as required by applicable laws and regulations. For information regarding civil rights or grievance procedures or for information regarding services, activities, and facilities that are accessible to and useable by persons with disabilities, contact the Office of Human Resources. Students may contact the Office of Disability Support Services, LCCC, 4025 Education Park Drive, Schnecksville, PA 18078-2598, 610-799-2121. PERM40-gg

STUDENT CONTACT INFORMATION

Student’s Name_________________________ L#______________________________
Address______________________________ City________________ State______ Zip_______
Phone Number-Home__________________ Phone Number-Mobile______________
Email______________________________ (Please list an email that you use most often)

SITE CONTACT INFORMATION

Placement Site_____________________________________________________________________________________
Address______________________________ City________________ State______ Zip_______
Contact Name________________________ Phone Number______________ Ext__________
Contact Email_____________________________________________________________________________________
Supervisor Name______________________ Phone Number______________ Ext__________
Supervisor Email__________________________________________________________________________________
Educational Degree of Supervisor___________________________________________________

POSITION INFORMATION

Title of Work Position_________________________________________________________  Is this a paid position? Y N
Location of Work Position (if different from Site address)________________________________________________________
Brief Description of Duties____________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
Proposed Work Schedule Su________ M________ Tu________ W________ Th________ F________ Sa________
(If hours vary, the student must submit a weekly time sheet to Faculty Advisor)

Student________________________________________ Faculty Advisor __________________
Supervisor_____________________________________ Career Development________________

The College will not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, disabilities, veteran status, or sexual orientation in its educational programs, activities, admissions, or employment practices as required by applicable laws and regulations. For information regarding civil rights or grievance procedures or for information regarding services, activities, and facilities that are accessible to and useable by persons with disabilities, contact the Office of Human Resources. Students may contact the Office of Disability Support Services, LCCC, 4025 Education Park Drive, Schnecksville, PA 18078-2598, 610-799-2121. PERM40-gg
W - Faculty Y – Office P – Employer G - Student 21
ETHICAL STANDARDS OF HUMAN SERVICE PROFESSIONALS

Adopted from: National Organization for Human Service Education
Council for Standards in Human Service Education

PREAMBLE

Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals, 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 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 professional considers in ethical and professional decision making. It is hoped that these guidelines will be of assistance when the human service professional is 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.

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 populations.

THE HUMAN SERVICE PROFESSIONAL’S RESPONSIBILITY TO COLLEAGUES

STATEMENT 22

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

STATEMENT 23

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

STATEMENT 24

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

STATEMENT 25

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

THE HUMAN SERVICE PROFESSIONAL’S RESPONSIBILITY TO THE PROFESSION

STATEMENT 26

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

STATEMENT 27

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

STATEMENT 28

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

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

**STATEMENT 30**

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

**STATEMENT 31**

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

**THE HUMAN SERVICE PROFESSIONAL’S RESPONSIBILITY TO EMPLOYERS**

**STATEMENT 32**

Human service professionals adhere to commitments made to their employers.

**STATEMENT 33**

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

**STATEMENT 34**

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

**THE HUMAN SERVICE PROFESSIONAL’S RESPONSIBILITY TO SELF**

**STATEMENT 35**

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

**STATEMENT 36**

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

**STATEMENT 36**

Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.
October 1994


Return to Main Page.

Updated: 5/21/97
U.S. Department of Health & Human Services

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Health Information Privacy

Summary of the HIPAA Privacy Rule

This is a summary of key elements of the Privacy Rule including who is covered, what information is protected, and how protected health information can be used and disclosed. Because it is an overview of the Privacy Rule, it does not address every detail of each provision.

Summary of the Privacy Rule - (PDF)

Introduction

- The Standards for Privacy of Individually Identifiable Health Information ("Privacy Rule") establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services ("HHS") issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). The Privacy Rule standards address the use and disclosure of individuals' health information—called "protected health information" by organizations subject to the Privacy Rule—called "covered entities," as well as standards for individuals' privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights ("OCR") has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties.

A major goal of the Privacy Rule is to assure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well being. The Rule strikes a balance that permits important uses of information, while protecting the privacy of people who seek care and healing. Given that the health care marketplace is diverse, the Rule is designed to be flexible and comprehensive to cover the variety of uses and disclosures that need to be addressed.

This is a summary of key elements of the Privacy Rule and not a complete or comprehensive guide to compliance. Entities regulated by the Rule are obligated to comply with all of its applicable requirements and should not rely on this summary as a source of legal information or advice. To make it easier for entities to review the complete requirements of the Rule, provisions of the Rule referenced in this summary are cited in the end notes. Visit our Privacy Rule section to view the entire Rule, and for other additional helpful information about how the Rule applies. In the event of a conflict between this summary and the Rule, the Rule governs.

Statutory and Regulatory Background

Who is Covered by the Privacy Rule

The Privacy Rule, as well as all the Administrative Simplification rules, apply to health plans, health care clearinghouses, and to any health care provider who transmits health information in electronic form in connection with transactions for which the Secretary of HHS has adopted standards under HIPAA (the "covered entities"). For help in determining whether you are covered, use CMS's decision tool.

Health Plans. Individual and group plans that provide or pay the cost of medical care are covered entities. Health plans include health, dental, vision, and prescription drug insurers, health maintenance organizations ("HMOs"), Medicare, Medicaid, Medicare+Choice and Medicare supplement insurers, and long-term care insurers (excluding nursing home fixed-indemnity policies). Health plans also include employer-sponsored group health plans, government and church-sponsored health plans, and multi-employer health plans. There are exceptions—a group health plan with less than 50 participants that is administered solely by the employer that established and maintains the plan is not a covered entity. Two types of government-funded programs are not health plans: (1) those whose principal purpose is not providing or paying the cost of health care, such as the food stamps program, and (2) those programs whose principal activity is directly providing health care, such as a community health center, or the making of grants to fund the direct provision of health care. Certain types of insurance entities are also not health plans, including entities providing only workers' compensation, automobile insurance, and property and casualty insurance. If an insurance
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entity has separable lines of business, one of which is a health plan, the HIPAA regulations apply to the entity with respect to the health plan line of business.

Health Care Providers. Every health care provider, regardless of size, who electronically transmits health information in connection with certain transactions, is a covered entity. These transactions include claims, benefit eligibility inquiries, referral authorization requests, or other transactions for which HIPAA has established standards under the HIPAA Transactions Rule.6 Using electronic technology, such as email, does not mean a health care provider is a covered entity; the transmission must be in connection with a standard transaction. The Privacy Rule covers a health care provider whether it electronically transmits these transactions directly or uses a billing service or other third party to do so on its behalf. Health care providers include all "providers of services" (e.g., institutional providers such as hospitals) and "providers of medical or health services" (e.g., non-institutional providers such as physicians, dentists and other practitioners) as defined by Medicare, and any other person or organization that furnishes, bills, or is paid for health care.

Health Care Clearinghouses. Health care clearinghouses are entities that process nonstandard information they receive from another entity into a standard (i.e., standard format or data content), or vice versa.7 In most instances, health care clearinghouses will receive individually identifiable health information only when they are providing these processing services to a health plan or health care provider as a business associate. In such instances, only certain provisions of the Privacy Rule are applicable to the health care clearinghouse's uses and disclosures of protected health information.8 Health care clearinghouses include billing services, repricing companies, community health management information systems, and value-added networks and switches if these entities perform clearinghouse functions.

Business Associates

What Information is Protected

Protected Health Information. The Privacy Rule protects all "individually identifiable health information" held or transmitted by a covered entity or its business associates, in any form or media, whether electronic, paper, or oral. The Privacy Rule calls this information "protected health information (PHI)."

"Individually identifiable health information" is information, including demographic data, that relates to:

- the individual's past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual,

and that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual.13 Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

The Privacy Rule excludes from protected health information employment records that a covered entity maintains in its capacity as an employer and education and certain other records subject to, or defined in, the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.

De-Identified Health Information. There are no restrictions on the use or disclosure of de-identified health information.14 De-identified health information neither identifies nor provides a reasonable basis to identify an individual. There are two ways to de-identify information; either: (1) a formal determination by a qualified statistician; or (2) the removal of specified identifiers of the individual and of the individual's relatives, household members, and employers is required, and is adequate only if the covered entity has no actual knowledge that the remaining information could be used to identify the individual.15

General Principle for Uses and Disclosures

Basic Principle. A major purpose of the Privacy Rule is to define and limit the circumstances in which an individual's protected health information may be used or disclosed by covered entities. A covered entity may not use or disclose protected health information, except either: (1) as the Privacy Rule permits or requires; or (2) as the individual who is the subject of the information (or the individual's personal representative) authorizes in writing.16

Required Disclosures. A covered entity must disclose protected health information in only two situations: (a) to individuals (or their personal representatives) specifically when they request access to, or accounting of disclosures of, their protected health information; and (b) to HHS when it is undertaking a compliance investigation or review or enforcement action.17 See additional guidance on Government Access.
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Permitted Uses and Disclosures

Permitted Uses and Disclosures. A covered entity is permitted, but not required, to use and disclose protected health information, without an individual's authorization, for the following purposes or situations: (1) To the Individual (unless required for access or accounting of disclosures); (2) Treatment, Payment, and Health Care Operations; (3) Opportunity to Agree or Object; (4) Incident to an otherwise permitted use and disclosure; (5) Public Interest and Benefit Activities; and (6) Limited Data Set for the purposes of research, public health or health care operations. Covered entities may rely on professional ethics and best judgments in deciding which of these permissive uses and disclosures to make.

(1) To the Individual. A covered entity may disclose protected health information to the individual who is the subject of the information.

(2) Treatment, Payment, Health Care Operations. A covered entity may use and disclose protected health information for its own treatment, payment, and health care operations activities. A covered entity also may disclose protected health information for the treatment activities of any health care provider, the payment activities of another covered entity and of any health care provider, or the health care operations of another covered entity involving either quality or competency assurance activities or fraud and abuse detection and compliance activities, if both covered entities have or had a relationship with the individual and the protected health information pertains to the relationship. See additional guidance on Treatment, Payment, & Health Care Operations.

Treatment is the provision, coordination, or management of health care and related services for an individual by one or more health care providers, including consultation between providers regarding a patient and referral of a patient by one provider to another.

Payment encompasses activities of a health plan to obtain premiums, determine or fulfill responsibilities for coverage and provision of benefits, and furnish or obtain reimbursement for health care delivered to an individual and activities of a health care provider to obtain payment or be reimbursed for the provision of health care to an individual.

Health care operations are any of the following activities: (a) quality assessment and improvement activities, including case management and care coordination; (b) competency assurance activities, including provider or health plan performance evaluation, credentialing, and accreditation; (c) conducting or arranging for medical reviews, audits, or legal services, including fraud and abuse detection and compliance programs; (d) specified insurance functions, such as underwriting, risk rating, and reinsuring risk; (e) business planning, development, management, and administration; and (f) business management and general administrative activities of the entity, including but not limited to: de-identifying protected health information, creating a limited data set, and certain fundraising for the benefit of the covered entity.

Most uses and disclosures of psychotherapy notes for treatment, payment, and health care operations purposes require an authorization as described below. Obtaining "consent" (written permission from individuals to use and disclose their protected health information for treatment, payment, and health care operations) is optional under the Privacy Rule for all covered entities. The content of a consent form, and the process for obtaining consent, are at the discretion of the covered entity electing to seek consent.

(3) Uses and Disclosures with Opportunity to Agree or Object. Informal permission may be obtained by asking the individual outright, or by circumstances that clearly give the individual the opportunity to agree, acquiesce, or object. Where the individual is incapacitated, in an emergency situation, or not available, covered entities generally may make such uses and disclosures, if in the exercise of their professional judgment, the use or disclosure is determined to be in the best interests of the individual.

Facility Directories. It is a common practice in many health care facilities, such as hospitals, to maintain a directory of patient contact information. A covered health care provider may rely on an individual's informal permission to list in its facility directory the individual's name, general condition, religious affiliation, and location in the provider's facility. The provider may then disclose the individual's condition and location in the facility to anyone asking for the individual by name, and also may disclose religious affiliation to clergy. Members of the clergy are not required to ask for the individual by name when inquiring about patient religious affiliation.

For Notification and Other Purposes. A covered entity also may rely on an individual's informal permission to disclose to the individual's family, relatives, or friends, or to other persons whom the individual identifies, protected health information directly relevant to that person's involvement in...
Health Information Privacy

the individual's care or payment for care. 26 This provision, for example, allows a pharmacist to dispense filled prescriptions to a person acting on behalf of the patient. Similarly, a covered entity may rely on an individual's informal permission to use or disclose protected health information for the purpose of notifying (including identifying or locating) family members, personal representatives, or others responsible for the individual's care of the individual's location, general condition, or death. In addition, protected health information may be disclosed for notification purposes to public or private entities authorized by law or charter to assist in disaster relief efforts. 

(4) Incidental Use and Disclosure. The Privacy Rule does not require that every risk of an incidental use or disclosure of protected health information be eliminated. A use or disclosure of this information that occurs as a result of, or as "Incident to," an otherwise permitted use or disclosure is permitted as long as the covered entity has adopted reasonable safeguards as required by the Privacy Rule, and the information being shared was limited to the "minimum necessary," as required by the Privacy Rule. 27 See additional guidance on Incidental Uses and Disclosures.

(5) Public Interest and Benefit Activities. The Privacy Rule permits use and disclosure of protected health information, without an individual's authorization or permission, for 12 national priority purposes. 28 These disclosures are permitted, although not required, by the Rule in recognition of the important uses made of health information outside of the health care context. Specific conditions or limitations apply to each public interest purpose, striking the balance between the individual privacy interest and the public interest need for this information.

Required by Law. Covered entities may use and disclose protected health information without individual authorization as required by law (including by statute, regulation, or court orders). 29

Public Health Activities. Covered entities may disclose protected health information to: (1) public health authorities authorized by law to collect or receive such information for preventing or controlling disease, injury, or disability and to public health or other government authorities authorized to receive reports of child abuse and neglect; (2) entities subject to FDA regulation regarding FDA regulated products or activities for purposes such as adverse event reporting, tracking of products, product recalls, and post-marketing surveillance; (3) individuals who may have contracted or been exposed to a communicable disease when notification is authorized by law; and (4) employers, when requested by employers, for information concerning a work-related illness or injury or workplace-related medical surveillance, because such information is needed by the employer to comply with the Occupational Safety and Health Administration (OSHA), the Mine Safety and Health Administration (MSHA), or similar state law. 30 See additional guidance on Public Health Activities and CDC's web pages on Public Health and HIPAA Guidance.

Victims of Abuse, Neglect or Domestic Violence. In certain circumstances, covered entities may disclose protected health information to appropriate government authorities regarding victims of abuse, neglect, or domestic violence. 31

Health Oversight Activities. Covered entities may disclose protected health information to health oversight agencies (as defined in the Rule) for purposes of legally authorized health oversight activities, such as audits and investigations necessary for oversight of the health care system and government benefit programs. 32

Judicial and Administrative Proceedings. Covered entities may disclose protected health information in a judicial or administrative proceeding if the request for the information is through an order from a court or administrative tribunal. Such information may also be disclosed in response to a subpoena or other lawful process if certain assurances regarding notice to the individual or a protective order are provided. 33

Law Enforcement Purposes. Covered entities may disclose protected health information to law enforcement officials for law enforcement purposes under the following six circumstances, and subject to specified conditions: (1) as required by law (including court orders, court-ordered warrants, subpoenas) and administrative requests; (2) to identify or locate a suspect, fugitive, material witness, or missing person; (3) in response to a law enforcement official's request for information about a victim or suspected victim of a crime; (4) to alert law enforcement of a person's death, if the covered entity suspects that criminal activity caused the death; (5) when a covered entity believes that protected health information is evidence of a crime that occurred on its premises; and (6) by a covered health care provider in a medical emergency not occurring on its premises, when necessary to inform law enforcement about the commission and nature of a crime, the location of the crime or crime victims, and the perpetrator of the crime. 34

Decedents. Covered entities may disclose protected health information to funeral directors as needed, and to coroners or medical examiners to identify a deceased person, determine the cause of death, and perform other functions authorized by law. 35
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Cadaveric Organ, Eye, or Tissue Donation. Covered entities may use or disclose protected health information to facilitate the donation and transplantation of cadaveric organs, eyes, and tissue.

Research. "Research" is any systematic investigation designed to develop or contribute to generalizable knowledge. The Privacy Rule permits a covered entity to use and disclose protected health information for research purposes, without an individual's authorization, provided the covered entity obtains either: (1) documentation that an alteration or waiver of an individual's authorization for the use or disclosure of protected health information about them for research purposes has been approved by an Institutional Review Board or Privacy Board; (2) representations from the researcher that the use or disclosure of the protected health information is solely to prepare a research protocol or for similar purposes preparatory to research, that the researcher will not remove any protected health information from the covered entity, and that protected health information for which access is sought is necessary for the research; or (3) representations from the researcher that the use or disclosure is solely for research on the protected health information of decedents, that the protected health information sought is necessary for the research, and, at the request of the covered entity, documentation of the death of the individuals about whom information is sought. A covered entity may use or disclose, without an individuals' authorization, a limited data set of protected health information for research purposes (see discussion below). See additional guidance on Research and NCI's publication of "Protecting Personal Health Information in Research: Understanding the HIPAA Privacy Rule.

Serious Threat to Health or Safety. Covered entities may disclose protected health information that they believe is necessary to prevent or lessen a serious and imminent threat to a persons or the public, when such disclosure is made to someone they believe can prevent or lessen the threat (including the target of the threat). Covered entities may also disclose to law enforcement if the information is needed to identify or apprehend an escapee or violent criminal.

Essential Government Functions. An authorization is not required to use or disclose protected health information for certain essential government functions. Such functions include: assuring proper execution of a military mission, conducting intelligence and national security activities that are authorized by law, providing protective services to the President, making medical suitability determinations for U.S. State Department employees, protecting the health and safety of inmates or employees in a correctional institution, and determining eligibility for or conducting enrollment in certain government benefit programs.

Workers' Compensation. Covered entities may disclose protected health information as authorized by, and to comply with, workers' compensation laws and other similar programs providing benefits for work-related injuries or illnesses. See additional guidance on Workers' Compensation.

(6) Limited Data Set. A limited data set is protected health information from which certain specified direct identifiers of individuals and their relatives, household members, and employers have been removed. A limited data set may be used and disclosed for research, health care operations, and public health purposes, provided the recipient enters into a data use agreement promissory specified safeguards for the protected health information within the limited data set.

Authorized Uses and Disclosures

Authorization. A covered entity must obtain the individual's written authorization for any use or disclosure of protected health information that is not for treatment, payment or health care operations or otherwise permitted or required by the Privacy Rule. A covered entity may not condition treatment, payment, enrollment, or benefits eligibility on an individual granting an authorization, except in limited circumstances.

An authorization must be written in specific terms. It may allow use and disclosure of protected health information by the covered entity seeking the authorization, or by a third party. Examples of disclosures that would require an individual's authorization include disclosures to a life insurer for coverage purposes, disclosures to an employer of the results of a pre-employment physical or lab test, or disclosures to a pharmaceutical firm for their own marketing purposes.

All authorizations must be in plain language, and contain specific information regarding the information to be disclosed or used, the person(s) disclosing and receiving the information, expiration, right to revoke in writing, and other data. The Privacy Rule contains transition provisions applicable to authorizations and other express legal permissions obtained prior to April 14, 2003.

Psychotherapy Notes. A covered entity must obtain an individual's authorization to use or disclose psychotherapy notes with the following exceptions:

- The covered entity who originated the notes may use them for treatment.
Health Information Privacy

- A covered entity may use or disclose, without an individual's authorization, the psychotherapy notes, for its own training, and to defend itself in legal proceedings brought by the individual, for HHS to investigate or determine the covered entity's compliance with the Privacy Rules, to avert a serious and imminent threat to public health or safety, to a health oversight agency for lawful oversight of the originator of the psychotherapy notes, for the lawful activities of a coroner or medical examiner or as required by law.

Marketing. Marketing is any communication about a product or service that encourages recipients to purchase or use the product or service. The Privacy Rule carves out the following health-related activities from this definition of marketing:

- Communications to describe health-related products or services, or payment for them, provided by or included in a benefit plan of the covered entity making the communication;
- Communications about participating providers in a provider or health plan network, replacement of or enhancements to a health plan, and health-related products or services available only to a health plan's enrollees that add value to, but are not part of, the benefits plan;
- Communications for treatment of the individual; and
- Communications for case management or care coordination for the individual, or to direct or recommend alternative treatments, therapies, health care providers, or care settings to the individual.

Marketing also is an arrangement between a covered entity and any other entity whereby the covered entity discloses protected health information, in exchange for direct or indirect remuneration, for the other entity to communicate about its own products or services encouraging the use or purchase of those products or services. A covered entity must obtain an authorization to use or disclose protected health information for marketing, except for face-to-face marketing communications between a covered entity and an individual, and for a covered entity's provision of promotional gifts of nominal value. No authorization is needed, however, to make a communication that falls within one of the exceptions to the marketing definition. An authorization for marketing that involves the covered entity's receipt of direct or indirect remuneration from a third party must reveal that fact. See additional guidance on Marketing.
**Information – for the Student**
The attached health record which includes a physical examination and illness and immunization record is required prior to entering any course with client/patient interaction. Additionally, an update of health record will be required annually. The initial examination must be completed **no sooner than three months before the start of the course**. The examination may be completed by a Certified Registered Nurse Practitioner (CRNP) or physician. Records which are incomplete when reviewed by the Program Faculty Coordinator will be returned to the student. **The student may not enter any health care or social agency until this record is complete.**

Health services are not available on campus. If a health emergency arises on campus, Lehigh County emergency services will be summoned. If a health emergency arises during a clinical/fieldwork experience, the student may be seen in the Emergency Department of the health care agency or follow the emergency procedure of the agency.

The student must meet the immunization requirements as established by the fieldwork agency.

The cost of health care is the responsibility of the student. It is important that each student have health care insurance coverage. A student health care insurance plan is available through the Student Services Office 610-799-1137.

The student must inform the Program Coordinator of any change in health status. Any student experiencing a change in health status must have written documentation by a CRNP or physician to continue in clinical/fieldwork courses.

**Information – for the Examiner**
All health information on the attached health record must be complete in order to comply with the requirements of accrediting/approval agencies and/or the health care or social agencies in which student experiences occur.

Please review the **List of Abilities for Students** to evaluate the status of this student.

**List of Abilities for Students**
Clinical/fieldwork courses require a student to possess the following abilities. The activities suggested are some examples of the application of these abilities. A student requesting adaptations or accommodations due to a disability should contact the Office of Disability Support Services at 610-799-1190.

The student should possess the ability to:
1. perform gross/fine motor tasks, such as: lift up to 10 pounds, performing activities of daily living for clients unable to provide self-care, completing treatments, documenting care provided.
2. read and comprehend written records and documentation.
3. hear and actively listen to interpret verbal and nonverbal messages.
4. orally communicate messages to clients and other health care providers.
5. accurately perceive situations influencing the care of clients and to make unimpaired observations and judgments regarding care of clients.
LEHIGH CARBON COMMUNITY COLLEGE
HEALTH RECORD

Program of Study: ________________________________ Date: ______________

Student’s Name: ____________________________________________

                            Last        First        Middle        Maiden Name

Address: _______________________________________________________
          Street        City        State        Zip Code

Telephone Number: ________________ Date of Birth: ________________

                  Area Code        Number        Month        Day        Year

ALL INFORMATION REQUESTED MUST BE COMPLETE. INCOMPLETE FORMS WILL BE
RETURNED TO THE STUDENT. NO STUDENT WILL BE PERMITTED IN THE CLINICAL/
FIELDWORK AGENCY WITH AN INCOMPLETE HEALTH RECORD.

PHYSICAL EXAMINATION

Height: ______________________________ Weight: ______________________________

Blood Pressure: ______________________________ Pulse: ______________________________

General:

Skin:

Head:

Eyes: Corrective Lenses? Yes ___ No ___

Ears: Corrective Hearing Aid? Yes ___ No ___

Nose and Sinuses:
Mouth and Throat:

Neck:

Chest and Lungs:

Breasts:

Heart:

Blood Vessels:

Abdomen:

Genitalia and Rectal:

Lymphatic:

Musculoskeletal:

Neurologic:

Comments:

Other: History of Hepatitis A, B, C or existence of a carrier state? Yes____ No____

Does this student have any activity limitation? Yes____ No____

(If yes, please refer to the List of Abilities for Students and so specify).
ILLNESS AND IMMUNIZATION RECORD

Provide a date for each of the following. Current immunity is required for each of the listed illnesses.

MMR (Measles, Mumps, Rubella)  Adult Booster Immunization

Varicella (Chickenpox)  History of Illness  Yes___  No___
If No, Immunization #1
Immunization #2

Polio  Immunization

Tetanus/Diphtheria  Booster Immunization (within 10 years)

Hepatitis B  Series:
Immunization #1
Immunization #2
Immunization #3

(If Hepatitis B immunizations series is incomplete at time of examination, please indicate date series is initiated. Documentation of the subsequent Hepatitis B immunizations must be provided by student after received.)

HEALTH SCREENING

Hepatitis B SURFACE ANTIGEN within three months of the start of the course (on or after June 1 and before start of course).

Date  Results:  Positive*_____  Negative____

Two Step Tuberculosis Testing – to be completed within three months of the start of the course (on or after June 1 and before start of course).

• FIRST STEP — Mantoux (PPD) #1
Date  Results:  Positive*_____  Negative____

• SECOND STEP — Mantoux (PPD) #2 (1-3 weeks after #1)
Date  Results:  Positive*_____  Negative____

*(If skin test results positive, a chest x-ray is required.)

Chest X-ray
Date  Results:  Positive**_____  Negative____

**(If chest x-ray results positive, treatment, and documentation thereof, is required before starting the course.)
SUMMARY STATEMENT

I have performed a physical examination and reviewed the immunization status. In my estimation, this student is able to participate fully in the experiences in the health care agencies.

Yes_________  No_________

Examiner’s Name:__________________________________________________________

Please Print

Address:______________________________________________________________

Street    City    State    Zip Code

Telephone Number:_______________________________________________________

Area Code    Number

Date:______________________________________________________________

Examiner’s Signature:____________________________________________________

Return to:
Lehigh Carbon Community College
Academic Services Office
4525 Education Park Drive
Schnecksville, PA 18078
Attn: Winona Schappell
610-799-1587
The learning contract will assist you and the supervisor to focus the learning experiences at the fieldwork placement. There are three components of a learning contract: the learning goals, the activities to reach the goals, and the assessment measures.

Use your fieldwork evaluation competencies, activities offered by the agency, and personal expectations to develop the learning contract. Develop your learning contract with the agency supervisor. Revise the contract as needed throughout the semester. Be flexible and open minded. Goals change as previous goals are achieved or as previous goals need to be reevaluated.

This activity will be completed at the first seminar session with the college instructor, and once in the beginning of the fieldwork experience with the fieldwork supervisor, and the final time at the midterm evaluation with the fieldwork supervisor.

<table>
<thead>
<tr>
<th>Learning Categories</th>
<th>Learning Goal</th>
<th>Activities to reach the goal</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge goals</td>
<td></td>
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<td></td>
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<tr>
<td>Skill goals</td>
<td></td>
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<tr>
<td>Attitude and Value Goals</td>
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<tr>
<td>Personal Development Goals</td>
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<tr>
<td>Professional Development Goals</td>
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<tr>
<td>Civic Development Goals</td>
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</tr>
</tbody>
</table>
AGENCY
SECTION
Dear Agency Supervisor,

Thank you for considering and/or providing an onsite learning experience for a Lehigh Carbon Community College student. It is my goal to ensure that you have the college’s support to provide a productive learning environment and that the agency benefits from the student’s professional knowledge and skills.

The agency section of the Human Services Fieldwork Handbook will provide a guide to the Human Services A.A.S program and fieldwork course requirements. The student will discuss this information with you during a preliminary interview. Please review the information carefully. If you have further questions before committing to supervising a fieldwork student, please ask the student for more information from the college or contact me.

The fieldwork student is required to meet all credentialing and training requirements of the agency. The student is expected to perform 180 hours of human service work during the 15 week academic semester. Fieldwork hours may start on or after August 21, 2014, and must be completed before December 12, 2104, the final day of the Fall semester. The student is required to report to the agency at the assigned work times that are mutually agreed upon by you and the student and should schedule a minimum of 12 hours each week for 15 weeks.

The student will be expected to complete required coursework in addition to the learning experiences offered by the agency. Students are required to attend seminar sessions scheduled 3:30-5:30 p.m. on Monday, August 25, September 8 and 22, October 6 and 20, November 3 and 17, and December 1. Students will be required to submit reflection journals, a capstone project, and a professional portfolio. In addition, students will be using WebStudy, a distance-learning portal through which the student can email, use chat rooms and discussion boards, and uploads all course assignments.

If you have any concerns or questions, please contact me. I look forward to working with you and your agency this semester.

Sincerely,

Winona Schappell, M.Ed., HS-BCP
Professor, Social Sciences
LEHIGH CARBON COMMUNITY COLLEGE

HUMAN SERVICES

STAFF CONTACT INFORMATION

HUMAN SERVICES PROGRAM

Winona Schappell, M.Ed., HS-BCP
Professor of Social Sciences
4525 Education Park Drive
Schnecksville, PA 18078
610-799-1180
wschappell@lccc.edu

CAREER DEVELOPMENT CENTER

Phone: 610-799-1090
Fax: 610-799-1527
Careerservices@lccc.edu

Staff

Tina Moyer, Director of the Career Development Center - cmoyer@lccc.edu
Leslie Bartholomew, Internship and Job Developer, lbartholomew@lccc.edu
Kortney Clause, Career Development Center Secretary, kclause@lccc.edu
Matthew Hetzel, Career Specialist for Career and Technical Education - Donley Center - mhetzel@lccc.edu
Melanie Vallone, Career Specialist for Career and Technical Education - mvallone@lccc.edu
Human Services Certificate

The Human Services certificate curriculum focuses on the nature of the individual, the dynamic process of life, and the human ability to adapt to the environment. The curriculum will view the human being holistically and explore cause and effect relationships of human conditions.

This certificate program is designed to prepare graduates with the generalist values, skills, and knowledge domains for entry-level employment in three human service field areas: as a direct support professional providing direct client services, as an assistant activity professional providing therapeutic leisure activities, or as an associate addiction counselor providing direct services for individuals with substance addictions. The three options allow the student to select the knowledge domains as required in the certification fields of the National Alliance of Direct Support Professionals, the National Association of Activity Professionals, and the Pennsylvania Certification Board for associate addiction counselors.

Graduates are employed as providers of direct services to individuals and small groups, e.g. direct support professional, direct support staff, case aide, residential advisor, family advocate, home aide, residential aide, activity assistant, residential assistant, associate addiction counselor, clinical technician, or therapeutic support staff assistant. Graduates are employed in a variety of settings, including group homes, correctional centers, day treatment centers, sheltered workshops, extended care facilities; community-based living homes, and social service agencies throughout the community. Lehigh Carbon Community College is an institutional member of the National Organization of Human Services and the Council for Standards in Human Services Education.

Upon successful completion of this program, the graduate will be able to:

- Use critical thinking and problem solving skills to assess the needs of individuals, families, and groups within the community
- Assist in goal planning and making suggestions of appropriate strategies, services, or interventions.
- Use effective verbal and written communication skills to communicate with clients and document services.
- Assist in formulating a systematic method to evaluate the outcome of services and make referrals as appropriate.
- Describe the effect of one’s own values and beliefs in the role of the human service worker.

**Additional admission information and requirements for the Human Services program are as follows:**

a. Submission of high school transcript or GED and transcripts from all post-secondary institutions attended.

b. Acceptable scores on the LCCC skills assessment

c. To participate in fieldwork experiences, students must present the original copy of the Pennsylvania Child Abuse History clearance, the PA Criminal Record Check, and health examination and immunization records to the college. Depending upon the fieldwork site, the student may also be required to present a PA Driver History report, an FBI background check form, and records of tuberculosis and Hepatitis B immunization. Copies of the submitted records will remain on file at the college for one year after fieldwork coursework is completed.

d. The student is responsible for all special program costs: health examinations, immunizations, clearance record fees, books, supplies, and transportation to Human Service agencies.

e. Human Services students are responsible for locating and selecting fieldwork agency sites. Students are responsible for presenting credential levels required by the fieldwork agency. It is the sole discretion of the fieldwork agency and future employers as to what level of credentialing is required by the position roles and duties at the human service agency. Students who possess a “record” status may experience limitations in available fieldwork placements and future employment in the human services field.

**Program Graduation Requirement:** Obtain a 2.2 cumulative GPA for graduation in the Human Services program and earn a minimum "C" grade in all Human Services courses.

---

**OPTION I: DIRECT SUPPORT PROFESSIONAL**

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>College English I</td>
</tr>
<tr>
<td>HPE 106</td>
<td>CPR for Professional Rescuers and First Aid</td>
</tr>
<tr>
<td>HUS 110</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HUS 120</td>
<td>Communication and Interviewing</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

| ENG 107         | Technical Writing | 3 |
| HUS 150         | Community Integration of Adults with Developmental Disabilities | 3 |
| HUS 170         | Systems, Processes, and Case Management | 3 |
| HUS 220         | Fieldwork I | 4 |
| PSY 243         | Abnormal Psychology | 3 |

**Credit Total** 30

**OPTION II: ASSISTANT ACTIVITY PROFESSIONAL**

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ENG 105</td>
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</tr>
<tr>
<td>HUS 110</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HUS 120</td>
<td>Communication and Interviewing</td>
</tr>
<tr>
<td>HUS 125</td>
<td>Introduction to Therapeutic Recreation</td>
</tr>
<tr>
<td>SOC 150</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

| ENG 107         | Technical Writing | 3 |
| HUS 170         | Systems, Processes, and Case Management | 3 |
| HUS 210         | Group Processes | 3 |
| HUS 220         | Fieldwork I | 4 |
| SOC 254         | Sociology of Aging | 3 |

**Credit Total** 31

**OPTION III: ASSOCIATE ADDICTION COUNSELOR**

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>College English I</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Introduction to Computers and Applications</td>
</tr>
<tr>
<td>HUS 110</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HUS 120</td>
<td>Communication and Interviewing</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

| ENG 107         | Technical Writing | 3 |
| HUS 115         | Introduction to Substance Abuse and Addiction | 3 |
| HUS 160         | Introduction to Counseling Skills and Theories | 3 |
| HUS 170         | Systems, Processes, and Case Management | 3 |
| PSY 243         | Abnormal Psychology | 3 |

**Credit Total** 30.5

TO SCHEDULE YOUR PERSONAL ADMISSIONS INTERVIEW, CALL THE OFFICE MOST CONVENIENT FOR YOU:

LCCC Schnecksville (Main): 610-799-1575
LCCC Allentown: 610-799-1940
LCCC Jim Thorpe: 570-669-7010
LCCC Tamaqua: 570-668-6880

For more information about our certificate graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.lccc.edu/academics/all-programs

10/22/13
NEW STUDENTS

All newly admitted students are required to meet with an academic advisor or counselor prior to enrollment. The advisor will review transcripts of previous college work; skills assessment test results; and academic, career, and personal goals; as well as the requirements of the program of study. With this information, the advisor will help the student make the most appropriate course selections.

ACADEMIC ADVISING

Selecting a program of study and appropriate college courses may be one of the most important tasks in the college experience. The choices students make will greatly influence their satisfaction with the college, performance in classes, persistence in college, graduation, and entrance into careers and four-year colleges or universities. Advisors and counselors are available to assist students with these decisions and provide information regarding policies and procedures at LCCC. Students who are experiencing academic difficulty are strongly encouraged to meet with an advisor or counselor to discuss options and strategies to increase success.

STUDENT RESPONSIBILITY FOR ACADEMIC ADVISEMENT

While the college provides academic advisors as resource personnel for students, each individual student—not the academic advisor—is responsible for the schedule of courses and ultimately responsible for meeting the degree requirements of the selected program of study. Extensive information and resources are available for student use via both Advising and Counseling Services and faculty. It is essential, however, that the student fully understand that it is his or her responsibility to become knowledgeable about college policies and initiate the advisement process.

TRANSITIONAL COUNSELING

The transition from high school to college or returning to school after an absence can be challenging for some students. Determining the factors that impact academic performance can improve students’ chances for success. Counselors are available to assist students whose personal concerns are interfering with their academic goals. This may involve stress and time management, assertiveness training, crisis intervention, and short-term adjustment counseling. When appropriate, counselors will assist with referrals to community agencies and practitioners.

TRANSFER PLANNING

Many students at LCCC plan to transfer to a four-year college or university to continue their education. Finding the right program of study and transfer school early are important for smooth transfer. Advisors and counselors can assist students with transfer planning based on individual academic and career goals. A variety of transfer materials are available, including transfer course comparison guides for a number of colleges and universities. Additionally, LCCC hosts more than 70 colleges on campus on selected days during the school year. Admission representatives from these institutions meet individually with LCCC students to answer specific questions about their institutions.

CALL FOR AN APPOINTMENT

Advising and Counseling Services offers a wide variety of services and workshops to provide a campus-based support structure and to help students strengthen academic achievement. Advising and Counseling Services is in SSC Suite 4 on the Schnecksville (Main) Campus. Advisors and counselors are also available by appointment at LCCC’s other sites—the LCCC Jim Thorpe, LCCC Allentown, and LCCC Tamaqua centers. For a personal advisement session, call the location that is most convenient for you:

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCCC Schnecksville (Main)</td>
<td>610-799-1137</td>
</tr>
<tr>
<td>LCCC Jim Thorpe</td>
<td>570-669-7010</td>
</tr>
<tr>
<td>LCCC Allentown</td>
<td>610-799-1940</td>
</tr>
<tr>
<td>LCCC Tamaqua</td>
<td>570-668-6880</td>
</tr>
</tbody>
</table>

The college will not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, disabilities, veteran status, or sexual orientation in its educational programs, activities, admissions, or employment practices as required by applicable laws and regulations. For information regarding civil rights or grievance procedures or for information regarding services, activities, and facilities that are accessible to and usable by persons with disabilities, contact the Office of Human Resources. Students may contact the Office of Disability Support Services, LCCC, 4525 Education Park Drive, Schnecksville, PA 18078-2502, 610-799-2121. (12/11/13)

Visit our Web site at www.lccc.edu

START HERE | GO ANYWHERE
Human Services Associate in Applied Science (A.A.S.)

The Human Services A.A.S. program is an interdisciplinary program focusing on the diverse nature of the individual human being, the dynamic process of life, and the human ability to interact and adapt to the living environment. This program is designed to prepare graduates with the values, knowledge, and skills required for entry-level employment as a human services generalist in the human services field. Human services workers assist individuals, families, and groups to improve the overall quality of life in the community. Graduates may be employed as providers of both direct and indirect client services, e.g., therapeutic support services, caregiver, living assistant/coach, crisis intervenor, empowerer, administrative work, community outreach, and advocate. Graduates are employed as human services workers in a variety of settings, including, clinics, hospitals, group homes, correctional centers, government agencies, day treatment centers, sheltered workshops, extended care facilities, community-based living homes, and social service agencies throughout the community.

Lehigh Carbon Community College is an institutional member of the Council of Standards for Human Services Education (CSHSE) and the National Organization of Human Services (NOHS). The Human Services A.A.S. degree is nationally accredited by the CSHSE. Graduates are eligible to take the Human Services-Board Certified Practitioner (HS-BCP) professional credential exam.

Upon successful completion of this program, graduates will be able to:

- use critical-thinking and problem-solving skills to assess the needs of individuals, families, and groups within the community.
- demonstrate goal planning using the appropriate strategies, services, or interventions.
- develop and implement a treatment plan using appropriate resources, specialized assistance, and community supports to achieve the desired outcome.
- formulate a systematic method to evaluate the outcome of services and make referrals as appropriate.
- discuss the interaction of human systems including individuals, families, groups, and communities, within the society and environment.
- describe the effects of one’s own values and beliefs in the role of the human services worker.
- demonstrate professional and ethical interaction with a variety of human services providers and agencies.

Additional admission information and requirements for the Human Services program are as follows:

- Submission of high school transcript or GED and transcripts from all post-secondary institutions attended.
- Acceptable scores on LCCC skills assessment.
- Obtain a 2.2 cumulative GPA in the Human Services program and earn a minimum “C” grade in all Human Services courses.
- To participate in fieldwork experiences, students must present the original copy of the Pennsylvania Child Abuse History clearance, the PA Criminal Record Check, and health examination and immunization records to the college. Depending upon the fieldwork site, the student may also be required to present a PA Driver History report, an FBI Background Check Transmittal form, and records of tuberculosis and Hepatitis B immunization. Copies of the submitted records will remain on file at the college for one year after fieldwork coursework is completed.
- The student is responsible for all special program costs: health examinations, immunizations, clearance record fees, books, supplies, and transportation to Human Service agencies.
- Human Services students are responsible for locating and selecting fieldwork agency sites. Students are responsible for presenting credential levels required by the fieldwork agency. It is the sole discretion of the fieldwork agency and future employers as to what level of credentialing is required by the position roles and duties at the human service agency. Students who possess a “record” status may experience limitations in available fieldwork placements and future employment in the human services field.

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 120</td>
<td>Communications and Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 150</td>
<td>Introduction to Sociology</td>
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SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUS 160</td>
<td>Intro to Counseling Skills &amp; Theories</td>
<td>3</td>
</tr>
<tr>
<td>HUS 170</td>
<td>Systems, Processes, &amp; Case Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Intro to Computers and Applications</td>
<td>3.5</td>
</tr>
<tr>
<td>SOC 151</td>
<td>Modern Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>ENG 106</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 107</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 210</td>
<td>Group Processes</td>
<td>3</td>
</tr>
<tr>
<td>HUS 220</td>
<td>Fieldwork I</td>
<td>4</td>
</tr>
<tr>
<td>SOC 251</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>Science</td>
<td>3–5</td>
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FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 230</td>
<td>Fieldwork II</td>
<td>4</td>
</tr>
<tr>
<td>HUS 240</td>
<td>Mgmt of Human Services Agencies</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective***</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Elective****</td>
<td>General Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit Total: 62.5-64.5

*The student is recommended to select the electives from the following list:


Recommended for case management/social work interest: SOC 253, 254, 258, 268, 283, 287, PSC 231, PHI 201.

Recommended for special interest populations: ASL 101, 105, 106, HUS 115, 125, 150, SED 115, 205, CJA 118, 240, SPN 105, 106, 205, 206

**Recommended: BIO 101, 110, 120, 124, 163

***Recommended: MAT 118, 120, 150

****Recommended: Courses listed above or HPE 101, 106, ENG 111

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www.lccc.edu
NEW STUDENTS

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LCCC Schnecksville (Main): 610-799-1137
LCCC Jim Thorpe: 570-669-7010
LCCC Allentown: 610-799-1940
LCCC Tamaqua: 570-668-6880

GENERAL EDUCATION REQUIREMENTS (FOR ALL PROGRAMS) ARE AS FOLLOWS:

1. Students in the A.A., A.S., and A.A.S. degree programs must successfully complete at least 60 credits in an approved program of study, of which 15 credits must be taken at LCCC through course enrollment.
2. The student must attain at least a 2.0 cumulative GPA on all work applicable to graduation. Courses with “F” grades will not count toward degree requirements.
3. Courses numbered 099 do not count toward graduation requirements.
4. Courses numbered 100 do not count toward graduation requirements.
5. ENG 100 and MAT 100 do not satisfy required English and mathematics courses.
6. All general education courses must be courses numbered 101 or higher.
7. A course may not be taken to fulfill both a program requirement and an elective in any program of study.
8. Physical education courses may not be repeated for credit.
9. A student who has completed, with at least a “C,” MAT 098, 099, 100, 105, 130, 160, 170, or 190 will not receive credit toward graduation if subsequently enrolled in a lower numbered mathematics course. Exceptions to this policy can be made only by the Director of Professional Accreditation and Curriculum.
10. The student must fulfill all financial obligations to the college.
11. A student interested in completing a second associate degree program at LCCC must complete at least 15 additional credits at LCCC beyond those required for the first associate degree. In most degree, certificate, and diploma programs, the courses required for graduation are listed specifically by title and course number on this sheet. Other required courses, however, may not be specified by title and course number. These courses are called “electives” and may be unspecified (free electives), distributed among several areas of general education (social science/humanities electives), or limited to specific departments or disciplines (mathematics, science, business, electronics). Faculty may recommend specific courses to fulfill these elective courses. These recommendations may be listed on this sheet.
Interviewing a Potential Human Services Fieldwork Student

A Lehigh Carbon Community College Human Services student may ask your agency to support a fieldwork learning experience. If your agency has never supported a fieldwork student or if you want to improve upon the learning experiences your agency has previously offered, the following guidelines will assist you in determining a good match between your agency and the fieldwork student.

The first step is voice your possible interest in supporting a fieldwork student and request college information that explains the role of the agency supporting a fieldwork student. Review the community skill standards to identify areas of learning experiences that your agency could support. Contact Winona Schappell, Social Sciences professor, at 610-799-1180 or Leslie Bartholomew, Internship and Job Developer, at 610-799-1090 for additional information.

The next step is to prepare for the student interview. Clearly identify your agency’s services and learning goals that can be offered to the student. The following questions are guidelines:

Know what learning experiences your agency can offer and what will be expected:
- What are the services that the agency provides?
- What learning opportunities can your agency offer?
- What credentials (criminal and child abuse checks, first aid, CPR, drivers check) and agency training are required by the student before working at your agency?
- What agency time frame is available for the student?
- Who will be the supervisor to mentor and evaluate the student? (The supervisor must hold a minimum of a bachelor’s degree.)
- What information do you want from the student? (learning goals, strengths and weaknesses, skills, academic background, work or volunteer experience, etc.)

When the student contacts you again after the initial request, voice your decision of whether your agency will support a fieldwork student or not. If your agency decides to support a fieldwork student, make arrangements to meet with the student for another interview. Your agency has not committed to any fieldwork student until after a personal interview. This interview is your chance to determine if the student best matches the learning opportunities that your agency can offer.

As in any job interview, the decision to accept the student should not be made at the time of the interview. Give a time frame in which you will contact the student regarding your decision. Reflect upon the student’s responses and determine whether your agency wishes to support this student and then contact the student regarding your decision. If you will offer a placement, schedule an appointment for a second meeting to clarify your agency’s expectations and student responsibilities (report times, job assignments and responsibilities, signing of training agreement forms, and course requirements.)
Lehigh Carbon Community College
Human Services Fieldwork Curriculum

Human Services Students are expected to fulfill the curriculum of HUS 230 and have successfully completed the prerequisite coursework. The course descriptions are provided for your review.

HUS 230 - Fieldwork II

Students will be given experiences at a human service agency to apply the knowledge, values, concepts, and skills of the human service profession. The student will complete 180 hours with a minimum of 12 hours per week under the supervision of the agency’s personnel. With minimal supervision, students will observe and participate in the basic procedures and routines with the client and the agency system. Emphasis will focus on the student’s professional growth in self-awareness, interpersonal communication, interviewing skills, case management, advocacy, crisis management, and community outreach.

Fieldwork Activities

Fieldwork II placement must be in a different agency than Fieldwork I and with experiences in different roles than performed in Fieldwork I. With minimal supervision, the student should be able to independently perform the following human service activities:

- Providing Direct Service
  Behavior Changer (coaching, crisis intervention, counseling, casework)
  Caregiver (day care, social support, financial assistance)
  Communicator (establish relationships with individuals and groups)
  Crisis intervener (intake interviewer, counseling, education)
  Participant empowerer (coach, case manager, community-based living support)
  Teacher/Educator (coaching, public health education)

- Performing Administrative Work
  Broker (intake interviewer, referral services)
  Data manager (gather and tabulating data)
  Evaluator (community planning, assessment)
  Facilitator of services (case monitor, coordinator of services)
  Planner (advocate, case manager)
  Report writer (intake interview reports, social histories, request for resources and services.)
Working with the Community
- Advocate (client and case)
- Service Networker (communicator)
- Consultant (community outreach, educator of programs)
- Mobilizer (research for resources)
- Outreach worker (intake and referral, case manager)

Fieldwork Prerequisite Requirements

- Minimum 2.2 G.P.A. in HUS courses
- Minimum C grade in program coursework
- Completed the following Human Services courses:

HUS 210 - Group Processes
A practical skills course which focuses on the concepts of group process and the skills in designing and conducting therapeutic groups. An overview of group theory and the application of the theoretical framework in conducting groups will be presented. Students will develop, conduct, and evaluate outcomes of group sessions for a variety of group settings. Group leadership skills and diversity competencies will be developed. Leadership interventions and ethical issues in group settings will be explored.

HUS 220 - Fieldwork I
Students will be given experiences at a human service agency to apply the knowledge, values, concepts, and skills of the human service profession. The student will complete 180 hours with a minimum of 12 hours per week under the direct supervision of the agency’s personnel. Under direct supervision, students will observe and participate in the basic procedures and routines with the client and the agency system. Emphasis will focus on the student’s professional growth in self-awareness, direct service, interpersonal communication, interviewing skills, and the introduction to the human service delivery system.

Fieldwork I Activities
With assistance and direct supervision, students should be given an opportunity to:
- Provide direct service: simple coaching or teaching, day care, social support, assistance with case management
- Assist with administrative work: connecting individuals to existing services, gathering and recording data, maintaining and recording activities of the agency, intake interviews, social histories
- Perform community work: advocacy, connecting individuals with community services.
HUS 110 – Introduction to Human Services
This course provides an introductory knowledge of the human services profession. Students will be introduced to the concepts and frameworks that define the human service profession. The historical development and legislative influences of the profession will be explored. The nature of the helping process will be addressed. An overview of the human service delivery systems and organizations will be reviewed. Professional values, skills, and ethics will be presented. The range and types of populations served by human services will be discussed. Additionally, human service professional roles, ethics, and resources will be introduced.

HUS 120 – Communication and Interviewing
A practical course focusing on the knowledge and skills of the helping process. Students will develop the helping skills needed for entry level workers in human service settings. Emphasis will be on the practical application of interviewing, basic counseling communication, and case management skills. The components of interpersonal communications and interviewing techniques are studied with a particular focus on giving and receiving information in the interview setting. Helping skills for diverse populations will be presented. Professional ethics within the helping process will be explored.

HUS 160 – Introduction to Counseling Skills and Theories
Students will further develop basic communication and interventive interviewing skills using a multitheoretical 3-stage counseling model. Communication and interpersonal interaction skills are emphasized. Observation, listening, and problem-solving skills will be addressed. Students will learn how to use appropriate communication and interventions with diverse populations. Students will apply basic counseling communication skills within a technology environment. An overview of counseling theories will be presented. Professional ethics will be reviewed.

HUS 170 – Systems, Processes, and Case Management
Provides an overview of the human service organization and delivery systems for analysis and evaluation. An historical and legislative review of the development of human service delivery systems is provided. Emphasis is placed on the process and implementation of case management and the analysis of the complex structure of existing systems and service delivery models. Ethical and legal issues will be discussed.
AGENCY INFORMATION

Human Services Curriculum Integrity

The Human Services curriculum incorporates the Community Support Skill Standards developed by the Council for Standards of Human Service Education. Student performances in fieldwork experiences will be evaluated according to these skill standards. It is recognized that not all of these skills can be provided in the fieldwork experience.

Competency 1  Participant Empowerment

- Respects the participant’s human, civil, and legal rights
- Teaches the participant problem solving techniques
- Assists the participant to identify alternatives in decision making
- Assists the participant to understand the consequences of alternatives to decisions
- Assists the participant to identify personal responsibilities to be proactive
- Promotes partnership in the design of support services
- Supports the participation to participate in goal development that relate to the participant
- Assists the participant to make informed choices
- Teaches self-advocacy methods
- Makes referrals as appropriate

Competency 2  Communication

- Uses effective, sensitive communication styles adapting to the range of participant communication styles
- Uses basic counseling skills (listening, attending, responding, feedback)
- Uses non-verbal communications effectively (posture, eye contact, vocal style, etc.)
- Gives feedback to staff/supervisor about experiences with participants
- Assists participant to express ideas, concerns, goals, and visions
- Uses all forms of communication that are respectful and non-discriminatory
- Cooperates and communicates with staff to achieve participant goals
- Uses language and terms the participant can understand
- Uses appropriate terminology in reporting and presenting at staff meetings.
- Gives valid information to participants
Competency 3   Assessment
- Initiates or assists in an assessment process (participates in intakes/interviews)
- Assists the participant to lessen anxiety and feel comfortable in an assessment or when explaining the assessment
- Writes assessments that reflect strengths and needs of participants
- Writes assessments that are within the guidelines, policies, and procedures of the agency
- Maintains the confidentiality of all information in accordance with federal statutes, regulations, agency policy, and ethical practice
- Gathers assessment information in an accurate and objective manner
- Gives written and verbal assessments that are free from bias (cultural, gender, age, sexual orientation)
- Discusses findings and recommendations with participants as appropriate
- Assists participants to use findings of assessments to develop strategies to obtain needed resources and supports
- Assists the participant to advocate when they disagree with assessment and present their viewpoints on the assessment results

Competency 4   Community and Service Networking
- Identifies the needs of the participant for community supports (collaborates with the participant/information from family/significant other)
- Documents information relative to needed community supports in the record
- Learns about the needs for community supports from the participant
- Supports/refers the participant to link with the community networks/resources
- Researches, develops, and maintains information on community/networking resources
- Identifies factors that help or hinder utilization of community resources
- Uses problem solving techniques to identify ways to overcome obstacles
- Supports participants to make contact with community resources and supports
- Maintains a record of feedback from community resources and supports relative to participant use of services

Competency 5   Facilitation of Services
- Maintains collaborative professional relationships with the participant
- Maintains collaborative professional relationships with staff/supervisors
- Follows ethical standards of practice (confidentiality, informed consent, etc.)
- Attends and participates in staff and team meetings
- Respects appropriate boundaries in the helping relationship
- Uses appropriate self-disclosure to participants or staff
- Assists or facilitates the development of an individualized plan based on participant preferences, needs, and interests
- Maintains progress notes regarding achievement of service plans
- Obtains feedback regarding outcome attainment from participant
- Recommends changes in the service plan based on participant feedback
Competency 6  Community Living Skills and Support Standards

☐ Knows and is sensitive to the participant’s preferences and abilities regarding physical and personal management needs
☐ Respects privacy, autonomy, and dignity of participants as they cope with life issues
☐ Provides physical and personal support to participant’s concerns for safety (e.g. protective clothing, usage of safety rails, wheelchair brakes, etc.)
☐ Observes and records the participant’s ability to cope with daily life management physical needs
☐ Respects the cultural issues relating to coping strategies used by participants to manage daily life
☐ Identifies basic needs of participants (food, clothing, shelter, safety, love)
☐ Teaches the participant to recognize signs and symptoms of physical/emotional illness
☐ Supports the participant to take action toward signs and symptoms of physical or emotional illness
☐ Teaches health maintenance and prevention of illness.
☐ Supports the participant in the development of friendships and other relationships

Competency 7  Education, Training, and Self-Development

☐ Identifies area for self-improvement
☐ Completes required training mandated by state regulations, agency policy
☐ Develops goals for the learning experiences in the agency
☐ Educates participants, co-workers, and community members about issues relevant to the field
☐ Participates in the in-service training of the agency as appropriate

Competency 8  Advocacy

☐ Gathers information, reviews, and analyzes all aspects of the participant’s problem
☐ Summarizes participant’s advocacy problems in supervision sessions
☐ Makes contact with advocacy organizations to understand range of services
☐ Knows current laws, services, and community resources to assist and educate participants
☐ Educates the participant regarding rights and service options
☐ Assists, facilitates, and/or represents participants when there are barriers to service needs
☐ Initiates and maintains relationships with relevant community resources and civic organizations.
Competency 9  Vocational, Educational, and Career Support
- Assists the participant to identify/clarify career goals, interest, ambitions, and talents
- Contacts community resources to obtain materials of interest to the participant
- Refers a participant for educational/vocational assessments as appropriate with participant approval
- Reviews vocational assessment results with participants as appropriate
- Prepares participant for educational employment as appropriate
- Assists the participant to identify job training opportunities
- Collaborates with training personnel and employers to support the participant’s success
- Provides job retention supports
- Assess environmental access to training/employment for participants as appropriate
- Collaborates with the training/employer to identify resources that will enhance the participant’s job performance/retentions

Competency 10  Crisis intervention
- Evaluates crisis situations for intervention
- Uses crisis prevention concepts in practice
- Recognizes own limitations in crisis situations
- Seeks outside assistance in crisis as appropriate
- Manages a crisis situation
- Follows agency policies/procedures in crisis situations as appropriate
- Identifies emergency community resources for crisis situations as appropriate
- Examines incidents of crisis and explores causes of the crisis to develop possible preventive strategies
- Reviews crisis situations with authorized staff to determine need for ongoing support
- Reviews organizational policies or personnel changes to lower risk of crisis situations

Competency 11  Organizational Participation
- Knows the mission and practices of the organization
- Supports the organization to reach its mission
- Contributes to program evaluations
- Seeks feedback from participants on organization performance.
- Incorporates the results of personal performance evaluations and participant feedback into practice as appropriate
- Develops personal practices that are sensitive to cultural, religious, racial, disability, and gender issues
- Establishes and maintains effective relationships with all levels of personnel
- Understands the organization budget and support staff in the beneficial use of resources
- Explains the organization chart and its relationship to participant services.
Competency 12  Documentation

☐ Writes records accurately as assigned by the agency
☐ Writes effectively using proper terminology, grammar, correct spelling, and sentence structure
☐ Completes documentation reports as assigned
☐ Requests supervisor review of documentation to ensure requirements are met
☐ Maintains standards of confidentiality and ethical practice
☐ Ensures that participants are aware of their rights to give consent or refuse to release records
☐ Informs participants about situations that would involve disclosure
☐ Understands the legal requirements and personal liability of all written communication
☐ Manages time so that documentation requirements are met
☐ Balances the necessity of documentation with the importance of other activities, especially direct contact with participants
LEHIGH CARBON COMMUNITY COLLEGE
HUMAN SERVICES FIELDWORK II
ASSESSMENT OF STUDENT PERFORMANCE
MIDTERM EVALUATION

To be completed by student:

Student Name: ___________________________

Mr/Ms (LAST NAME) (FIRST NAME) (MIDDLE INITIAL)

Student L # ____________________________

Number of assigned weeks ____ Number of required hours: 180 hours

Dates of placement: From ___________ to ___________

month/day/year month/day/year

Name of agency/facility ____________________________________________

Address of agency ________________________________________________

To be completed by designated agency supervisor:

Absences (day and reason)

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Make-up time (day and hours)

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Human Services Fieldwork Time Sheet

Student Name _____________________________ Agency _____________________________

Time Period ___________________________

Total Number of Hours During Time Period __________________

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<th>Time In</th>
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<th>Hours</th>
<th>Supervisor</th>
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Student's Signature _____________________________ Date _________________

Supervisor's Signature _____________________________ Date _________________

Instructor's Signature _____________________________ Date _________________
FIELDWORK MIDTERM EVALUATION FORM

The midterm evaluation form is to be completed by the fieldwork supervisor when the student has completed 90 hours of work. The supervisor shall discuss a general overview and progress with the student. The supervisor and student should identify goals for the remaining fieldwork hours. The completed form must be submitted to the college fieldwork instructor. The college will provide a copy for both the student and agency.

Use the following performance rating levels for any competency that was demonstrated by the student. For any areas in which there were no opportunities, mark NA.

“0” - NOT DEMONSTRATED level
The “not demonstrated” level indicates that the student was provided with opportunities; however, none or less than half of the Introductory Level criteria has been met.

“1” – INTRODUCTORY level
The “introductory level” is based on the following performance levels.
The student:
1. Is aware of the basic skills knowledge concepts of the skill standard/competency, but cannot apply it
2. Develops some basic competency skills
3. Is familiar with vocabulary, concepts, settings, and populations associated with the standard/competency
4. Is aware of situation and problems that related to the standard but cannot apply skills
5. Explores the human service setting, but is unable to demonstrate a commitment.
6. Rudimentary self-awareness of interpersonal dynamics
7. Aware of ethical practices of performance
8. Has identified goals for the practicum, but has difficulty in the implementation of goals
9. Has completed requirements of the practicum placement

“2”- PRACTICE level
The “practice” level is based on the following performance levels.
The student:
1. Demonstrates practical application of standard/competency and related knowledge practice
2. Develops intermediate competency of the standard
3. Demonstrates that knowledge learned in the classroom has been transferred to the practicum situation
4. Demonstrates selection of skills and knowledge appropriate to problem situation
5. Demonstrates enhanced self-awareness at the interpersonal level.
6. Demonstrates professional/ethical practices of performance
8. Assembles components to a professional human service portfolio
9. Demonstrates openness to receive feedback from others
10. Has completed all the requirements of the practicum
ASSESSMENT OF STUDENT PERFORMANCE
SCORE SUMMARY SHEET
MIDTERM EVALUATION FIELDWORK II

Student’s name ________________________________

Agency supervisor: Use the Performance Rating Scale on the next page to complete the assessment of each competency for which the student was given a learning opportunity. Record the individual scores on this summary sheet. Write comments below the competency section on the assessment form to qualify the student’s performance.

Competencies:                      Score

Competency 1: Participant Empowerment  _____
Competency 2: Communication          _____
Competency 3: Assessment             _____
Competency 4: Community and Services Networking   _____
Competency 5: Facilitation of Services _____
Competency 6: Community Living Skills and Supports Standards _____
Competency 7: Education, Training, and Self-Development _____
Competency 8: Advocacy               _____
Competency 9: Vocational, Educational, and Career Support _____
Competency 10: Crisis Intervention   _____
Competency 11: Organizational Participation _____
Competency 12: Documentation        _____

Total = _____
FIELDWORK MIDTERM EVALUATION FORM

The midterm evaluation form is to be completed by the fieldwork supervisor when the student has completed 90 hours of work. The supervisor shall discuss a general overview and progress with the student. The supervisor and student should identify goals for the remaining fieldwork hours. The completed form must be submitted to the college fieldwork instructor. The college will provide a copy for both the student and agency.

Use the following performance rating levels for any competency that was demonstrated by the student. For any areas in which there were no opportunities, mark NA.

“NA” – NOT APPLICABLE TO THIS SETTING
This rating indicates that the competency skill was not required or available at this setting.

“0” - NOT DEMONSTRATED level
The “not demonstrated” level indicates that the student was provided with opportunities; however, none or less than half of the Introductory Level criteria has been met.

“1” – INTRODUCTORY level
The “introductory level” is based on the following performance levels.
The student:
1. Is aware of the basic skills knowledge concepts of the skill standard/competency, but cannot apply it
2. Develops some basic competency skills
3. Is familiar with vocabulary, concepts, settings, and populations associated with the standard/competency
4. Is aware of situation and problems that related to the standard but cannot apply skills
5. Explores the human service setting, but is unable to demonstrate a commitment
6. Rudimentary self-awareness of interpersonal dynamics
7. Aware of ethical practices of performance
8. Has identified goals for the practicum, but has difficulty in the implementation of goals
9. Has completed requirements of the practicum placement

“2”- PRACTICE level
The “practice” level is based on the following performance levels.
The student:
1. Demonstrates practical application of standard/competency and related knowledge practice
2. Develops intermediate competency of the standard
3. Demonstrates that knowledge learned in the classroom has been transferred to the practicum situation
4. Demonstrates selection of skills and knowledge appropriate to problem situation
5. Demonstrates enhanced self-awareness at the interpersonal level.
6. Demonstrates professional/ethical practices of performance
8. Assembles components to a professional human service portfolio
9. Demonstrates openness to receive feedback from others
10. Has completed all the requirements of the practicum

“3” – PROFICIENT level
The “proficient” level contains all of the practice level proficiencies and is based on the following performance levels.

The student:
1. Demonstrates skill mastery of standard/competency and related knowledge in practice.
2. Demonstrates self-improvement through consistent practice
3. Demonstrates flexibility in transferring skill and knowledge to new situations
4. Serves as a role model and mentor to others
5. Demonstrates ability to teach peers/co-workers.
6. Demonstrates ability to give feedback to staff/supervisors/ participants
7. Is viewed as competent by others in practice
8. Demonstrates ability to solve workplace problems
Human Services Fieldwork
Midterm Evaluation Form

The Human Services curriculum incorporates the Community Support Skill Standards developed by the Council for Standards of Human Service Education. Student performances in fieldwork experiences will be evaluated according to these standards. **Rate the student only in the areas for which you provided learning opportunities.**

**Competency 1  Participant Empowerment**

1. Respects the participant’s human, civil, and legal rights
2. Teaches the participant problem solving techniques
3. Assists the participant to identify alternatives in decision making
4. Assists the participant to understand the consequences of alternatives to decisions
5. Assists the participant to identify personal responsibilities to be proactive
6. Promotes partnership in the design of support services
7. Supports the participation to participate in goal development that relate to the participant
8. Assists the participant to make informed choices
9. Teaches self-advocacy methods
10. Makes referrals as appropriate

**COMMENT:**

**Competency 2  Communication**

1. Uses effective, sensitive communication styles adapting to the range of participant communication styles
2. Uses basic counseling skills (listening, attending, responding, feedback)
3. Uses non-verbal communications effectively (posture, eye contact, vocal style, etc.)
4. Gives feedback to staff/supervisor about experiences with participants
5. Assists participant to express ideas, concerns, goals, and visions
6. Uses all forms of communication that are respectful and non-discriminatory
7. Cooperates and communicates with staff to achieve participant goals
8. Uses language and terms the participant can understand
9. Uses appropriate terminology in reporting and presenting at staff meetings.
10. Gives valid information to participants

**COMMENT:**
Competency 3  Assessment

1. Initiates or assists in an assessment process (participates in intakes/interviews)
2. Assists the participant to lessen anxiety and feel comfortable in an assessment or when explaining the assessment
3. Writes assessments that reflect strengths and needs of participants
4. Writes assessments that are within the guidelines, policies, and procedures of the agency
5. Maintains the confidentiality of all information in accordance with federal statutes, regulations, agency policy, and ethical practice
6. Gathers assessment information in an accurate and objective manner
7. Gives written and verbal assessments that are free from bias (cultural, gender, age, sexual orientation)
8. Discusses findings and recommendations with participants as appropriate
9. Assists participants to use findings of assessments to develop strategies to obtain needed resources and supports
10. Assists the participant to advocate when they disagree with assessment and present their viewpoints on the assessment results

COMMENT:

Competency 4  Community and Service Networking

1. Identifies the needs of the participant for community supports (collaborates with the participant/information from family/significant other)
2. Documents information relative to needed community supports in the record
3. Learns about the needs for community supports from the participant
4. Supports/refers the participant to link with the community networks/resources
5. Researches, develops, and maintains information on community/networking resources
6. Identifies factors that help or hinder utilization of community resources
7. Uses problem solving techniques to identify ways to overcome obstacles
8. Supports participants to make contact with community resources and supports
9. Maintains a record of feedback from community resources and supports relative to participant use of services

COMMENT:
Competency 5  Facilitation of Services  

1. Maintains collaborative professional relationships with the participant  
2. Maintains collaborative professional relationships with staff/supervisors  
3. Follows ethical standards of practice (confidentiality, informed consent, etc.)  
4. Attends and participates in staff and team meetings  
5. Respects appropriate boundaries in the helping relationship  
6. Uses appropriate self-disclosure to participants or staff  
7. Assists or facilitates the development of an individualized plan based on participant preferences, needs, and interests  
8. Maintains progress notes regarding achievement of service plans  
9. Obtains feedback regarding outcome attainment from participant  
10. Recommends changes in the service plan based on participant feedback

COMMENT:

Competency 6  Community Living Skills and Support Standards  

1. Knows and is sensitive to the participant’s preferences and abilities regarding physical and personal management needs  
2. Respects privacy, autonomy, and dignity of participants as they cope with life issues  
3. Provides physical and personal support to participant’s concerns for safety (e.g. protective clothing, usage of safety rails, wheelchair brakes, etc.)  
4. Observes and records the participant’s ability to cope with daily life management physical needs  
5. Respects the cultural issues relating to coping strategies used by participants to manage daily life  
6. Identifies basic needs of participants (food, clothing, shelter, safety, love)  
7. Teaches the participant to recognize signs and symptoms of physical/emotional illness  
8. Supports the participant to take action toward signs and symptoms of physical or emotional illness  
10. Supports the participant in the development of friendships and other relationships

COMMENT:
**Competency 7  Education, Training, and Self-Development**

RATING _____

1. Identifies area for self-improvement
2. Completes required training mandated by state regulations, agency policy
3. Develops goals for the learning experiences in the agency
4. Educates participants, co-workers, and community members about issues relevant to the field
5. Participates in the in-service training of the agency as appropriate

**COMMENT:**

---

**Competency 8  Advocacy**

RATING _____

1. Gathers information, reviews, and analyzes all aspects of the participant’s problem
2. Summarizes participant’s advocacy problems in supervision sessions
3. Makes contact with advocacy organizations to understand range of services
4. Knows current laws, services, and community resources to assist and educate participants
5. Educates the participant regarding rights and service options
6. Assists, facilitates, and/or represents participants when there are barriers to service needs
7. Initiates and maintains relationships with relevant community resources and civic organizations.

**COMMENT:**
Competency 9  Vocational, Educational, and Career Support  RATING _____
1. Assists the participant to identify/clarify career goals, interest, ambitions, and talents
2. Contacts community resources to obtain materials of interest to the participant
3. Refers a participant for educational/vocational assessments as appropriate with participant approval
4. Reviews vocational assessment results with participants as appropriate
5. Prepares participant for educational employment as appropriate
6. Assists the participant to identify job training opportunities
7. Collaborates with training personnel and employers to support the participant’s success
8. Provides job retention supports
9. Assess environmental access to training/employment for participants as appropriate
10. Collaborates with the training/employer to identify resources that will enhance the participant’s job performance/retentions

COMMENT:

Competency 10  Crisis intervention  RATING _____
1. Evaluates crisis situations for intervention
2. Uses crisis prevention concepts in practice
3. Recognizes own limitations in crisis situations
4. Seeks outside assistance in crisis as appropriate
5. Manages a crisis situation
6. Follows agency policies/procedures in crisis situations as appropriate
7. Identifies emergency community resources for crisis situations as appropriate
8. Examines incidents of crisis and explores causes of the crisis to develop possible preventive strategies
9. Reviews crisis situations with authorized staff to determine need for ongoing support
10. Reviews organizational policies or personnel changes to lower risk of crisis situations

COMMENT:
Competency 11  Organizational Participation

1. Knows the mission and practices of the organization
2. Supports the organization to reach its mission
3. Contributes to program evaluations
4. Seeks feedback from participants on organization performance.
5. Incorporates the results of personal performance evaluations and participant feedback into practice as appropriate
6. Develops personal practices that are sensitive to cultural, religious, racial, disability, and gender issues
7. Establishes and maintains effective relationships with all levels of personnel
8. Understands the organization budget and support staff in the beneficial use of resources
9. Explains the organization chart and its relationship to participant services.

COMMENT:

Competency 12  Documentation

1. Writes records accurately as assigned by the agency
2. Writes effectively using proper terminology, grammar, correct spelling, and sentence structure
3. Completes documentation reports as assigned
4. Requests supervisor review of documentation to ensure requirements are met
5. Maintains standards of confidentiality and ethical practice
6. Ensures that participants are aware of their rights to give consent or refuse to release records
7. Informs participants about situations that would involve disclosure
8. Understands the legal requirements and personal liability of all written communication
9. Manages time so that documentation requirements are met
10. Balances the necessity of documentation with the importance of other activities, especially direct contact with participants

COMMENT:
GENERAL COMMENTS:

MIDTERM LEARNING GOALS:

1. 

2. 

3. 

Name of Rater (printed)  Position/Title of Rater

Signature of Rater  Date

Signature of College Fieldwork instructor  Date

I have read this evaluation report. My signature denotes that I have read and discussed this report with my agency supervisor and college fieldwork instructor. My signature does not imply that I agree with the ratings.

Signature of Student  Date
LEHIGH CARBON COMMUNITY COLLEGE
HUMAN SERVICES FIELDWORK
ASSESSMENT OF STUDENT PERFORMANCE
FINAL EVALUATION FIELDWORK II

To be completed by student:

Student Name: ____________________________
Mr/Ms (LAST NAME) (FIRST NAME) (MIDDLE INITIAL)

Student ID # ________________________________

Number of assigned weeks _____ Number of required hours: 180 hours

Dates of placement: From __________ to __________
month/day/year month/day/year

Name of agency/facility _______________________

Address of agency __________________________________________

To be completed by designated agency supervisor:

Absences (day and reason)
________________________________________________________
________________________________________________________
________________________________________________________

Make-up time (day and hours)
________________________________________________________
________________________________________________________
________________________________________________________
Human Services Fieldwork Time Sheet

Student Name _____________________________ Agency _____________________________

Time Period ___________________________

Total Number of Hours During Time Period ________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours</th>
<th>Supervisor Initials</th>
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</table>

Student's Signature __________________________________________________________________ Date ________________

Supervisor's Signature __________________________________________________________________ Date ________________

Instructor's Signature __________________________________________________________________ Date ________________
ASSESSMENT OF STUDENT PERFORMANCE
SCORE SUMMARY SHEET
FINAL EVALUATION FIELDWORK II

Student’s name __________________________________________

Agency supervisor: Use the Performance Rating scale on the next page to complete
the assessment of each competency. Record the individual scores on this summary
sheet. Write comments below rated competencies to qualify the numeric score.

Competencies:                     Score

Competency 1: Participant Empowerment     _____
Competency 2: Communication      _____
Competency 3: Assessment            _____
Competency 4: Community and Services Networking  _____
Competency 5: Facilitation of Services     _____
Competency 6: Community Living Skills and Supports Standards    _____
Competency 7: Education, Training, and Self-Development   _____
Competency 8: Advocacy                          _____
Competency 9: Vocational, Educational, and Career Support     _____
Competency 10: Crisis Intervention   _____
Competency 11: Organizational Participation  _____
Competency 12: Documentation            _____

Total =     _____
FIELDWORK FINAL EVALUATION FORM

The final evaluation form is to be completed by the fieldwork supervisor when the student has completed 180 hours of work. The supervisor shall provide a thorough explanation at the final conference. Both the supervisor and student should sign the completed form after the report has been discussed. The completed signed form must be submitted to the college fieldwork instructor. The college will provide a copy for both the student and agency.

Use the following performance rating levels for any competency that was demonstrated by the student. For any areas in which there were no opportunities, mark NA.

Each competency will be rated with the following performance key rating levels:

“NA” – NOT APPLICABLE TO THIS SETTING
This rating indicates that the competency skill was not required or available at this fieldwork placement.

“0” – NOT DEMONSTRATED level
The “not demonstrated” level indicates that the student was provided with opportunities; however, none or less than half of the Introductory Level criteria has been met.

“1” – INTRODUCTORY level
The “introductory level” is based on the following performance levels.
The student:
1. Is aware of the basic skills knowledge concepts of the skill standard/competency, but cannot apply it
2. Develops some basic competency skills
3. Is familiar with vocabulary, concepts, settings, and populations associated with the standard/competency
4. Is aware of situation and problems that related to the standard but cannot apply skills
5. Explores the human service setting, but is unable to demonstrate a commitment.
6. Rudimentary self-awareness of interpersonal dynamics
7. Aware of ethical practices of performance
8. Has identified goals for the practicum, but has difficulty in the implementation of goals
9. Has completed requirements of the practicum placement

“2” – PRACTICE level
The “practice” level is based on the following performance levels.
The student:
1. Demonstrates practical application of standard/competency and related knowledge practice
2. Develops intermediate competency of the standard
3. Demonstrates that knowledge learned in the classroom has been transferred to the practicum situation
4. Demonstrates selection of skills and knowledge appropriate to problem situation
5. Demonstrates enhanced self-awareness at the interpersonal level.
6. Demonstrates professional/ethical practices of performance
8. Assembles components to a professional human service portfolio
9. Demonstrates openness to receive feedback from others
10. Has completed all the requirements of the practicum

“3” – PROFICIENT level
The “proficient” level contains all of the practice level proficiencies and is based on the following performance levels.
The student:
1. Demonstrates skill mastery of standard/competency and related knowledge in practice.
2. Demonstrates self-improvement through consistent practice
3. Demonstrates flexibility in transferring skill and knowledge to new situations
4. Serves as a role model and mentor to others
5. Demonstrates ability to teach peers/co-workers.
6. Demonstrates ability to give feedback to staff/supervisors/participants
7. Is viewed as competent by others in practice
8. Demonstrates ability to solve workplace problems
Human Services Fieldwork

Final Evaluation Form

The Human Services curriculum incorporates the Community Support Skill Standards developed by the Council for Standards of Human Service Education. Student performances in fieldwork experiences will be evaluated according to these standards. Rate the competency areas for which learning experiences were given.

**Competency 1  Participant Empowerment**  

RATING _____

1. Respects the participant’s human, civil, and legal rights  
2. Teaches the participant problem solving techniques  
3. Assists the participant to identify alternatives in decision making  
4. Assists the participant to understand the consequences of alternatives to decisions  
5. Assists the participant to identify personal responsibilities to be proactive  
6. Promotes partnership in the design of support services  
7. Supports the participation to participate in goal development that relate to the participant  
8. Assists the participant to make informed choices  
9. Teaches self-advocacy methods  
10. Makes referrals as appropriate

**COMMENT:**

---

**Competency 2  Communication**  

RATING _____

1. Uses effective, sensitive communication styles adapting to the range of participant communication styles  
2. Uses basic counseling skills (listening, attending, responding, feedback)  
3. Uses non-verbal communications effectively (posture, eye contact, vocal style, etc.)  
4. Gives feedback to staff/supervisor about experiences with participants  
5. Assists participant to express ideas, concerns, goals, and visions  
6. Uses all forms of communication that are respectful and non-discriminatory  
7. Cooperates and communicates with staff to achieve participant goals  
8. Uses language and terms the participant can understand  
9. Uses appropriate terminology in reporting and presenting at staff meetings.  
10. Gives valid information to participants

**COMMENT:**
Competency 3  Assessment  

   RATING _____

1. Initiates or assists in an assessment process (participates in intakes/interviews)
2. Assists the participant to lessen anxiety and feel comfortable in an assessment or when explaining the assessment
3. Writes assessments that reflect strengths and needs of participants
4. Writes assessments that are within the guidelines, policies, and procedures of the agency
5. Maintains the confidentiality of all information in accordance with federal statutes, regulations, agency policy, and ethical practice
6. Gathers assessment information in an accurate and objective manner
7. Gives written and verbal assessments that are free from bias (cultural, gender, age, sexual orientation)
8. Discusses findings and recommendations with participants as appropriate
9. Assists participants to use findings of assessments to develop strategies to obtain needed resources and supports
10. Assists the participant to advocate when they disagree with assessment and present their viewpoints on the assessment results

COMMENT:

Competency 4  Community and Service Networking  

   RATING _____

1. Identifies the needs of the participant for community supports (collaborates with the participant/information from family/significant other)
2. Documents information relative to needed community supports in the record
3. Learns about the needs for community supports from the participant
4. Supports/refers the participant to link with the community networks/resources
5. Researches, develops, and maintains information on community/networking resources
6. Identifies factors that help or hinder utilization of community resources
7. Uses problem solving techniques to identify ways to overcome obstacles
8. Supports participants to make contact with community resources and supports
9. Maintains a record of feedback from community resources and supports relative to participant use of services

COMMENT:
Competency 5  Facilitation of Services  

1. Maintains collaborative professional relationships with the participant
2. Maintains collaborative professional relationships with staff/supervisors
3. Follows ethical standards of practice (confidentiality, informed consent, etc.)
4. Attends and participates in staff and team meetings
5. Respects appropriate boundaries in the helping relationship
6. Uses appropriate self-disclosure to participants or staff
7. Assists or facilitates the development of an individualized plan based on participant preferences, needs, and interests
8. Maintains progress notes regarding achievement of service plans
9. Obtains feedback regarding outcome attainment from participant
10. Recommends changes in the service plan based on participant feedback

COMMENT:

Competency 6  Community Living Skills and Support Standards  

1. Knows and is sensitive to the participant’s preferences and abilities regarding physical and personal management needs
2. Respects privacy, autonomy, and dignity of participants as they cope with life issues
3. Provides physical and personal support to participant’s concerns for safety (e.g. protective clothing, usage of safety rails, wheelchair brakes, etc.)
4. Observes and records the participant’s ability to cope with daily life management physical needs
5. Respects the cultural issues relating to coping strategies used by participants to manage daily life
6. Identifies basic needs of participants (food, clothing, shelter, safety, love)
7. Teaches the participant to recognize signs and symptoms of physical/emotional illness
8. Supports the participant to take action toward signs and symptoms of physical or emotional illness
10. Supports the participant in the development of friendships and other relationships

COMMENT:
Competency 7  Education, Training, and Self-Development    RATING _____
1. Identifies area for self-improvement
2. Completes required training mandated by state regulations, agency policy
3. Develops goals for the learning experiences in the agency
4. Educates participants, co-workers, and community members about issues relevant to the field
5. Participates in the in-service training of the agency as appropriate

COMMENT:

Competency 8  Advocacy    RATING _____
1. Gathers information, reviews, and analyzes all aspects of the participant’s problem
2. Summarizes participant’s advocacy problems in supervision sessions
3. Makes contact with advocacy organizations to understand range of services
4. Knows current laws, services, and community resources to assist and educate participants
5. Educates the participant regarding rights and service options
6. Assists, facilitates, and/or represents participants when there are barriers to service needs
7. Initiates and maintains relationships with relevant community resources and civic organizations.

COMMENT:
Competency 9  Vocational, Educational, and Career Support  RATING _____
1. Assists the participant to identify/clarify career goals, interest, ambitions, and talents
2. Contacts community resources to obtain materials of interest to the participant
3. Refers a participant for educational/vocational assessments as appropriate with participant approval
4. Reviews vocational assessment results with participants as appropriate
5. Prepares participant for educational employment as appropriate
6. Assists the participant to identify job training opportunities
7. Collaborates with training personnel and employers to support the participant’s success
8. Provides job retention supports
9. Assess environmental access to training/employment for participants as appropriate
10. Collaborates with the training/employer to identify resources that will enhance the participant’s job performance/retentions

COMMENT:

Competency 10  Crisis intervention  RATING _____
1. Evaluates crisis situations for intervention
2. Uses crisis prevention concepts in practice
3. Recognizes own limitations in crisis situations
4. Seeks outside assistance in crisis as appropriate
5. Manages a crisis situation
6. Follows agency policies/procedures in crisis situations as appropriate
7. Identifies emergency community resources for crisis situations as appropriate
8. Examines incidents of crisis and explores causes of the crisis to develop possible preventive strategies
9. Reviews crisis situations with authorized staff to determine need for ongoing support
10. Reviews organizational policies or personnel changes to lower risk of crisis situations

COMMENT:
Competency 11  Organizational Participation  RATING _____

1. Knows the mission and practices of the organization
2. Supports the organization to reach its mission
3. Contributes to program evaluations
4. Seeks feedback from participants on organization performance.
5. Incorporates the results of personal performance evaluations and participant feedback into practice as appropriate
6. Develops personal practices that are sensitive to cultural, religious, racial, disability, and gender issues
7. Establishes and maintains effective relationships with all levels of personnel
8. Understands the organization budget and support staff in the beneficial use of resources
9. Explains the organization chart and its relationship to participant services.

COMMENT:

Competency 12  Documentation  RATING _____

1. Writes records accurately as assigned by the agency
2. Writes effectively using proper terminology, grammar, correct spelling, and sentence structure
3. Completes documentation reports as assigned
4. Requests supervisor review of documentation to ensure requirements are met
5. Maintains standards of confidentiality and ethical practice
6. Ensures that participants are aware of their rights to give consent or refuse to release records
7. Informs participants about situations that would involve disclosure
8. Understands the legal requirements and personal liability of all written communication
9. Manages time so that documentation requirements are met
10. Balances the necessity of documentation with the importance of other activities, especially direct contact with participants

COMMENT:
GENERAL COMMENTS:

Name of Rater (printed)                  Position/Title of Rater

Signature of Rater                        Date

Signature of College Fieldwork Instructor Date

I have read this evaluation report. My signature denotes that I have read and discussed this report with my agency supervisor and college fieldwork instructor. My signature does not imply that I agree with the ratings.

Signature of Student                        Date
### Professional Disposition and Conduct Indicators*

<table>
<thead>
<tr>
<th>Professional Disposition and Conduct Indicators</th>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Initiative</strong> - affect on work production</td>
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<tr>
<td>Rating</td>
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<td>5</td>
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<tr>
<td>Rarely identifies problems; Requires constant supervision to meet work production at minimal levels; Rarely demonstrates timeliness on work expectations; Seldom participates in assignments; Demonstrates little to no initiative</td>
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<tr>
<td>Occasionally identifies problems; Occasionally responds to supervisor direction; Requires constant supervision to meet work production at basic required levels; Sometimes participates in assignments; Demonstrates occasional timeliness on work expectations</td>
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<tr>
<td>Generally identifies problems and may take action or shares need of action with colleagues and supervisor; Responds to supervisor direction; Requires supervision to meet work production at expected levels; Attends to immediate assignments; Demonstrates timeliness on work expectations</td>
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<tr>
<td>Identifies problems and usually takes action or shares need of action with colleagues and supervisor; Displays some leadership skills; Requires minimal supervision to meet work production at expected levels; Exceeds above needs of immediate assignments; Usually demonstrates timeliness on work expectations</td>
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<td>Identifies problems and always takes action or shares need of action with colleagues and supervisor; Demonstrates strong leadership skills; Requires little to no supervision to meet work production above expectations; Demonstrates the ability to exceed and offer doing more of assignments; Demonstrates timeliness on work expectations</td>
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<tr>
<th>Cooperativeness and Collaboration: Positive view of others, Respect of varying opinions</th>
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<tr>
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<tr>
<td>Seldom works well with others</td>
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<tr>
<td>Occasionally does less and cooperates less than desirable</td>
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<tr>
<td>Generally works well with others: does own work well</td>
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<tr>
<td>Frequently exceeds expected standards of cooperativeness</td>
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<td>Always cooperates fully: Views self and others as a resource</td>
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<tr>
<th>General Attitude: enthusiasm and excitement</th>
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<tr>
<td>Shows no enthusiasm or interest in topic</td>
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<td></td>
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<tr>
<td>Shows little enthusiasm or interest in topic</td>
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<tr>
<td>Displays adequate enthusiasm or interest in topic</td>
<td>3</td>
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<tr>
<td>Displays above expected levels or enthusiasm and interest in a topic</td>
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<td>Displays a high interest in the topic and is exceptionally enthusiastic</td>
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<tr>
<th>Dependability and Responsibility - affect on self starter behaviors</th>
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<td>5</td>
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<tr>
<td>Not reliable, seldom can be counted on, no demonstration of initiative/self-starter behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>Frequently unreliable, requires constant direction, little to no initiative</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td></td>
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<tr>
<td>Displays adequate levels of responsibility and dependability, demonstrates some initiative</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Very dependable and responsible; requires little supervision, demonstrates adequate initiative</td>
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<tr>
<td>Totally dependable and responsible; needs little or no direct supervision, demonstrates excellent initiative</td>
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<tr>
<th>Personal Appearance-Professional demeanor</th>
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<td>Rating</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Appearance is totally unacceptable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Appearance needs improvement</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usually neat and reasonable well groomed</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Appropriately groomed for setting</td>
<td>4</td>
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<tr>
<td>Neat and appropriately groomed; a good role model, sets a good example</td>
<td>5</td>
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<tr>
<td>Professional Disposition and Conduct Indicators</td>
<td>Rating</td>
<td>1 - Deficient</td>
<td>2 - Developing</td>
<td>3 - Proficient</td>
<td>4 - Above Average</td>
<td>5 - Outstanding</td>
</tr>
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<td>-----------------------------------------------</td>
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<tr>
<td>Critically Evaluates Self</td>
<td></td>
<td>Unable to identify own strengths and weaknesses</td>
<td>Minimally able to identify own strengths and weaknesses</td>
<td>Adequately able to identify own strengths and weaknesses</td>
<td>Good ability to understand own strengths and weaknesses</td>
<td>Excellent ability to understand own strengths and weaknesses</td>
</tr>
<tr>
<td>Accepts and uses suggestions for improvement</td>
<td></td>
<td>Unwilling or unable to accept and act on feedback and suggestions</td>
<td>Minimally able to accept and act on feedback and suggestions</td>
<td>Adequately able to accept and act on feedback and suggestions</td>
<td>Willing to accept and act on feedback and suggestions</td>
<td>Very positive about accepting and acting on feedback and suggestions</td>
</tr>
<tr>
<td>Understands and demonstrates the importance of confidentiality</td>
<td></td>
<td>Violates confidentiality in the classroom or workplace</td>
<td></td>
<td></td>
<td></td>
<td>Never violates confidentiality in the classroom or workplace, demonstrates a true understanding, good role model</td>
</tr>
<tr>
<td>Demonstrates lifelong learning skills</td>
<td></td>
<td>Has no skill at developing and carrying through self-generated learning experiences</td>
<td>Demonstrates some skill at developing and carrying through self-generated learning experiences</td>
<td>Demonstrates adequate skill at developing and carrying through self-generated learning experiences</td>
<td>Demonstrates good skill at developing and carrying through self-generated learning experiences</td>
<td>Demonstrates superior skill at developing and carrying through self-generated learning experiences</td>
</tr>
<tr>
<td>Demonstrates diversity competencies E.g. cultural, ethnicity, disability, race, gender</td>
<td></td>
<td>Fails to demonstrate an understanding of diversity</td>
<td>Shows little understanding of diversity</td>
<td>Adequate ability to demonstrate an understanding of diversity</td>
<td>Good ability to demonstrate understanding of diversity knowledge in a meaningful way</td>
<td>Excellent ability to demonstrate understanding of diversity and act on that knowledge in a meaningful manner</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td>Uses stigmatizing or demeaning language regarding persons in need</td>
<td>Occasionally uses stigmatizing or demeaning language regarding persons in need</td>
<td>Does not use stigmatizing or demeaning language regarding persons in need</td>
<td>Demonstrates an understanding of the reasons for non-stigmatizing language and always uses it.</td>
<td>Demonstrates an understanding of the reasons for non-stigmatizing language and always uses it. Appropriately confronts such practices in others.</td>
</tr>
<tr>
<td>Values</td>
<td></td>
<td>Is judgmental regarding clients’ lifestyles or actions</td>
<td>Is occasionally judgmental regarding clients’ lifestyles or actions</td>
<td>Does not vocalize a judgmental attitude regarding clients’ lifestyles or actions</td>
<td>Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior</td>
<td>Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior, and confronts other coworkers about their judgmental behavior.</td>
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<tr>
<td>Professional Disposition and Conduct Indicators</td>
<td>Rating</td>
<td>1 Deficient</td>
<td>2 Developing</td>
<td>3 Proficient</td>
<td>4 Above Average</td>
<td>5 Outstanding</td>
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<tr>
<td>Self-disclosure and Boundaries</td>
<td>Poor or non-existent boundaries and failure to respond to remediation</td>
<td>Occasional boundary violations with some responsiveness to instructor remediation</td>
<td>Occasional boundary violations with adequate responsiveness to remediation</td>
<td>Few if any boundary violations, disclosures with good response to remediation</td>
<td>No boundary violations and can articulate the necessity of such boundaries in class and work settings.</td>
<td></td>
</tr>
<tr>
<td>Personal Behavior</td>
<td>Engages in activities that are contrary to those specified in the NOHS** Code of Ethics</td>
<td>Occasionally engages in activities that are contrary to those specified in the NOHS** Code of Ethics</td>
<td>Never engages in activities that are contrary to those specified in the NOHS** Code of Ethics</td>
<td>Never engages in activities that are contrary to those specified in the NOHS** Code of Ethics, and can explain the importance of the code for the profession and the client</td>
<td>Never engages in activities that are contrary to those specified in the NOHS** Code of Ethics, and can explain the importance of the code for the profession and the client</td>
<td></td>
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</tbody>
</table>

Comments:____________________________________________________________________________________  
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