



HUMAN SERVICES PROGRAMS

STUDENT HANDBOOK 2020-2021

This Handbook is designed for use by students, faculty and community practicum site supervisors, so that all parties are aware of the rights, roles and responsibilities that belong to each participant.

June 2020

WELCOME!

Dear Student:

Thank you for your interest in the Human Services Programs! GBC offers a Certificate of Achievement and an Associate of Applied Science degree (AAS) in Human Services, and a Certificate of Achievement in Substance Abuse Counselor Training.

These certificate and degree pathways are designed for entering and enriching careers in the helping professions. The Human Services Profession offers a rewarding care through compassionate care brings a true sense of joy and satisfaction to both the caregiver and the client. The demand for skilled human service providers is growing, especially as our population ages. Although most human services providers require additional education and training, there are basic skills that are utilized with most every client. Effective interpersonal communication—or “people” skills can be applied to virtually any work environment. Some specific examples of areas of human services employment include the following:

- Adult Day Care Worker
- Assistant Case Manager
- Behavioral Management Aide
- Case Management Aide
- Case Monitor
- Case Worker
- Child Abuse Worker
- Child Advocate
- Client Advocate
- Community Action Worker
- Community Health Worker
- Community Organizer
- Community Outreach Worker
- Crisis Intervention Counselor
- Drug Abuse Counselor
- Eligibility Counselor
- Family Support Worker
- Gerontology Aide
- Group Activities Aide
- Group Home Worker
- Halfway House Counselor
- Home Health Aide
- Intake Interviewer
- Juvenile Court Liaison
- Life Skills Instructor
- Mental Health Aide
- Neighborhood Worker
- Parole Officer
- Probation Officer
- Psychological Aide
- Rehabilitation Case Worker
- Residential Counselor
- Residential Manager
- Social Service Aide
- Social Service Liaison
- Social Service Technician
- Social Work Assistant
- Therapeutic Assistant
- Youth Worker

We like to welcome people from all vocational backgrounds—from high school students with limited or no human services employment experience, to seasoned human services professionals who desire to advance existing careers and/or obtain additional college education and advanced degrees. You are cordially invited to enroll in the degree or certificate programs here at Great Basin College (GBC). Enrollment is permitted into the introductory courses level without prior coursework or prerequisites.

Introduction to Human Services (HMS 101) and Introduction to Counseling (HMS 102) are designed to support students in the process of exploration of vocational preferences while increasing skill levels and incorporating prior knowledge. In addition to identifying a career that involves employment in the helping professions, students will learn stress management skills, communication techniques, and participate in a variety of personal development activities.

The practicum portions of the program provide Human Services Majors the opportunity to serve sites where human services workers assist clients within a community agency setting.

The Human Services Seminar (HMS 250) is required for Human Services Majors but is open to any student who is interested in creating a career plan for future employment in the human services field. Each student will develop a community project using current technologies that reflects personal strengths, and professional competencies.

We welcome everyone who wishes to explore potential for human services work to join us on this challenging career path that leads to many rewarding opportunities to serve others.

Please contact me about this excellent opportunity for enjoying personal and professional growth!

Sincerely,

Oscar Flores Sida MS, NCC, LCPC, LCADC, CPGC

Licensed Clinical Mental Health Professional

Coordinator/Faculty Human Services Program

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Purpose of the Student Handbook

The purpose of this handbook is to assist you in understanding more fully the policies, practices, and procedures of the Associate of Applied Science in Human Services (AAS) Program of GBC. This handbook serves as **the** source of information about the policies and procedures in the human services program. You are required to sign an attestation statement indicating you understand and agree to abide by these policies and guidelines when you enter the human services program. Because policies and procedures are continuously subject to change by external and internal sources, the human services faculty reviews and modifies these policies and practices as necessary. Students will be notified in writing of any changes made during the academic year.

This handbook is not all-inclusive, nor does it replace the GBC *General Catalog 2020-2021* or the Nevada System of Higher Education (NSHE) Board of Regents Code Title 2, Chapter 6 which addresses misconduct. The provisions of this document are not to be regarded as an irrevocable contract between the student and the GBC human services programs.

IMPORTANT NOTE: In most cases where a conflict may exist between the guidance in this handbook and the GBC Catalog, the GBC Catalog shall take precedence.

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Help Desk	775-753-2167
Registrar	775-753-2102
Bookstore	775-753-2270
Student Financial Services	775-753-2399

Nondiscrimination for Disability

GBC is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.



Great Basin College

Health Science and Human Services Organizational Chart

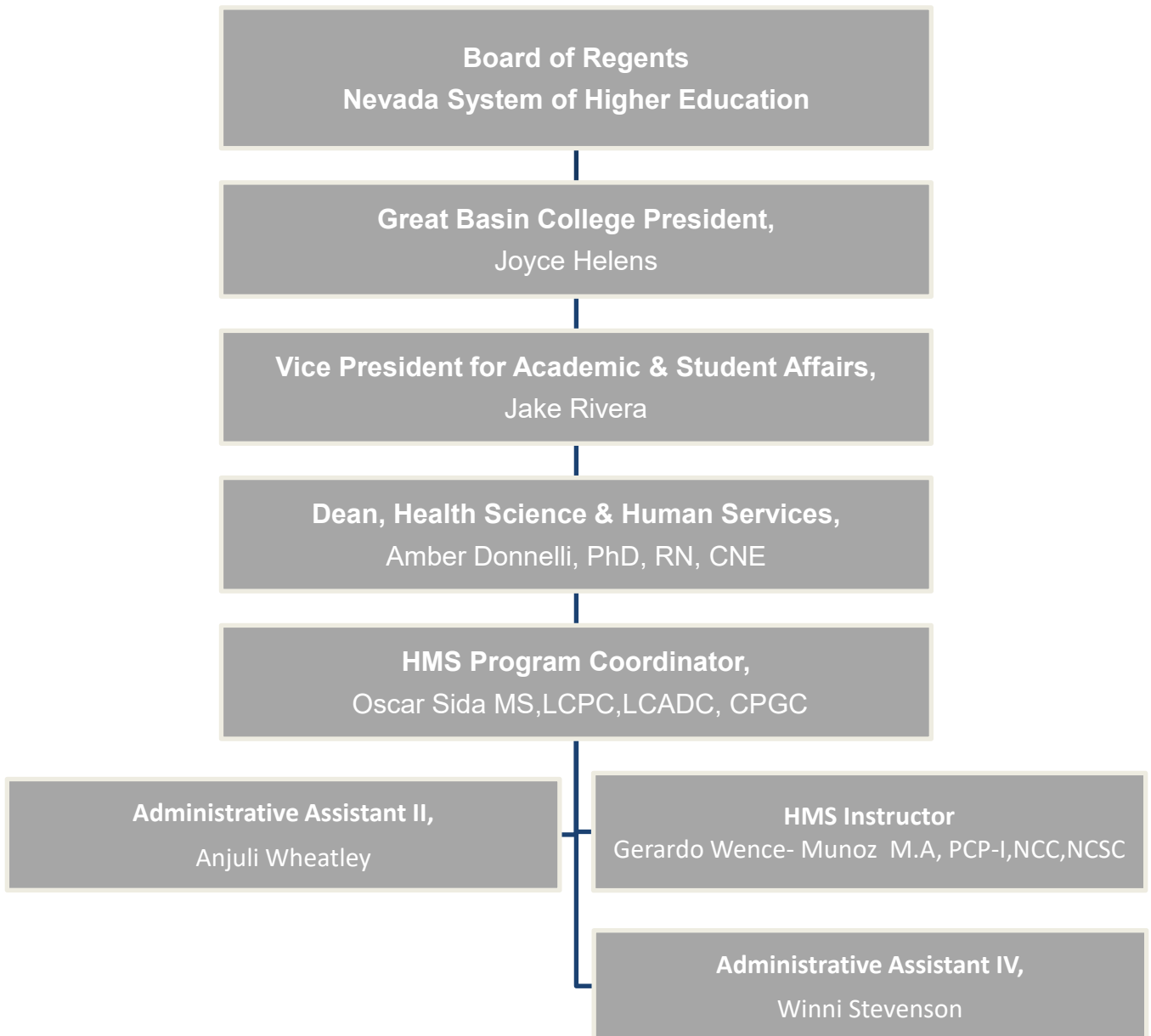


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PROGRAM FOUNDATIONS

GBC Mission Statement

GBC enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

Mission of the Associate of Applied Science in Human Services Program

The mission of the Human Services Program parallels that of GBC in terms of providing a student-centered curriculum which can be utilized to pursue opportunities for increasing knowledge, personal development, and professional service to the community.

Specifically, the mission of the Human Services program is to provide students with the opportunity to acquire comprehensive, evidence-based information and the interpersonal skills needed to function as effective human services professional.

Philosophical and Conceptual Basis for Achievement of College and AAS Missions

The philosophy that students grow personally and professionally when learning to appreciate individual and cultural diversity through the dynamics involved in interpersonal relationships in society underlies the mission of the Program. The highly interdisciplinary nature of the human services profession sets it apart from other science-based helping professions; human services is a generalist preparation that draws from the behavioral, social, medical, and psychological sciences, including relevant business and office technologies.

Most human service occupations require self-examination and a high degree of consistent empathy, compassion, and evidence-based insights into the holistic, as well as specific, aspects of human functioning. The GBC Human Services program staff and faculty are committed to supporting students in developing compassionate interpersonal communication skills, assessing and cultivating individual strengths, and demonstrating a commitment to the service of others.

Statement of Program Goals

The essential goals of the Human Services Program are to not only develop student appreciation for the bio-psychosocial and cultural needs of clients, but also to provide support for students as they process personal, professional, and career development challenges.

Human Services Program Overview

The Associate of Applied Science (AAS) degree in Human Services contains a general education core, prescribed courses in the social sciences, and specific human services courses. The degree and certificate programs offer opportunities to learn client services skills, strengthen interpersonal communication abilities, and to participate in practical application experiences within community social services agencies. The AAS degree requirements include two semesters of practicum coursework (10 credits consisting of 360 hours of field experience). Additionally, human services courses can offer a supportive environment for personal growth and professional development for non-degree students, or students seeking degrees outside of the Human Services Program.

The Certificate of Achievement in Human Services is a shorter version of the degree program. In the Introduction to Human Services (HMS 101) course, students explore areas of interest in the helping professions and develop skills needed for entry-level positions in the workplace. This Certificate program contains a 5-credit practicum course requirement consisting of 180 contact hours of community agency field experience. Coursework in the Certificate program courses can be applied toward the AAS degree.

The Certificate of Achievement in Substance Abuse Counselor Training is comprised of human services courses and additional specialized coursework for those students pursuing a career in substance abuse counseling. Students in other health and social sciences programs such as in social work and nursing can also benefit from completing classes related to substance abuse counseling, prevention, intervention and treatment.

Additionally, courses of study can be designed for students wishing to transfer to upper division degree programs, such as: social work, criminal justice, education, counseling psychology, business, and nursing. Students are strongly urged to seek academic advisement prior to enrollment, before each new semester, or more often, when personal and/or academic goals change.

Students must complete all the coursework, or the equivalent, that is listed in the GBC Catalog in order to earn a Certificate and/or AAS Degree. Approval of a formal, written application is required to enter the advanced levels of coursework, the Practicum I and II and seminar courses. Equivalent and substitute courses may be accepted on an individual basis by the Department of Health Sciences and Human Services (HSHS) and/or the GBC Registrar. The Human Services Practicum I and II must be completed while the student is enrolled in GBC; current/prior work or volunteer experience will not be accepted in lieu of these courses.

Students are required to complete at least 180 hours of unpaid course-related experiences within the Practicum I course in order to qualify for the Certificate of Achievement. At least 180 hours of additional unpaid field experience in the Practicum II course (for a combined total of 360 hours) is required for the AAS degree. The practicum/field experience courses must be completed with a grade of a “B-” or higher, in order to receive a Certificate of Achievement in Human Services. To qualify for the AAS degree in Human Services, each practicum/field experience courses must be completed with a grade of “B-” or higher.

COMMUNICATIONS

E-mail

Students are required to check their e-mail (Canvas Messaging) at least two (2) times a week because it is the primary route used for official departmental and course communications. Always include a subject line when emailing faculty.

- Remember some comments may be taken the wrong way be specific when creating a message.
- Be respectful to your faculty and fellow students when sending email.

In Course Announcements

Students are required to check course announcements for communications or changes specifically to the course or program.

Social Media and Online Communication - Ethics and Legal Liability

Students are reminded that they are legally liable for anything they write or present online. Students can be disciplined by GBC for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Students can also be sued by GBC employees, clinical agencies, and any individual or company that views their commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

To avoid negative impacts resulting from unwise or inappropriate use of social media, be aware of the following:

- If you post anything about GBC or the human services programs, make it clear that you do not represent the college or human services programs, nor their views.
- Be aware not only of the content you post, but of any content that you host (e.g. comments others post on your site). Content you host can have the same effect as content you post.
- Potential employers may use social media to evaluate applicants. Inappropriate content may eliminate job opportunities.
- Once you have posted via social media, it is out of your control. Others may forward it, save it, repost it, etc. It is almost impossible to retract after it is posted.
- If you disclose confidential information about patients, other health care providers, fellow students, or faculty, the college and/or health care facility may take legal action against you. Disclosing patient confidential health information is a violation of HIPAA and can result in severe fines.

The human services faculty recognizes that social media sites – Facebook, Twitter and others offer alternative ways to reach and communicate with friends and other students.

The responsible use of social media strengthens our human services programs' reputation within the community and expands public awareness of our varied educational options.

The following policies and procedures must be adhered to in all use of social media that in anyway relates to or mentions GBC and/or the human services programs:

1. The social media site content must not replicate information that is available on the college web page.
2. Material and content from classes may not be copied and placed on social media sites, including personal information regarding patients, students, instructors, or other GBC staff.
3. Personal blogs should have a clear disclaimer that the views expressed by the author in the blog is the author's alone and do not represent the views of GBC human services programs or the Health Science and Human Services Department.
4. Information with GBC affiliation should only be information that could be contained in a resume.
5. Information published on a blog should comply with HIPPA, FERPA, and GBC confidentiality policies.
6. Students must be respectful of all persons and their right to privacy.
7. Do not reference GBC faculty, staff, or students without their written consent. Do not use their images or likeness without consent.
8. Respect copyright laws and site sources appropriately. Plagiarism still applies to online content. GBC logos may not be used without written consent from Department Chair.
9. Any press or media contacts should be referred to the Communications Department at 775-777-8864.
10. All requests for social media development should include its purpose and objectives, name of the social media site, and the name of the moderator, with request forwarded to the Dean of the Health Science and Human Services Department at 775-753-2135.
11. Student must not be friends with faculty on Facebook until such time as the student has graduated or left the college.

Student Records

The Admission and Records Office maintains official GBC files for all students who apply to the college. A cumulative, confidential file of human services documents is kept for each student in the Health Science and Human Services Department. The confidential file contents may include: human services application materials, transcripts, student agreements, test scores, clinical assignment, performance forms, and skills checklists.

All student files are maintained in designated, locked file cabinets. Student files are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). For further information, refer to the section on Family Educational Rights and Privacy Act in the GBC catalog.

STUDENT HEALTH AND SAFETY

Background Reports and Drug Testing

Clinical affiliation agreements require that GBC must assure that students participating in all clinical/practicum rotations shall have a background and drug screening report completed if required by the practicum agency. These reports will be done prior to admission into the Practicum Course with results disclosed to the participating clinical facility/agencies. If requested by the clinical facility/agency or faculty, GBC students may be asked to submit to “for cause” drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student.

Substance Abuse

GBC maintains a zero-tolerance position with regard to the use, sale and possession of any illegal drug. Violation of any state or federal drug laws will subject the student to disciplinary action, which may include legal action concurrently. Illegal use or abuse of legal and/or prescription drugs will subject the student to similar disciplinary action.

Philosophy:

Faculty believe safety for the student and patient is of the utmost concern. Faculty believe personal and health problems arising from substance use can affect academic and clinical performance, making students a danger to self and patients. Faculty are committed to confidential handling of recognition and treatment of substance use/abuse.

Illegal Drugs:

For purposes of this policy, ‘illegal drugs’ means illegal use of controlled or illegal (i.e. prohibited) substances: any drug defined as such under the regulations adopted pursuant to Nevada Revised Statutes 453.146. Many of these drugs have a high potential for abuse. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" which are not prescribed by a licensed physician. The definition of illegal drugs does not mean prescription drugs that are lawfully being taken by a student as prescribed by a licensed health care professional; the student must be under the direct medical care of the licensed health care professional. Although marijuana is legal in the State of Nevada, marijuana is a Schedule 1 substance under federal law and continues to be an illegal substance for purposes of this policy; thus, its use is prohibited. In addition to other illegal drugs as described above, the overuse and/or abuse of alcohol is also prohibited under this policy.

For Cause/Reasonable Suspicion Testing:

If requested by the clinical facility/agency or faculty, GBC students may be asked to submit to “for cause” drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student.

If faculty has a reasonable suspicion that a student is using illegal drugs or is demonstrating signs of impairment while engaged in college-related activities, faculty must immediately remove the student from the classroom, laboratory, or clinical environment. If reasonable suspicion exists faculty may ask the student to submit to “for cause” drug and/or alcohol screening at the student’s expense. GBC is responsible for identifying and providing safe travel to and from a designated vendor for the testing/screening. If a student refuses to submit to a reasonable suspicion drug and alcohol screening test, the refusal will be considered a presumptive positive/ admission of impairment, which poses a risk of harm to self and patients.

Impairment:

To determine reasonable suspicion, the following factors may be considered, but are not an exclusive list of factors justifying a drug or alcohol screening:

1. The physical symptoms or manifestations of drugs or alcohol use and impairment such as altered or slurred speech or repeated incoherent statements, disorientation, chronic drowsiness and/or sleepiness, dilated or constricted pupils, flushed skin, excessive sweating, tremors of the hands, excessive drowsiness or loss of consciousness;
2. Unexplained, abrupt or radical changes in behavior such as violent outbursts, hyperactivity, extreme suspiciousness, frequent and/or extreme fluctuations of mood swings without explanation, deteriorating hygiene/appearance;
3. Inability to walk steadily or in a straight line, or perform normal manual functions essential to clinical treatment without reasonable explanation;
4. Accident or “near misses” in a clinical environment that appear related to unexplained sensory or motor skill malfunctions;
5. Perceived odor of alcoholic beverages or marijuana
6. The direct observation of drug use or alcohol use immediately prior or during program related activities

Students who have a medical condition, injured, or taking any substance that impairs judgment (including prescription medications, medical marijuana, and alcohol) are not suitable for and cannot be present in the clinical environment where patient safety is the topmost concern.

*Faculty must document student characteristics that warrant reasonable suspicion.

Positive Drug Test Results/Sanctions:

All students must satisfactorily pass any required drug test at the time of admission as well as when requested by program for cause/reasonable suspicion”. A refusal to undergo a drug screening test will be considered a presumptive positive.

Students who do not pass a required drug test will face disciplinary action, including rescinding of their admission, administrative withdrawal from courses, placement on a leave of absence, or dismissal from the academic program. Students should be provided with resources for counseling services for evaluation and treatment. Any costs incurred or required as part of a treatment program or ongoing monitoring are the responsibility of the student.

Program Re-Entry:

Students re-entering the program after receiving disciplinary action for a positive drug and/or alcohol screening test will be required to submit to a drug screening test prior to re-entry. Documentation or counseling and/or physician acknowledgement of prescribed medications and presumed safety in the clinical setting may also be required.

Health and Injury Policies

First Aid, Accidents, and Injuries:

A student who is injured or experiences an incident in a clinical facility during a clinical course must report the incident to their instructor immediately. If indicated, the student will be seen in the hospital emergency room at no expense to the clinical site. The decision to send the student to the emergency room will be made by the faculty, student, and Health and Human Services Dean, if indicated.

Behavioral Expectations

The Human Services program faculty reserves the right to withhold, delay or to terminate practicum placement, and/or dismiss the student from the Human Services Program and/or individual courses, due to inappropriate behavior in a class, or in program-related activity, either on, or off, the GBC campus. One or more of the following may lead to dismissal, termination and/or instructor-initiated withdrawal from a course, and/or the program:

- Failure to demonstrate psychological and physical fitness for duty
- Endangering, threatening, disrespecting, abusing or violating the physical or psychological safety of a client, or of any other person, or their property;
- Supplying intentionally false information at any time, including failing to report committed, observed or suspected client abuse and/or neglect, or to report errors related to client care;
- Demonstrating excessive, unexcused absenteeism, including repeated, unexcused tardiness;
- Failing to observe HIPPA laws and/or to maintain confidentiality;
- Altering, unauthorized disclosing and/or misusing client documents and records.
- Reporting to the practicum site visit or to class under the influence of a mind-altering substance as evidenced by: frequent tardiness (with no documented medical reason), drowsiness or sleepiness, smell of alcohol on breath/body, increased inability to meet deadlines, slurred/incoherent speech, unexplained mood changes, changes in appearance, lack of manual dexterity, decrease coordination, and/or unexplained work-related accident or injury.
- Possessing or using dangerous drugs and/or narcotics except as legally prescribed, and/or participating in the illegal sale of drugs.
- Unauthorized removing or theft of items belonging to GBC or to the clinical practicum site;
- Demonstrating a significant lack of emotional stability and/or displaying insufficient coping skills when in stressful situations.

- Soliciting clients encountered in the practicum for any form of personal gain, including the selling of goods, the promotion of political causes and/or the offering of services.
- Cheating, plagiarizing, or misrepresenting work.
- Disrupting the teaching/learning process, sabotaging the work of others, and/or intentionally allowing work to be used by others.
- Intentionally exaggerating, misrepresenting or altering information or data, whether it be written, verbalized or demonstrated.

ACADEMIC POLICIES AND PROCEDURES

Policies and Guidelines for Nondiscrimination for Disability

GBC is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

Procedure for Accommodation on the Basis of Disability

The ADA Officer will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids and services.

Questions regarding appropriate accommodations should be directed to the GBC's ADA Officer in Elko at 775.753.2271.

Sexual Harassment

NSHE is committed to providing a place of work and learning free of sexual harassment. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Sexual harassment is a form of discrimination; it is illegal. It is expected that students, faculty and staff will treat one another with respect. Refer to the GBC general catalog for the entire policy. Each case of accused sexual harassment will be reviewed on a case by case basis.

GBC Academic Regulations

All faculty and students are responsible for following the GBC regulations and guidelines as printed in the GBC Catalog 2020-2021.

Academic and Professional Dishonesty

Academic dishonesty ("cheating") involves all methods or techniques that enable a student to gain unfair advantage in the clinical or classroom setting (see the GBC Catalog for the definition of cheating in the Academic Honesty section). Cases of academic dishonesty ordinarily result in a grade of "F" for the assignment and/or the course, in accordance with published course policies. The violation may lead to the student's dismissal from the GBC Human Services Program and, in some cases, dismissal from GBC. GBC and NSHE

policies and procedures related to student conduct and academic honesty will be followed. Academic and/or professional dishonesty may occur in a variety of situations, including but not limited to the following:

Individual Assignments, Quizzes, Tests, and Examinations:

Copying from a neighbor's paper during the exam (quiz or test); talking or sharing information during an exam; using crib notes when taking a closed book examination; arranging for another person to substitute in taking an examination; giving or receiving unauthorized information when taking an examination.

Plagiarism:

Plagiarism is knowingly representing the work of another as one's own, without proper acknowledgement of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge.

Plagiarism includes, but is not limited to, submitting as one's own work the work of another person or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source (**including the Internet**) without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources.

Faculty expects that students will always demonstrate professional and academic integrity. Faculty will explain their course expectations and students are expected to ask questions when clarification is needed.

Essential Skills

Effective communication:

Involves the ability to employ therapeutic communication techniques and appropriate interpersonal relationship skills during interactions with instructors, clients, family members, and groups of individuals including health care team members, peers, and supervisors.

Critical thinking:

Is a reasoned, interactive and reflective process focused on deciding what to believe or do. Critical thinking involves the ability to identify and challenge assumptions, the ability to explore and imagine alternatives, as well as the ability to make judgments based on evidence (i.e., fact) rather than conjecture (i.e., guesswork).

Critical Behaviors

Accountability:

The state of being responsible for one's individual behaviors and their outcomes when assuming the professional role. Accountable means being attentive and responsible for the health care needs of the individual, family, or group. The faculty believe the initial groundwork for accountability is laid during the first semester and continues throughout the student's professional career. Ideally, continued education experiences strengthen the student's ability to further explore, analyze, and test one's functioning relative to accountability.

Collaboration:

Is defined as the intentional act of a professional's background and commitment to respond to problems as a whole are essential. Fundamental to the concept of collaboration is the ability to independently communicate and make decisions in support of the individual, family, or group.

Self-leadership:

Can be described in terms of an individual having a positive self-regard which consists of knowing one's strengths and weaknesses, allowing oneself to be challenged and strengthened through goal setting, and understanding the fit between one's ability to contribute to the organization and the organization's needs. Self-leadership is also the influence that individuals have over themselves to regulate, manage, direct, and/or control their own behavior.

GBC Student Conduct Policy

All students are held accountable for their behavior under GBC's *Standards of Conduct for Students* located in the college catalog and NSHE Code, Title 2, Chapter 6. Section 6.2.2 regarding misconduct. Human Services students are also responsible for additional standards of conduct for professionals (see Appendices Section).

Written Paper Expectations and Format

The American Psychological Association format is required for written papers. Citations and references used in any assignment should be written in APA format.

Faculty expect papers and other written assignments to be written at a college level and to reflect professional communication.

Textbooks and Other Course Materials

Textbooks may be purchased at the Great Basin Book Store, 1500 College Parkway. Elko, NV 89801 (775) 753-2270. Students may purchase through the website at <http://www.bkstr.com/CategoryDisplay/10001-9604-10075-1?demoKey=d> Students also have the option to purchase books through outside sources. Syllabi are available online on individual WebCampus course web sites the day the course starts.

Grading

The following grading scale will be applied to all human services coursework:

100-94% =	A	76% =	C
93-90% =	A-	75-70% =	C-
89-87% =	B+	69-67% =	D+
86-84% =	B	66-64% =	D

83-80% =	B-	63-60% =	D-
79-77% =	C+	Below 59% =	F

Note: Student grades will be calculated out to two decimal places (to the hundredth). There will be no rounding up of scores. Criteria for grading will be given to the student in writing at the beginning of each course. It is the student's responsibility to know his/her grade point average throughout the course.

- Students are responsible for all written/verbal information that is shared in scheduled classes.
- Students must submit all theory or clinical written assignments on the day they are due. Students are responsible for complying with assignment submission guidelines as outlined in each human services course syllabus.

Drop/Withdraw Policy

According to GBC policy, if you do not complete the course and/or do not formally withdraw by the set drop deadline, your instructors will automatically assign you a grade of "F" for the course. The drop deadline for each course will be stated in the course syllabus.

Civility in the Classroom

Successful learning experiences require mutual respect. The faculty has primary responsibility for and control over classroom/clinical behavior and maintenance of academic integrity. Student behaviors that demonstrate civility include:

1. Arriving for class/clinical early and/or on time.
2. Treating everyone in class or clinical with courtesy and respect.
3. Refraining from packing up belongings before class/clinical ends.
4. Turning off all electric devices that could cause disruption to the class or clinical area.
5. Being quiet and giving full, respectful attention while the faculty or another student is speaking.
6. When speaking, using courteous, respectful language and keeping comments and questions relevant to the topic.
7. Following any additional classroom rules established by individual faculty.

GBC Cares - a guide to engaged learning

- **Civility** — have respect for others: students, faculty, staff, and the campus community. Be respectful, polite, and considerate in any classroom, live or digital.
- **Active** — embrace the active process of learning. To maintain a class environment that is conducive to learning: Be diligent, engaged, and committed.
- **Responsibilities** — you are accountable for your actions, work, words, and behavior. Courteous behavior and responses are expected: Be honorable, conscientious, truthful, and dependable.
- **Excellence** — in the classroom, optimizes an atmosphere of teaching and learning. Classroom discussion is meant for everyone's viewpoint to be expressed on the topic at

hand. All students should be afforded the courtesy and opportunity to be heard: Be exceptional.

- **Success** — successful college students embrace all of the educational experience and welcome diversity and different ideas. Embrace challenges.

GBC states: “messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated.”

At GBC, students are expected to assist in maintaining a class environment that is conducive to learning. It is required that students conduct themselves in a manner that does not disrupt the teaching or learning atmosphere. All classroom participants have the responsibility to maintain classroom and online discussions that are civil and not disruptive by being courteous and using respectful language. This courteous behavior continues beyond the classroom to any community interactions as a GBC human services student. Be an engaged learner and encourage your fellow students to do so as well.

Admissions and Progression Committee

The membership of the A&P Committee in the Department of HSHS is comprised of designated members, and may include the following: GBC instructors, adjunct faculty, departmental and/or administrative personnel. Campus security may be involved as well. They may call upon the Dean of the HSHS Department.

The Vice President for Student and Academic Affairs, the GBC attorney, and Campus Security Officer, and the President of GBC to assist in the disposition of matters brought before the Committee.

The A&P Committee utilizes expectations for student behaviors as written in the GBC Catalog, Nevada State System of Higher Education (NSHE) requirements, the National Organization for Human Services (NOHS) Code of Ethics, and the guidelines for student behavior as described in the Human Services Program Handbook. These standards are introduced to students at the beginning of each practicum course and are also addressed in the curriculum of human services core courses.

The A&P Committee may request use of the “Notification of Counseling” form. Where appropriate, the A&P Committee members may assist in the establishment of written behavioral goals and objectives for students, outlining the changes which reflect the core values of professional human services standards and ethics. Monitoring and assessing outcomes are generally completed by the course instructor, but instructors may be assisted by the Program Coordinator or designee, and the site preceptor, when needed/appropriate.

Procedure for Program Dismissal

If a violation of the code of conduct and/or code of ethics or other serious issue results in a recommendation by the Human Services Coordinator to exclude or remove a student from the program, this recommendation is forwarded to the Dean of the HSHS Department for review. If there are no other remedies possible – program, course and/or institutional dismissal may be recommended/acted upon by the Dean of HSHS Department in conjunction with GBC administrative officials, including the President, Vice President for

Student and Academic Affairs. The institutional appeal process is described in the GBC catalog.

Informal Academic and Behavioral Counseling Forms

This informal counseling process allows for faculty and students to discuss any concerns in relation to a student's academic, clinical, professionalism and or behavioral performance. This provides faculty and students an opportunity to make suggestions for issues of concern to help improve performance and is not punitive. The forms serve as documentation that the faculty met with the student and includes recommendations and feedback. A copy of the form is given to the student and placed in the student's file for documentation. If there is ongoing concern or if a pattern of academic, clinical, professional and/or behavioral misconduct continues, a meeting with the Dean of HSHS Department will be warranted.

Voluntary Withdrawal

Students who for personal reasons need to voluntarily withdraw from the program must immediately notify their instructor(s) and the Dean of HSHS Department. This should be in the form of an email or letter stating the student's request to withdraw. It is the student's responsibility to formally withdraw at the Registrar's office from their human services courses. If the courses are dropped after the course official drop date, a grade of "F" will automatically be assigned as per GBC 2020-2021 catalog, under the Academic Standards section (pg.74).

Appearance Standards

Students are expected to maintain a professional, well-groomed, non-revealing appearance in representation of GBC's Human Services Program. Safety and cultural awareness are extremely important considerations in appearance standards. The standards below must be followed by both students and faculty. Students must adhere to any additional standards that may be required by some clinical agencies or faculty.

Cleanliness/Hygiene:

Hygiene and personal cleanliness are crucial in presenting a professional appearance and essential in protecting the health of patients, staff, and other students.

- Special care should be taken to avoid body odor and bad breath. Students who smoke should have no detectable order of smoke on their person in clinical settings.
- Hair should be clean and neat for both men and women. Hair should be secured so that it does not fall forward over the face or shoulders. Hair longer than shoulder length should be contained with a clip or elastic band. Only conventional hair styles are permitted. Facial hair must be neatly trimmed and kept short (3/4 inch long or less).
- Use only fragrance-free body products. Perfumes and body fragrances are not permitted.
- Nails must be kept clean and short. Artificial nails cannot be worn in clinical areas. This includes wraps, inlays, and decals.

- Gum chewing or tobacco chewing/dipping is prohibited, and excessive makeup is not acceptable.

Student Identification Badges

The student identification badge is a required for practicum. It is to be worn for every clinical rotation unless otherwise stated. If the badge is lost, make arrangements for replacement with the Health Science and Human Services Department. A student will be assessed for the cost of the replacement.

A photograph is required as part of the student identification badge. Arrangements will be made for students to have these pictures taken on site at the beginning of each academic year. Only first name and last initial of the student will appear on their badge.

Student Evaluations of Faculty and Learning Outcomes

Toward the end of each human services course, students will be asked to complete evaluation instruments. An analysis of the student responses is sent to faculty members after the completion of the term and the recording of grades. This data assists the faculty in self-improvement of their teaching and helping future students achieve course learning outcomes. The information is also used as part of the determination of the faculty member's tenure and salary increases. Students are expected to carefully weigh their assessments and evaluate the faculty member fairly and accurately.

Gifts

It is the faculty policy that students shall not purchase gifts for them at the end of a particular course. Please adhere to this policy when thanking faculty for their support and guidance.

Judgment of adherence to appearance standards and the appropriateness of any aspect of appearance are at the discretion of the human services faculty. Students whose appearance does not meet the state standards may be excluded from participation in clinical and receive an F for the day.

PRACTICUM INFORMATION

Guidelines for a Successful Practicum

Overview:

Community agency experiences provide you with opportunities to accomplish the following:

- Explore human services careers;
- Apply theoretical course material to practical situations;
- Develop and practice “people” skills in helping professions;
- Gain a better sense of yourself as a professional;
- Observe practitioners serving clients;
- Receive mentoring by practicing human service professionals;
- Enhance your resume.

Steps to take:

Complete a Human Services Program application. When approved, contact your instructor. Review the Human Services Program Handbook. Locate a placement site. A site which is an appropriate fit for you can take time, so you must start the process of identifying a site before the start of class. You are expected to have a placement site identified by the end of the second week of class. Your instructor will help you with identifying sites in your area. Preceptor sites must be under an affiliation agreement with GBC as an approved practicum site. The contract process takes time, so it is best to choose an established site, and allow 4-8 weeks for securing new sites. (Note: Not all human service provider sites can be approved due to administrative reasons).

Begin the site selection process:

Answering the following questions...and be honest with yourself!

- What is your area of interest in the human services?
- What experiences will help you to be successful in this area?
- Are you seeking certification as an addiction’s counselor?
- Is there a specific population or age group with whom you want to work?
- Is there a specific type of human service that you want to explore in your community?
- Are there specific skills or knowledge that you want to gain?
- Do you want to work with court-ordered or incarcerated clients?

Things to consider when choosing a practicum site:

- Will this site provide you with opportunities for learning and professional growth?
- Is there a supervisor who has the time and interest to work with you?
- Do you share the values and philosophy that the agency supports?
- What hours are you expected to keep?
- How does this agency manage volunteers?
- Is there a formal or informal orientation and training time commitment?
- Have you visited this agency and met the site preceptor?

- What background check/fingerprinting and/or health screening will be required? *

Set up your practicum agreement by communicating with the instructor and the site supervisor.

*****YOU MUST HAVE A SIGNED AFFILIATION AGREEMENT IN PLACE BEFORE PRACTICUM HOURS CAN BE ACCRUED*****

Once you have done your research, call the agency which interests you. Set up a time to meet with your potential supervisor/agency director. Dress professionally. Bring your resume and your syllabus/handbook/forms. Treat this meeting as a job interview. This meeting offers you an opportunity to learn more about the agency and the preceptor's expectations in terms of hours, frequency of visits, evaluations, paperwork, orientation/training, confidentiality agreements, attendance requirements, security issues, learning goals/contracts, etc. Discuss health screenings/background check/fingerprint requirements.

IMPORTANT!

Sign the student agreement (Appendix A-6). Establish your learning goals and complete your learning contract with the help of your practicum supervisor and instructor. Your instructor will personally visit your site at least once per semester, but at least weekly contact with instructor and site supervisor is required. Regular evaluations and performance reviews are also required as determined by your instructor. Time sheets must be accurate, completed in ink, and submitted per the instructor's requirements. Establish due dates with your instructor at the beginning of your practicum. Begin your practicum as soon as possible. As directed in the course syllabus, keep a record of your observations and activities, complete observation forms...and remember have your hours verified.

*****Talk with your instructor and your site supervisor about obtaining TB testing, fingerprinting and background checks. Site requirements vary, so allow time for this! Students are responsible for all costs related to health screenings and background checks. Enjoy your practicum! *****

Behavioral Expectations

The Human Services program faculty reserves the right to withhold, delay or to terminate practicum placement, and/or dismiss the student from the Human Services Program and/or individual courses, due to inappropriate behavior in a class, or in program-related activity, either on, or off, the GBC campus. One or more of the following may lead to dismissal, termination and/or instructor-initiated withdrawal from a course, and/or the program:

- Endangering, threatening, disrespecting, abusing or violating the physical or psychological safety of a client, or of any other person, or their property;
- Supplying intentionally false information at any time, including failing to report committed, observed or suspected client abuse and/or neglect, or to report errors related to client care;
- Demonstrating excessive, unexcused absenteeism, including repeated, unexcused tardiness;
- Failing to observe HIPPA laws and/or to maintain confidentiality;

- Altering, unauthorized disclosing and/or misusing client documents and records.
- Reporting to the practicum site visit or to class under the influence of a mind-altering substance as evidenced by: frequent tardiness (with no documented medical reason), drowsiness or sleepiness, smell of alcohol on breath/body, increased inability to meet deadlines, slurred/incoherent speech, unexplained mood changes, changes in appearance, lack of manual dexterity, decrease coordination, and/or unexplained work-related accident or injury.
- Possessing or using dangerous drugs and/or narcotics except as legally prescribed, and/or participating in the illegal sale of drugs.
- Unauthorized removing or theft of items belonging to GBC or to the clinical practicum site;
- Demonstrating a significant lack of emotional stability and/or displaying insufficient coping skills when in stressful situations.
- Soliciting clients encountered in the practicum for any form of personal gain, including the selling of goods, the promotion of political causes and/or the offering of services.
- Cheating, plagiarizing, or misrepresenting work.
- Disrupting the teaching/learning process, sabotaging the work of others, and/or intentionally allowing work to be used by others.
- Intentionally exaggerating, misrepresenting or altering information or data, whether it be written, verbalized or demonstrated.

Student Conduct Review Policy and Procedures

The faculty and staff of the Department of HSHS at GBC strive to provide quality educational experiences for students. In order to help prepare students to perform responsible and competent human services for clients and the agency personnel with whom they work, students are monitored, observed, and regularly assessed, and evaluated by faculty and field practicum site supervisors (or designee) during the field practicum courses.

Students are also asked to engage in self-reflective and self-evaluation activities in field practicum, seminar, and in the human services core courses. Accurate self-reflection, assessments and observations are essential to the process of human service education and for skills development.

The HSHS Program faculty at GBC utilize a process for student behavioral review and/or problem resolution in order to help to uphold the professional and ethical practice of human services during the field practicum courses, as well as in any other course or GBC Human Services Program-related activity in which students participate. The steps in the review process include the following:

- 1.** Situations requiring immediate removal from a student from a class, site or program activity. In emergencies or in cases of endangerment, security or 911 will be utilized.
- 2.** When the immediate removal of a student from the site or class activity is not required, and minor disagreements/conflicts/ethical concerns arise, students, instructors and preceptors are encouraged to resolve issues at the level of involvement, with the individuals involved when possible. Incidents where concerns about student behavior are expressed should be documented.

3. If disagreements are unresolved, or issues are significant, instructor, preceptor, program coordinator and/or the Dean meet with the student, discuss the issue, and document the meeting, have the option of completing a counseling form (Appendix A-15), and/or may request that the issue be reviewed by the Dean of the HSHS Department.
4. Situations remaining unresolved will be referred to the A&P Committee and/or the Dean of the HSHS Department; who may recommend that the issue be reviewed by GBC administration: The Vice President for Student Affairs and/or the President's office, per the GBC Disciplinary Policy (see GBC catalog).

Ethical/Legal Considerations

Background Checks and Health Screenings:

Agencies serving as clinical practicum sites generally require one or more types of security clearances, criminal history reports, health and/or tuberculosis (TB) screening, and/or background checks. Felony and/or misdemeanor convictions, and/or illness with TB and/or another communicable disease, can affect eligibility to participate in some or all of the field practicum experiences, and/or may delay/inhibit a student's progress. Background checks and health screenings are conducted by external vendors at the student's expense. Practicum agency personnel will evaluate the information and make the final determination as to each student's ability to participate in specific field experiences based on these findings and the individual agency's requirements. The Human Services Program Coordinator/Instructor will attempt to arrange alternate, equivalent, relevant practicum experiences when/if possible. Students are asked to help facilitate this process when circumstances necessitate alternative practicum placement.

Academic Honesty/Issues:

Students will demonstrate personal and educational integrity as evidenced by practicing academic honesty by not cheating, plagiarizing, or misrepresenting their coursework. Please see the GBC Catalog for current policies. Students will maintain requirements for being a student in good standing at GBC. A student will be dismissed from the Practicum portion of the human services program if his or her conduct creates the following sanctions as identified in the GBC catalog and/or administrative policies: probation, suspension or expulsion.

Human Services Code of Ethics:

Students will be expected to learn and to observe the Human Services Code of Ethics as published by the National Organization for Human Services (NOHS), and to practice only within the scope allowable by law. When participating in the Practicum, the student shall act in the role of a student, even if the student is licensed and/or experienced in another profession such as nursing, social work, counseling, radiology, etc.

Grievance/Appeals Procedures:

As in any human endeavor, differences of opinion arise among people in the human services field. It is the policy of this Program and the Department of HSHS that individuals are encouraged and empowered, when appropriate, to attempt to resolve a difficulty through assertive communication at the level in which it has occurred. If this

is not possible or appropriate, the issues should be brought to the immediate attention of the student's preceptor, instructor, the Human Services Program Coordinator and/or the Dean of HSHS Department. A meeting at the Departmental level (Admissions and Progression Committee) may be scheduled for the purpose of resolving the conflict, establishing a behavior contract, and/or solving the issue. If a resolution is not achieved to the satisfaction of the participants, then the appeals and/or student conduct management/referral procedures as outlined in the GBC Catalog and in the GBC Administrative Guidelines will be followed.

Drug and/or Alcohol Screening:

GBC must assure that its students and on-site faculty participating in all clinical/practicum rotations shall, if requested by a clinical facility/agency, submit to "for cause" drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student or on-site faculty.

Community Advisors and Preceptors:

Community members assist the GBC Human Services with curriculum development and program evaluation, as well as preceptors in field practicum sites. It is vital that community agencies play a role evaluating and providing input into the human services program so that we can better meet the needs of students, staff, and clients. The Department of HSHS meets with community providers and interested members of the community once per semester to discuss and review Human Services Program and general departmental issues. A partial listing of community advisory committee members includes:

- P.A.C.E. Coalition Family Resource Center
- University of Nevada School of Medicine
- Elko County Juvenile Probation
- Elko Band Counsel
- Highland Manor Extended Care Facility
- Northwestern Regional Medical Center
- Communities in Schools

A partial listing of contracted practicum sites:

- Bright Path Adult Enrichment Center Elko
- County Juvenile Justice Department
- UNSOM Telemedicine Clinics
- P.A.C.E. Coalition for Substance Abuse Education and Prevention Elko
- Family Resource Center
- Maple Star Family Services
- Elko Band Council
- Vitality Center
- Northeastern Nevada Medical Center
- Humboldt General Hospital Winnemucca
- Evergreen Care Center Pahrump
- Communities in Schools Elko and Winnemucca

- Nye County Coalition Pahrump

Standards for Human Services Practice/Ethics

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

Human services profession 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 offer assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

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

Section I – Standards for Human Service Professionals

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

The Human Service Professional's Responsibility to Clients

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

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

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

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

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

Statement 6 Human service professionals are aware that in their relationships with client's 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 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

Section II – Standards for Human Service Educators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Human Services Practicum: Program Admission and Application

In addition to meeting the course prerequisites published in the GBC catalog, students planning to participate in the experiential portions of the Human Services Program must complete an application process in order to register for the Practicum and Seminar courses: HMS 205 Human Services Practicum I and HMS 206, Human Services

Practicum II. This application process includes the accurate completion of an application form, a written statement of learning goals, an original reflective essay, and the submission of a letter of recommendation from a professional with relevant experience in the social/human services. These materials will be reviewed by an admissions committee comprised of designated faculty and staff within the Department of Health Sciences and Human Services.

Rationale:

In order to successfully complete experiential and seminar courses, knowledge of basic human service skills and competencies are required. Students must exhibit recognition of professional strengths and learning needs. Students must also describe a plan for professional development. Completing the application process enables students to demonstrate the ability to self-reflect and to identify learning goals.

Procedure:

The application process for admission to the practicum/seminar portions of the human services program includes the following steps:

1. Complete prerequisite courses with the required grade/grade average(s);
2. Provide accurate and complete information that is requested on the written practicum application form by the due date;
3. Submit a supportive letter of reference written by an individual from the human services profession (who is unrelated to the student) containing a recommendation for participation in an experiential and/or seminar course of the human services program by the application due date;
4. Identify individual, specific learning goals;
5. Compose responses to questions which reflect understanding of concepts from the Code of Ethics and Standards of Practice of the National Organization for Human Services (NOHS);
6. Participate in security and health screenings as required by the practicum site and/or the Department of Health Sciences and Human Services.

Review and Acceptance Policy:

Applications will be reviewed by admission committee members designated by the Dean of the Health Sciences and Human Services Department.

Applications may be rejected due to issues relating to the following items:

1. Incomplete, incorrect, and/or insufficient information on the application form and/or the essay responses;
2. Missing or inadequate written reference letter (must be attached to the application form on the date of submission by the due date);
3. Prerequisites not completed and/or completed with insufficient grade/grade average(s);
4. Application materials received after the due date;
5. Non-participation in required security and/or health screenings.

Applications may be resubmitted only one time per semester. Applications or resubmitted applications must be turned in to the Health Sciences and Human Services

Department office by the due date. The Due dates for applications and/or resubmitted applications are: Before 4 PM, 10 business days (excluding weekends or holidays) prior to the published date of the first day of the class.

Rubric for Scoring Practicum Admission Applications

Points will be awarded for each of the areas of the application process. 100 points are possible. 80 points or more are required for acceptance of the application. The following rubric will be used for scoring:

Identifying Information	10 points
Reference Information	10 points
Reference Letter	20 points
Student Response: Past Experience Section	10 points
Student Response: Short Term Learning Objectives for Practicum	10 points
Student Response: Long Term Career Goals	10 points
Reflective Essay Responses	30 points (10 points for each of the three required sections)

Continued Requirements

Students admitted to the experiential portion of the Human Services Program must continue to adhere to the policies and procedures outlined in the Human Services Handbook and the GBC Catalog. Behavior policy violations, and/or applications containing false information, may be grounds for grade reductions, review by the Admissions and Progression Committee, behavior change contracts, suspension, and/or dismissal from the program.

CURRICULUM INFORMATION

The AAS degree program is comprised of 61 hours of coursework, including classroom instruction, interactive clinical laboratory sessions, practicum experiences at clinical sites, and a seminar course in which students prepare a focused plan to enter the workforce. Students planning to complete an Associate in Applied Science degree in Human Services must complete the following program, or the equivalent, as determined by the GBC Registrar and/or program coordinator.

The faculty reserves the right to change certain aspects of the course syllabus, such as the schedule of assignments, grading procedures, or course materials. However, no changes will be made without informing students in a timely and clear manner. It is not anticipated there will be major changes in the content of a syllabus once a course begins.

Associate of Applied Science in Human Services Four Semester Curriculum Pattern – All Courses

Course	Description	Credits
First Semester- Fall		
CPD 116	Substance Abuse Fundamentals	3
ENG 100	Composition- Enhanced <i>or</i>	3
ENG 101	Composition I	3
MATH 116*	Technical Mathematics I <i>or higher</i>	3
HMS 101	Introduction to Human Services	3
HMS 102	Introduction to Counseling	3
Total		15
Second Semester- Spring		
ENG 102	Composition II	3
HMS 200	Ethics in Human Services	3
HMS 205**	Human Services Practicum I	5
PHIL 102	Critical Thinking and Reasoning	3
PSY 101	General Psychology	3
Total		17
Third Semester- Fall		
BIOL 100	General Biology for Non-Majors	3
HMS 104	Small Group Interaction Techniques	3
HMS 206**	Human Services Practicum II	5
IS 101	Introduction to Information Systems	3
SOC 101	Introduction to Sociology	3
Total		17
Fourth Semester- Spring		
HDFS 201	Human Growth and Development	3
HMS 250**	Human Services Seminar	3
PSC 101	Principles of American Constitutional Government	3

PSY 208	Psychology of Human Relations	3
Total		12
Total for AAS Degree		61

*Math 120 is recommended, as it is required for the social work, radiology, and other degree programs. Credit for prior coursework at other institutions may be considered per GBC policy and guidelines.

**IMPORTANT NOTE: Approval of a written application for program admission is required prior to taking the Practicum I, Practicum II, and the Human Services Seminar courses.

Certificate of Achievement: Substance Abuse Counselor Two Semesters- Curriculum Pattern – All Courses

Course	Description	Credits
First Semester- Fall		
CPD 116	Substance Abuse Fundamentals	3
ENG 100*	Composition- Enhanced <i>or</i>	3
ENG 101	Composition I	3
HMS 101	Introduction to Human Services	3
HMS 102	Introduction to Counseling	3
MATH 116**	Technical Mathematics I <i>or higher</i>	3
Total		15
Second Semester- Spring		
HMS 105	Substance Abuse Counseling Methods	3
HMS 104	Small Group Interaction Techniques	3
PSY 101	General Psychology	3
HMS 200	Ethics in Human Service	3
HMS 205***	Human Services Practicum I (<i>B- or higher</i>)	5
Total		17

Total for Certificate **32**

**ENG 100 or 101 is recommended, as it is required for social work, nursing, radiology and other advanced degree programs. Credit for prior equivalent coursework at GBC or other institutions may be considered, per GBC policies. Please see the registrar, academic counselor, and/or program adviser for more information.

**MATH 120 is recommended, as it is required for social work, nursing, radiology, and/or other degree programs. Please consult you academic/program adviser.

**IMPORTANT NOTE: Approval of a written application for program admission is required prior to taking the Practicum I, Practicum II, and the Human Services Seminar courses.

At least 15 hours of coursework must be successfully completed at GBC. Substitutions/credit for prior, equivalent coursework may be permitted, at the discretion of the Department of HSHS, and/or the GBC Registrar.

A 2.5 or more grade average is required for completion of a certificate of achievement.

Description of Required AAS Human Services Courses

- HMS 101 Introduction to Human Services (3 credits):** An overview of the human services as a profession, including the exploration of the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Emphasis is on employment in the human services, self-reflection activities, and the development of interpersonal skills common to the human service providers.
- HMS 102 Introduction to Counseling (3 credits):** Assessment, interviewing, intervention, referral, and documentation skills related to human services client communications will be emphasized. Students will receive HIPPA training in basic patient/client confidentiality. This course is a prerequisite for HMS 106: Human Services Practicum I.
- HMS 105 Substance Abuse Counseling Methods (3 credits):** Addiction counseling theories, intervention applications and treatment methods for addiction counselors, social services/human services/health sciences students, or for students interested in developing skills specific to assisting individuals, couples, and families with substance abuse issues. Prior completion of HMS 102: Introduction to Counseling, or the equivalent, is highly recommended.
- HMS 205 Human Services Practicum I (5 credits):** Students complete coursework within community-based agencies. Includes one (1) lecture contact hour and twelve (12) clinical practice hours per week (a total of 180 unpaid hours of field practicum observation and study). This course must be completed with a grade of “B-” or better in order for a student to be eligible for the Certificate of Achievement or an AAS degree in Human Services. Prerequisites: HMS 101: Introduction to Human Services, HMS 102: Introduction to Counseling, instructor’s permission, and an approved Human Services Program Application.
- HMS 104 Group Interaction Techniques (3 credits):** Theory and methods of group dynamics and group interaction applications in social/human services settings are explored. Group counseling approaches related to addiction treatment, relapse prevention, grief and loss adjustment, and personal development are emphasized.
- HMS 200 Ethics in Human Service (3 credits):** “Real life” applications of personal and professional boundaries, beliefs, ethics, values, morals, codes of conduct in human relationships using ethical decision-making, problem-solving, and critical thinking activities for interacting with potential clients, customers, patients, students, subordinates, co-workers and supervisors. This course may be repeated up to three times for continuing education credits. (Students should check with individual licensing boards regarding approval for continuing education credit prior to enrollment.)
- HMS 206 Human Services Practicum II (5 credits):** Continuing human services skills development through interaction with clients, client support systems

and with other human service professionals within community agencies. Includes one (1) lecture contact hour and twelve (12) clinical practicum hours per week (a total of 180 unpaid hours of field experience). This course must be completed with a grade of a “B-” or better in order for a student to be eligible for the Certificate or the AAS degree in Human Services.

HMS 250 **Human Services Seminar (3 credits):** Students will explore emerging issues and current trends in human services employment as they relate to the student’s goals, interests, and abilities. This course is required for students seeking an AAS degree in Human Services, but it is open to any student who is/desires to be involved in human or social services work. Students also create a career plan and develop a resume based on skills, training, employment experiences and current job opportunities in addition to job interviewing practice. Prerequisites: HMS 101: Introduction to Human Services, HMS 102: Introduction to Counseling, or instructor permission.

See policy and procedures for program application at the end of this Handbook.

STUDENT SERVICES

Academic Advising

AAS Human Service students will be assigned a faculty advisor upon admission to the GBC human services program. During enrollment in the program, each student should make an appointment with his/her advisor at least one time per semester to review their progress.

Contact the HSHS Administrative Support at 775-753-2301 for assistance in making an appointment with your advisor.

Faculty Advisors	Phone Number
Oscar Sida	775-727-2021

Students experiencing non-academic health or emotional issues which require professional care should be referred for help outside the HSHS Department. The Student Services Office is the contact for students who need counseling available through University of Nevada, Las Vegas (UNLV). Julie Byrnes, Director of Disability Support, 775-753-2271 or Jake Rivera, Vice President of Academic and Student Affairs, 775-753-2282.

Learning Resources

Students must purchase required texts and other learning resources (e.g., online access codes and other learning resources). A list of required learning resources will be provided to all students enrolling in the health science programs. These can be purchased through the GBC Bookstore or through another source. Students should be very careful that all components needed for their classes are included if they purchase from an outside source. Students will be notified if additional learning resources are required prior to the beginning of each subsequent semester.

Library Services

Media required for human services courses are located in the Library. These materials are not to be checked out but must be viewed at the Library.

Fall and Spring Semester:

Monday - Friday 8:00 am to 5:00 pm

Winter and Summer Semester:

Hours vary

Copying

Copying can be done at the GBC High Tech Center or the Library. The copy machine in the office area is for faculty use only. Computer copies made from the HSHS office printer are \$.10 per page. Additional copies of assignment forms are the student's responsibility.

Technology Assistance

GBC offers a Help Desk for students experiencing problems with WebCampus access. The Help Desk is available by phone (775-753-2167) or by email (helpdesk@gbcnv.edu).

Summer Hours:

Weekdays: 7:00 am to 4:00 pm

Fall and Spring Hours:

Weekdays: 7:30 am to 9:00 pm

Saturday: 12:00 pm to 5:00 pm

Student Representatives

Student representation is encouraged during human services program meetings and Health Science and Human Services Advisory Group meetings. Two volunteer representatives from each class are selected. These students are asked to bring questions, comments and concerns of their class to these meetings and are expected to take information back to their group for discussion and follow-through.

Student Government Association (SGA)

Students are encouraged to be an active part of the Student Government Association (SGA). A variety of activities are provided throughout the school year. Students have the opportunity to participate individually or as a group. There may be some scholarship opportunities for participating in the SGA.

Associated Student Body

Human services students are encouraged to be an active part of the Associated Student Body (ASB). A variety of activities are provided throughout the school year. Students have the opportunity to participate individually or as a group.

FINANCIAL INFORMATION

Scholarships & Financial Aid

Financial Aid is intended to help students pay for their education after high school. The aid available at GBC includes grants, loans, employment and scholarships. Federal Student Aid Programs become available after you complete the FAFSA application. Submit a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Students are encouraged to contact Student Financial Services at 775-753-2399 for further information.

Program Costs and Fees

AAS Human Services Program costs over the two years will vary from year to year. Differential fees cover the cost of lab and some student supplies. Uniforms are purchased prior to entering the first year. Most human services textbooks are purchased prior to the first semester to enhance learning throughout the two years.

Approximate Program Related Costs

Estimated total program tuition based on fall 2020 fee structure	\$6,300
Textbooks & online access fees	\$300/ semester
Student Background Check and Drug Screening (if required for clinical rotation)	\$110
Travel to clinical facilities	Individual Expense

GBC BUILDING FACILITIES

Building Hours

Building hours vary based on classes and locations. Health Science and Human Services faculty offices close at 5:00 pm.

Building Use Guidelines

GBC maintains open centers available to faculty, staff, students and the local community during normal hours. During those days and hours classes, meetings and special events are scheduled security will have staff on site to provide assistance.

Open access to site facilities is provided with the understanding that:

- All persons will be treated with courtesy and respect;
- All buildings and equipment are used in the manner originally anticipated;
- All persons will comply with any posted signage;
- All persons will follow normally accepted safety and behavior standards.

The offer of open access may be revoked should any person be found to cause damages to any GBC property or be involved in harmful, unsafe or illegal behavior while on GBC property.

Security

Security and law enforcement on all GBC centers are dependent upon GBC personnel working well with their respective local law enforcement agencies. Knowledge of any crime or emergency should be reported to the center security or center director immediately. Any crime or emergency requiring immediate assistance should be reported immediately to the police or sheriff by dialing 911 on any center phone.

Security may be contacted by dialing the Elko site operator (Dial "0") from any extension and requesting assistance. On the Elko site assistance may be obtained by activating any of the call boxes located on the pathways or phoning the security cell phone at (775) 934-4923. If the police department, fire department or ambulance are required dial, 9-911 from any extension and tell the dispatcher of the emergency.

Fire Evacuation Plan

Before a fire happens know the following:

- Know the location of the exit nearest your area (evacuation maps posted).
- Know the location of the fire alarm pull box nearest your area.
- Know the location of fire extinguishers in your area.

- Know how to use a fire extinguisher.

Upon discovery of a fire:

1. Pull fire alarm and give verbal warning.
2. Call **911**.
3. Follow **evacuation procedures**.
4. Close doors to contain fire and smoke.
5. If it is safe to do so, and you have been properly trained, you may attempt to extinguish the fire.
6. Determine if it is safe to re-enter the building.
7. On the Elko site, notify your respective Vice President of Academic Affairs (775) 753-2266. On all other centers notify the Center Director and the Vice President of Academic Affairs (Elko Center 775.753.2266).

GRADUATION

Application for Graduation

The GBC graduation is the ceremony that celebrates graduation from the college. It is a cap and gown ceremony held at each of the following locations: Pahrump, Winnemucca and Elko Campuses. Human Services students receive an Associate of Applied Science in Human Services degree. You **MUST** submit an application for graduation before the set deadline in order to participate and receive a degree. Please refer to the GBC catalog for further information.

Caps and Gowns

Cap and gown orders are placed with the GBC Bookstore. The cost is approximately \$45.00.

Graduation Requirements

Students must complete all human services and non-human services courses by the end of the fourth semester to be eligible for graduation.

Students are responsible for ensuring that Admission and Records receives an official transcript for transfer courses one month prior to graduation. It is also each student's responsibility to know and to meet all course requirements and to maintain a 2.5 or high GPA throughout the program.

The Office of Admission and Records uses the year of your admission to the human services program to determine catalog year and course requirements for graduation.

Any student taking a general education course during the fourth semester of the human services program at another college or university must have the course work completed and an official transcript sent to the Admission and Records Office no less than one month prior to final examinations.

APPENDICES

APPENDIX A: Forms

APPENDIX A-1	Health Science and Human Services Injury/Incident Report
APPENDIX A-2	Student Team Item Query Form
APPENDIX A-3	Practicum Agreement
APPENDIX A-4	Focused Observation Guide- Level I
APPENDIX A-5	Focused Observation Guide- Level II
APPENDIX A-6	HMS Student Agreement
APPENDIX A-7	Student Practicum Performance Self-Evaluation Form
APPENDIX A-8	Preceptor Evaluation of Student Practicum Performance Form
APPENDIX A-9	Instructor Evaluation of Student Practicum Performance Form
APPENDIX A-10	Practicum Site Evaluation Form: Student
APPENDIX A-11	Practicum Site Evaluation Form: Preceptor
APPENDIX A-12	Practicum Site Evaluation Form: Instructor
APPENDIX A-13	Practicum Learning Experience: Time Records
APPENDIX A-14	GBC Human Services Program Learning Contract
APPENDIX A-15	Notification of Counseling

**GREAT BASIN COLLEGE
HEALTH SCIENCE and HUMAN SERVICES
Injury/Incident Report**

Name of Person(s) Injury/Incident: _____

Person Completing this form (if different from above): _____

Date of Injury/Incident: _____ Date Injury/Incident Reported: _____

Exact location of the Injury/Incident: _____

Description of the injury/incident: _____

Were there any witnesses? If yes, list: _____

Describe the circumstances in which the incident/accident occurred: _____

Describe follow-up care: _____

Was injured person referred for follow-up care? If yes, which facility? _____

Any further comments: _____

Student Signature Date

Instructors Signature Date

Signature of Dean Date

**GREAT BASIN COLLEGE
ASSOCIATE DEGREE HUMAN SERVICES PROGRAM
Student Test Item Query Form**

Student Name:
Class:
I am protesting the test item:
Rationale: (Explain why you believe the test item is incorrect)
Reference Source: (Cite three published resources, including the page number, to validate your protest.) 1. 2. 3.

GREAT BASIN COLLEGE
ASSOCIATE DEGREE HUMAN SERVICES PROGRAM
Practicum Agreement

Students Name _____ Date _____

Semester _____ Year _____

Learning Contract Participants: _____

Instructor: _____

Practicum Site Supervisor: _____

Other: _____

2. Student Responsibilities

- Complete all health screenings, background checks and/or legal requirements of the Practicum site prior to beginning the Practicum experience and be responsible for any/all lab fees.
- Perform only those tasks outlined by the instructor and/or site Practicum preceptor.
- Regularly attend the site during the hours agreed upon.
- Arrive at the Practicum site on time.
- Maintain professional appearance and dress appropriate for the site. Jeans will not be worn. Shoes will have covered/closed toes.
- Document goals and provide a copy to instructor and Practicum site preceptor.
- Practice confidentiality and all other relevant ethical and legal considerations.
- Attend weekly Practicum class meetings and complete assignments within the established due dates.
- Demonstrate the receipt and application of feedback and guidance without defensive words, attitudes or behaviors.
- Sign and obtain required signatures for this agreement and on time records.
- Report all problems related to course or to the Practicum site to instructor and/or instructor as soon as possible upon realization.

3. Instructor Responsibilities

- Approve of student's Practicum site.
- Provide the Preceptor with an agency agreement for signature.
- Outline for the agency, the roles of the practicum student and provide site orientation information.
- Maintain lines of communication between GBC, the agency and the practicum student
- Negotiate problems arising from student placement.
- Determine semester grade for student based on the preceptor's evaluation, attendance, instructor observations and student assignments.

4. Practicum Site Supervisor Responsibilities

- Agree to host student for specified time/visits
- Outline expectations for student participation
- Report problems with student placement as soon as possible to student and/or instructor.
- Assist instructor with site orientation of student
- Negotiate problems arising from student placement
- Monitor student progress
- Provide feedback to student/instructor regarding progress
- Complete written evaluation of student

Signature designates an agreement to above terms.

Students Signature Date

Practicum Signature Date

Instructors Signature Date

Focused Observation Guide (FOG) – Level I

Student name: _____

Site: _____ Date/times of visit: _____

Student goals for this visit (write 2 or more):

1) _____

2) _____

Student objective(s) for this visit (write 2 or more):

1) _____

2) _____

Student Observations: Staff

1. What client services are offered at this site? _____

2. What client population is served? * _____

3. Describe the staff members and write a brief summary of the responsibilities of each employee. * _____

4. What behaviors and attitudes did you observe in the staff members as they were helping clients? _____

Client Intervention (Write on back or attach a Word document) Write separate responses about ONE of these client issues:

1) Physical

2) Psychological

3) Socio-cultural/economic/vocational.

What important client issues were identified by you and/or the staff?

What major client interventions were identified/planned for each client issue?

What client interventions were implemented for each issue? If none observed or completed, then write your suggestions.

- Describe the rationale/reason for each intervention. (Important: Support each rationale with evidence-based, published research.)
- How were the client intervention plans and the actual interventions documented?
- What were the client reactions to the interventions and/or to the plan?
- Briefly discuss both family/social support strengths and barriers that you observed or anticipated about the interventions for each issue.
- What other community resource referrals were made (or could be made) to further assist this client? Name one possible barrier that you anticipate for each of these referrals.

Student Observations: Clinical Environment

5. Describe how technology was used—computers, phones, video equipment, etc.: _____

6. How did staff demonstrate support for the client’s unique bio-
psychosocial/cultural/spiritual identity? _____

7. What health, safety, and/or infection prevention factors were noted? _____

Student Observations: Clinical Supervision

8. Describe your interactions with site supervisor. _____

9. What were some questions/concerns that were addressed by your site supervisor and/or staff? _____

10. What are questions/concerns/general observations that you still have now? _____

11. Summarize the learning goals/objectives that you realized today. _____

12. List new /additional learning goals/objectives that you have at this time. _____

13. What professional and ethical challenges did you encounter? What feedback did you receive? _____

14. How will you prepare for your next site visit so that you meet your new learning goals/objectives? _____

15. Relate the assigned readings from the text with your experiences with this client/agency** _____

**Please do not write staff or client names on this form—or in your journal!*

****Contents of these response areas are worth 50% of the total FOG score**

Grade score issued by instructor: _____/100% = Letter grade of: _____

Instructor comments: _____

Focused Observation Guide (FOG) -- Level II

Student name: _____

Site: _____ Date/times of visit: _____

Student goals for this visit (write 2 or more):

1) _____

2) _____

Student objective(s) for this visit (write 2 or more):

1) _____

2) _____

Student Observations: Staff

1. What client services are offered at this site? _____

2. What client population is served? * _____

3. Describe the staff members and write a brief summary of the responsibilities of each employee. * _____

4. What behaviors and attitudes did you observe in the staff members as they were helping clients? _____

Client Intervention (Write on back or attach a Word document) **

- Summarize in 5-10 complete sentences, the general overview of a client's chief complaint, presenting problem, major issue, and/or important need.
- Describe your assessment of the status of each of the following five client issue areas: one physical, one social, one cultural/spiritual, one vocational, and one psychological.
- Write one client-centered goal, two client-centered objectives, and two interventions for each of the five issue areas that you have identified. Support goals and interventions with evidence-based research and document this by using APA standards.
- Identify one client-centered strength and one barrier specific to each of the five

issue areas.

- Write a narrative chart entry or SOAP note documenting a summary of the interventions, and the client's reactions to the interventions/intervention plan in 5-10 complete sentences.

Student Observations: Clinical Environment

5. Describe how technology was used- computers, phones, video equipment, etc.: _____

6. How did staff demonstrate support for the client's unique bio-
psychosocial/cultural/spiritual identity? _____

7. What health, safety, and/or infection prevention factors were noted? _____

Student Observations: Clinical Supervision

8. Describe your interactions with site supervisor. _____

9. What were some questions/concerns that were addressed by your site supervisor and/or
staff? _____

10. What are questions/concerns/general observations that you still have now? _____

Evaluation:

11. Summarize the learning goals/objectives that you realized today. _____

12. List new /additional learning goals/objectives that you have at this time. _____

13. What professional and ethical challenges did you encounter? What feedback did you
receive? _____

14. How will you prepare for your next site visit so that you meet your new learning goals/objectives? _____

15. Relate the assigned readings from the text with your experiences with this client/agency** _____

**Please do not write staff or client names on this form.*

****Contents of these response areas are worth 50% of total FOG score**

Grade score issued by instructor: _____/100% = Letter grade of: _____

Instructor comments: _____

**GREAT BASIN COLLEGE
HMS STUDENT AGREEMENT**

I have read, understand and agree to abide by the policies and guidelines stated in the GBC Human Services Program Handbook.

I understand that as a condition of enrollment in Human Services Program courses, I agree that a clinical facility/agency may, at any time, require a “for cause” drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the clinical facility/agency should they request such information.

My emergency contact person(s) are as follows:

I understand that this individual or individuals are responsible for ensuring that I am transported home in the event one of my faculty or the Human Services Program Supervisor and/ or Instructor determines that I am not able to continue being present in the classroom, lab or clinical setting.

Name	Phone #	Relationship
------	---------	--------------

Name	Phone #	Relationship
------	---------	--------------

Student Signature	Date
-------------------	------

Witness: Faculty/Program Supervisor/Instructor	Date
--	------

**Student Practicum Performance
Self-Evaluation Form**

Student name: _____

Date of site visit: _____ Course: _____

Instructor: _____ Site Preceptor Name: _____

Site Location: _____

Student Learning Objectives- *to be completed before each practicum site visit* (2 or more):

1. _____

2. _____

Student Reflections- *to be completed after each site visit* (2 or more):

3. _____

4. _____

Additional Student Comments: _____

Performance & Documentation:

5. Utilizes knowledge of client issues to identify intervention(s)

Yes: _____ No: _____ N/A: _____

Notes: _____

6. Verbalizes and applies knowledge of client strengths.

Yes: _____ No: _____ N/A: _____

Notes: _____

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.

Yes: _____ No: _____ N/A: _____

Notes: _____

8. Conduct is respectful to self, client, and agency personnel.

Yes: _____ No: _____ N/A: _____

Notes: _____

9. Cites textbook/relevant research findings.

Yes: _____ No: _____ N/A: _____

Notes: _____

10. Utilizes therapeutic communication skills with clients and staff.

Yes: _____ No: _____ N/A: _____

Notes: _____

10 points possible:

Score: _____/10

Notes: _____

Preceptor Evaluation of Student Practicum Performance Form

Student name: _____

Date of site visit: _____ Course: _____

Instructor: _____ Site Preceptor Name: _____

Site Location: _____

Student Learning Objectives- *to be completed before each practicum site visit* (2 or more):

1. _____

2. _____

Student Reflections- *to be completed after each site visit* (2 or more):

3. _____

4. _____

Additional Preceptor Comments: _____

Performance & Documentation:

5. Utilizes knowledge of client issues to identify intervention(s).

Yes: _____ No: _____ N/A: _____

Notes: _____

6. Verbalizes and applies knowledge of client strengths.

Yes: _____ No: _____ N/A: _____

Notes: _____

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.

Yes: _____ No: _____ N/A: _____

Notes: _____

8. Conduct is respectful to self, client, and agency personnel.

Yes: _____ No: _____ N/A: _____

Notes: _____

9. Cites textbook/relevant research findings.

Yes: _____ No: _____ N/A: _____

Notes: _____

10. Utilizes therapeutic communication skills with clients and staff.

Yes: _____ No: _____ N/A: _____

Notes: _____

10 points possible:

Score: _____/10

Notes: _____

Instructor Evaluation of Student Practicum Performance Form

Student name: _____

Date of site visit: _____ Course: _____

Instructor: _____ Site Preceptor Name: _____

Site Location: _____

Student Learning Objectives- *to be completed before each practicum site visit* (2 or more):

1. _____

2. _____

Student Reflections- *to be completed after each site visit* (2 or more):

3. _____

4. _____

Additional Instructor Comments: _____

Performance & Documentation:

5. Utilizes knowledge of client issues to identify intervention(s).

Yes: _____ No: _____ N/A: _____

Notes: _____

6. Verbalizes and applies knowledge of client strengths.

Yes: _____ No: _____ N/A: _____

Notes: _____

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.

Yes: _____ No: _____ N/A: _____

Notes: _____

8. Conduct is respectful to self, client, and agency personnel.

Yes: _____ No: _____ N/A: _____

Notes: _____

9. Cites textbook/relevant research findings.

Yes: _____ No: _____ N/A: _____

Notes: _____

10. Utilizes therapeutic communication skills with clients and staff.

Yes: _____ No: _____ N/A: _____

Notes: _____

10 points possible:

Score: _____/10

Notes: _____

Practicum Site Evaluation Form: Student

Student name: _____

Date of Practicum site visit: _____ Course: _____

Instructor: _____ Site Preceptor Name: _____

Site Location: _____

Please rate your experiences at this site and with this preceptor on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

_____ Clearly defined expectations by preceptor

_____ Preceptor supervision and training

_____ Support from site staff

_____ Learning opportunities

_____ Preceptor evaluation/feedback process

_____ Hours/location of practicum site accessibility/availability

Please write comments about the above ratings and answer the following questions. You may use the back of this sheet. Thank you for your feedback!

1. What experience at this site did you enjoy the most? Why? _____

2. What aspects of this experience contributed most to your learning? Why? _____

3. Do you feel more comfortable now with the Practicum experience? Why? _____

4. What changes could have improved your learning? _____

5. What special issues, concerns, or questions would you want addressed regarding the use of this site/preceptor in the future? _____

Practicum Site Evaluation Form: Preceptor

Student name: _____

Date of Practicum site visit: _____ Course: _____

Instructor: _____ Site Preceptor Name: _____

Site Location: _____

Please rate your experiences at this site and with this preceptor on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

_____ Clearly defined expectations by preceptor

_____ Preceptor supervision and training

_____ Support from site staff

_____ Learning opportunities

_____ Preceptor evaluation/feedback process

_____ Hours/location of practicum site accessibility/availability

Please write comments about the above ratings and answer the following questions. You may use the back of this sheet. Thank you for your feedback!

1. What experience at this site did you enjoy the most? Why? _____

2. What aspects of this experience contributed most to your learning? Why? _____

3. Do you feel more comfortable now with the Practicum experience? Why? _____

4. What changes could have improved your learning? _____

5. What special issues, concerns, or questions would you want addressed regarding the use of this site/preceptor in the future? _____

Practicum Site Evaluation Form: Instructor

Student name: _____

Date of Practicum site visit: _____ Course: _____

Instructor: _____ Site Preceptor Name: _____

Site Location: _____

Please rate your experiences at this site and with this preceptor on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

_____ Clearly defined expectations by preceptor

_____ Preceptor supervision and training

_____ Support from site staff

_____ Learning opportunities

_____ Preceptor evaluation/feedback process

_____ Hours/location of practicum site accessibility/availability

Please write comments about the above ratings and answer the following questions:

1. What changes could have improved this experience for students? _____

2. What special issues, concerns, or questions could be addressed regarding the use of this site/preceptor in the future? _____

Practicum Learning Experience: Time Records

Students: Record the dates and times of your agency attendance or authorized activity. Track the time you arrive and the time you leave in the worksheet below, and, when you are finished with this site, write the total number of hours in the upper portion of this form. Use a separate form for each site. Your site supervisor or designee must sign/verify your hours. Time sheets may be used for attendance/evaluation/grading purposes. It is the student's responsibility to notify the site supervisor if late or unable to attend on a scheduled date/time. Obtain expectations for attendance on or before the first site visit.

ALL HOURS FOR THIS COURSE MUST BE UNPAID TIME.

Student name: _____ Date: _____

Site Supervisors Name: _____ Site Locations Name: _____

Total hours for this site: _____

I certify that these times/dates/hours are correct:

Students Signature: _____ Date: _____

Comments: _____

Instructors Signature: _____ Date: _____

Comments: _____

Date:	Time in:	Time Out:	Site Signature:

GBC Human Services Program Learning Contract

I _____ (student name) _____ (date), acknowledge that my learning requires specified learning activities. I agree to assess my progress with my preceptor and instructor regularly on or before the due dates required by the instructor and/or preceptor. I also agree to the following because I am willing to take ownership of my own learning process for the benefit of the clients I may serve:

- I agree to work in partnership with instructors, peers, staff, advisors, and preceptors so that I can achieve my learning goals and to serve clients by understanding, learning and implementing the Standards of Practice/Ethics for Human Services (listed in this Handbook).
- I will keep a Portfolio/time records that accurately reflects a record of my learning experiences.
- When I recognize skills and/or information deficits, I will seek out opportunities for obtaining relevant information and/or experiences and record my efforts and results in my Portfolio.
- I agree to adhere to the guidelines, rules and regulations of GBC, the HS Program, and all legal requirements. Additionally, I acknowledge receipt of the HS Program handbook.

Student signature: _____ Date: _____

Witness: _____ Date: _____

Human Services Skills

(This is only a guideline, a partial listing. The student is encouraged to add skills.)

Client Assessment

- | | |
|--|--|
| <input type="checkbox"/> Interviewing | <input type="checkbox"/> Documentation, forms, charts and filing |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Computer and office technology |
| <input type="checkbox"/> Strengths and deficit identification | <input type="checkbox"/> Non-profit agency organization and management |
| <input type="checkbox"/> Outcome goals | <input type="checkbox"/> Confidentiality and Release of Information (ROI) and HIPAA requirements |
| <input type="checkbox"/> Client-centered objectives | |
| <input type="checkbox"/> Intake, update, and discharge summaries | |
| <input type="checkbox"/> Legal and confidentiality issues | |

Therapeutic Intervention

- | | |
|--|---|
| <input type="checkbox"/> Group dynamics | <input type="checkbox"/> Grief and loss support |
| <input type="checkbox"/> Active and reflective listening | <input type="checkbox"/> Progress reports |
| <input type="checkbox"/> Strength-based interventions | <input type="checkbox"/> Discharge planning |
| <input type="checkbox"/> Addiction cycle and substance abuse | |

Child/Elder Abuse and Neglect

- Mandated reporting
- Family systems
- Crisis intervention and suicide prevention

Bio-psychosocial Support

- Client needs-based assessments (applications of Erickson's Stages and Maslow's Hierarchy)
- Anger management
- Stress management/Post traumatic stress disorder (PTSD)
- Disabilities and clients with special needs

Cultural Competencies

- Cultural competencies
- Diversity considerations

Client Advocacy

- Assertive and nonviolent communication
- Referral identification and resource utilization
- Adult education methods

Personal and Professional Development

- Personal reflection and self-evaluation
- Critical thinking and problem solving
- Identification of learning needs and continuing education
- Stress management
- Career and professional development plans
- Licensure and certification
- Resume and interview preparation

**Notification of Counseling
Great Basin College Human Services Program**

Student: _____ Date: _____

Instructor: _____ Date: _____

Dean: _____ Date: _____

Course: _____

Your performance indicates you have failed to meet the following academic standard:

- Maintain a 2.0 grade/overall GPA in a field practicum course or seminar course

Your performance indicates you have failed to meet the following non-academic standard:

- violated academic integrity
- committed unsafe practice
- intentionally viewed or divulged confidential information
- performed acts beyond the scope of current expectations of student practice
- carried out unauthorized use or distribution of equipment or drugs
- falsified or altering documents
- abused, neglected or abandoned clients
- committed felonious acts
- violated ethical standards of the National Organization for Human Services (NOHS)
- violated ethical policy of the field placement agency and/or GBC
- Other: _____

Description of infraction: _____

Action(s) needed to be taken by student-Action Plan: _____

Specific skills to be demonstrated and completion dates: _____

Academic Success Center remediation and plan of completion date (if applicable): _____

Signature Academic Success Center tutor: _____

Date of Tutoring: _____

Other goals and agreements: _____

Follow-up meetings with instructor, preceptor, dean and/or program director: _____

Instructors Signature: _____ Date: _____

Students Signature: _____ Date: _____

Notes