Student Handbook

for the

HUMAN SERVICES PROGRAM

St. Petersburg College

St. Petersburg, Florida
These requirements are specific to the Human Services program and are a supplement to the Student Handbook and the St. Petersburg College Catalog. These requirements are subject to change at any time without prior notice.

**CONTENT IS SUBJECT TO CHANGE**

The District Board of Trustees of St. Petersburg College and the Human Services Program reserve the right to change the curriculum, calendar, student fees, instructors, advisory committee members, as well as the college and program-specific policies and procedures during the academic year. Changes will be effective on the date designated by the District Board of Trustees, the college President, or Program Director for the Human Services program.

The purpose of this handbook is to provide guidelines to assist you in reaching your educational goals both on campus and in the Co-Op (Internship) setting and to introduce you to your responsibilities as a student in the Human Services Program.

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Updated – July, 2016
Accreditation of St. Petersburg College

St. Petersburg College (SPC), formerly St. Petersburg Junior College (SPJC), is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number (404) 679-4501) to award Associate Degrees.

Leadership and Support Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College President</td>
<td>Dr. William Law</td>
<td>(727) 341-3241</td>
</tr>
<tr>
<td>St. Petersburg Gibbs (SPC Gibbs) Provost</td>
<td>Jamelle Conner</td>
<td>(727) 341-4656</td>
</tr>
<tr>
<td>SPC Gibbs Associate Provost</td>
<td>Keron Jean-Baptiste</td>
<td>(727) 341-4349</td>
</tr>
<tr>
<td>Human Services (HUS) Program Director</td>
<td>Cheryl Kerr, Ed.D., LMHC</td>
<td>(727) 341-3736</td>
</tr>
<tr>
<td>Human Services Full Time Faculty</td>
<td>Jay Charboneau, LMHC, CAP</td>
<td>(727) 341-3736</td>
</tr>
<tr>
<td>HUS Program Staff Assistant</td>
<td>Pam Neale</td>
<td>(727) 398-8203</td>
</tr>
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Program Contact Information

Human Services Program  
St. Petersburg College  
SPC Gibbs Campus, SA 307  
6605 5th Avenue North  
St. Petersburg, FL 33710  
Phone: (727) 341-3736  
Fax: (727) 444-6907  
Email: kerr.cheryl@spcollege.edu  
website: http://www.spcollege.edu/hus

Overview of the Human Services Program

The Human Services program provides a conducive learning environment for students interested in pursuing a career in the helping professions. The program will educate and train students to be well functioning entry level human services practitioners. Some examples of employment opportunities include:

- Behavioral Technicians
- Child Care Workers
- Youth Development Advocates
- Child protective case workers
- Counselors
- Early intervention workers
- Family support workers
- Outreach workers
- Residential counselors
- Vocational counselors
- Shelter workers
- Crisis intervention counselors
- Alcohol & substance abuse counselors
Advisory Committee for the Human Services Program

Human Services professionals from the community served by the Human Services program at SPC voluntarily participate on the Human Services Advisory Committee. These individuals provide guidance regarding industry trends, curriculum development and improvement, and recommendations for equipment, facilities, and resource needs. At least one (1) student representative from the Human Services program also serves on the HUS Advisory Committee.

Human Services Goals & Objectives:

Goals:

The Human Services Program is dedicated to the philosophy and goals of the college.

The Human Services Program is designed to offer the student planned learning experiences and to provide knowledge, skills, and promote attitudes that will culminate in successful employment of the graduate as a human services worker.

The program will promote professional growth within the field and encourage life long learning experiences.

Objectives:

Students will develop the knowledge base required of an entry-level human services worker.

Students will develop the critical thinking and problem-solving skills required of an entry-level human services worker.

Students will develop an understanding of the role that proper communication and interpersonal skills play in the Human Services setting.

Students will exhibit high standards of professional and ethical conduct and behavior.
Program Learning Outcomes (PLOs):

Students who graduate from the Associate in Science in Social and Human Services degree program will be able to:

1. Apply the principles of social services provision to a variety of diverse settings within the human services delivery system and examine current social issues and human services trends and their impact on society, including mental/behavioral health, domestic violence, abuse, neglect, poverty, substance abuse and dependence.

2. Demonstrate a professional demeanor that uses interpersonal skills within the professional setting, including active listening, reflecting, clarifying, using open-ended questions, and responding accurately to verbal and nonverbal behavior.

3. Apply case management skills, including documentation, assessment, treatment planning, crisis intervention and the ability to make appropriate referrals, identify and access human services resources, including on-line data bases, directories, and referral centers.

4. Demonstrate the ability to adhere to professional, ethical standards in human services practice, including confidentiality, informed consent, self-disclosure, boundaries, and demonstrate sensitivity when working with diverse populations.

5. Demonstrate awareness of one’s personal development, values, and personal challenges and strengths as they relate to one’s personal and professional development and practice and understand the responsibility for ongoing professional growth and development.

"Human services worker" is a generic term for people who hold professional and paraprofessional jobs in such diverse settings as group homes and halfway houses; correctional, mental retardation, and community mental health centers; family, child, and youth service agencies, and programs concerned with alcoholism, drug abuse, family violence, and aging. Depending on the employment setting and the kinds of clients served there, job titles and duties vary a great deal.

The primary purpose of the human service worker is to assist individual and communities to function as effectively as possible in the major domains of living. A strong desire to help others is an important consideration for a job as a human services worker. Individuals who show patience, understanding, and caring in their dealings with others are highly valued by employers. Other important personal traits include communication skills, a strong sense of responsibility, and the ability to manage time effectively.
Educational Facilities and Resources

The St. Petersburg Gibbs Campus is located at 6605 5th Avenue North in St. Petersburg, FL.

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<tr>
<th>Human Services Program Office</th>
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<tr>
<td></td>
<td>Program Director: (727) 341-3736</td>
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<td></td>
<td>Program Staff Assistant: (727) 341-4713</td>
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<tr>
<td>SP Gibbs Library</td>
<td>Phone: (727) 341-7199</td>
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<tr>
<td></td>
<td>Web: <a href="http://www.spcolllege.edu/libraries/#tab=5">http://www.spcolllege.edu/libraries/#tab=5</a></td>
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<tr>
<td>SP Gibbs Bookstore</td>
<td>Phone: (727) 347-0310</td>
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<td></td>
<td>Web: <a href="http://www.spcolllege.edu/textbooks/">http://www.spcolllege.edu/textbooks/</a></td>
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<tr>
<td>Student Life &amp; Leadership</td>
<td>Room: SS-111C</td>
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<td></td>
<td>Phone: (727) 341-4314</td>
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<tr>
<td>Student Services</td>
<td>SP Gibbs Administrative offices AD-118</td>
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<td></td>
<td>Phone: (727) 341-4772</td>
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<tr>
<td>Learning Support Center</td>
<td>TE Building, Room 200</td>
</tr>
<tr>
<td></td>
<td>Phone: (727) 341-3512</td>
</tr>
<tr>
<td>Accessibility Services</td>
<td>Voice: (727) 341-4316</td>
</tr>
<tr>
<td></td>
<td>TTY: (727) 341-3769</td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://www.spcolllege.edu/accessibility/">http://www.spcolllege.edu/accessibility/</a></td>
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Required Program leading to the A.S. Degree in Human Services

See the SPC College Catalog for a complete list of required courses. Students are responsible for meeting all major, general education and support courses with a grade of “C” or better.

Program Admission:

Students must demonstrate they are at college-level in writing, reading and math either through appropriate test scores or through appropriate test completion.

Admission to the Human Services program does not guarantee placement in a Cooperative Education/Internship site and/or graduation.

Grading Policy: The Human Services Program has the following grading scale:

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% or less

Special Progress Requirements

In order to enroll in any program course with a prerequisite, a grade of “C” or better must have been earned in the prerequisite(s) to said course.
**Special Graduation Requirements**

A grade of “C” or better is required for all required courses.

**Probation/Suspension/Dismissal**

General college information concerning probation, suspension or dismissal apply as indicated in the SPC College catalog.

**Change of Address Responsibility**

It is the responsibility of students enrolled in the Human Services Program to inform the Human Services Program of any change of address or phone number within one week. The information should be given to the Program Director in writing. Students should change and update their address, telephone number, and email address through the process on MySPC.

**Communication between Students and Faculty**

Telephone numbers and email addresses of faculty will be printed on the course syllabus.

Students are responsible for checking announcements in MyCourses for current notices in blended and internet courses.

Students are responsible for communicating with the Program Director at least once each session (via phone, email or in person) regarding course scheduling.

Regular attendance is expected of all students. Absence from class may necessitate remedial work to assure that the course objectives have been met. A student may be withdrawn for excessive absences and/or not actively participating in the course.

Tardiness is disruptive to the learning of the one who is late as well as to peers. Students should make every effort possible to be on time. Each faculty will have their own requirements and policies regarding tardiness.
Reporting Course or Curriculum Problems / Concerns /Student Appeals

To report a problem or concern related to an HUS course or the curriculum, please utilize the following chain of command. You must first work with the instructor and/or the HUS program director to resolve your situation before proceeding to Administration.

**Step 1**: Discuss course-related issues directly with the instructor.

**Step 2**: If the matter cannot be resolved at the instructor level, then contact the HUS Program Director at (727) 341-3736.

**Step 3**: If the problem/concern cannot be resolved at the program director level, then the next contact person in the chain of command is the Dean of Social & Behavioral Sciences at (727) 712-5851.

See the College Student Handbook for information on Student Grievances and Academic Appeals.

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Professional Memberships

**National Organization for Human Services**

All students are encouraged to become a student member of the National Organization for Human Services *(NOHS)*.

**Regional Human Services Organization- (SOHS)**

**Southern Organization for Human Services**

**American Counseling Association (ACA)**

**Florida Alcohol and Drug Abuse Association (FADAA)**

**National Association of Social Workers (NASW) [http://www.socialworkers.org/](http://www.socialworkers.org/)**

**Academy of Criminal Justice Sciences (ACJS) [http://www.acjs.org/](http://www.acjs.org/)**

The following actions are prohibited at or on any campus or center of the College, or at any College-sponsored or College-affiliated activity or event. Violation of any of these regulations may result in disciplinary action. In addition, the College reserves the right to impose discipline based on any student conduct, regardless of location, that may adversely affect the College or College community. Further, disciplinary action may be imposed in special circumstances where prescribed by law.

1. Possession or consumption of alcoholic beverages.

2. Use, possession, sale, barter, exchange, gift, distribution, or other transaction of any drugs which would be in violation of state or federal law.

3. Cheating in any form as delineated in the College’s Procedure on Academic Honesty.

4. Stealing or attempting to steal.

5. The use of indecent or abusive language.


7. Hazing. The College's anti-hazing policy and the penalties for violations thereof are set forth in Board of Trustees' Rule 6Hx23-4.331.

8. Vandalism or destruction of property.

9. Unauthorized possession, duplication or use of keys or access cards to any College premises or services.

10. Taking or unauthorized use or possession of College property or the private property of another.

11. Falsification, forgery, alteration, or misuse of any College record, document or identification card.
12. Permitting another to use his or her College identification card, impersonating another or misrepresenting being authorized to act on behalf of another.

13. Failure to comply with lawful directives of College officials or security officers acting within the performance of their duty.

14. Any action which causes or attempts to cause a fire, explosion, including bomb threats, or any false reporting of a fire, explosion or any tampering with the fire safety equipment or other safety devices or the failure to evacuate the College buildings during a fire alarm.

15. Fraudulent and/or unauthorized official use of College name, seal, emblem, nickname or motto.

16. Lewd or indecent conduct as defined in the Florida Statutes, Chapter 800.

17. Behavior or actions which are disruptive of the normal, peaceable, and orderly operation of the College.

18. Any disorderly conduct or breach of peace. This includes, but is not limited to, such conduct as threatening, fighting or other tumultuous behavior, the making of unreasonable noise or offensively coarse utterances, gestures or display, or abusive language to any person, creation of a hazard or offensive condition or other causes or matters resulting in the disturbance of the public tranquility and order of the College, its students or personnel.

19. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College sponsored or supervised functions.

20. Acts of verbal or written abuse, threats, intimidation, harassment, coercion and/or other conduct which creates an intimidating, hostile or offensive working and/or educational environment.

21. Violation of a federal or state law, county or city ordinance.

22. Assault or physical abuse.
23. Possession or use of explosives (including fireworks), chemical agents, or weapons (including firearms) on College property unless such possession and use is authorized as provided for in the Board of Trustees’ Rule 6Hx23-1.232 and College Procedure P6Hx23-1.232.

24. Unauthorized entry and/or occupancy of College facilities.

25. Violations of student traffic and parking control as listed in Board of Trustees' Rule 6Hx23-4.34.

26. Sexual harassment, as defined in Board of Trustees' Rule 6Hx23-2.011.

27. Sexual misconduct, as defined in Board of Trustees' Rule 6Hx23-4.332.

28. Discrimination as defined pursuant to the Board of Trustees' Rule 6Hx23-1.34 and College Procedure P6Hx23-1.34.

29. Stalking as defined by Florida law pursuant to §784.048.

30. Disobedience. Failure to abide by official College rules, procedures, policies or guidelines.

31. Conduct endangering safety and welfare. The commission of any act which one could reasonably foresee as having the potential to threaten or endanger the health or well-being of any person or property.


33. False information. Furnishing false information to a College official in the exercise of his/her responsibilities.

34. Knowingly instituting a false charge against another.

35. Intentionally, without consent, limits or restricts the freedom of another to move about in a lawful manner.

36. Knowingly providing false statements during any proceeding or taking any action which interferes with or obstructs any College administrative process.
37. Conspiracy to commit violation of any of the above or aiding, abetting, assisting, hiring, soliciting, or procuring another in the violation of any of the above.

In cases in which there has been a violation of law against the College or any of its officials, legal action may also be brought against the offender.

II. Student organizations are also prohibited from engaging in the conduct listed in I. above. Violations of this College Procedure by a student organization could result in the rescission of the authority for such organization to operate on College property or under the sanction of the College.

III. This section of the Procedure is implemented in recognition of the fact that there are circumstances in which the College administration needs to act expeditiously in order to provide a reasonable safe academic and work environment.

Student disciplinary action shall be imposed in accordance with College Procedure P6Hx23-4.35, however, a student may be immediately suspended from classes and/or from the College and its grounds and premises under this Procedure and upon recommendation of the student’s campus/center associate provost or designee, upon approval of the provost or designee, or upon approval of the President or designee when one or more of the following circumstances exist:

1. A student is reasonably suspected of threatening and/or causing physical harm to a student, instructor and/or staff member and/or their property or property of the College.

2. A student is reasonably suspected of violating Sub Paragraphs 14, 16, 18, 20, 22, 23, 27 and 35 of Paragraph I. of this Procedure.

The associate provost or designee will conduct an expedited investigation of the alleged violation and attempt to meet with the student to present notice of the charges, and, as may be feasible in the situation, providing an opportunity for the student to respond to such charges. If a meeting is not feasible due a serious campus safety or security concern, the student may be afforded an opportunity to provide any written evidence to the appointed campus administrator in lieu of a meeting.
Any student suspended pursuant to the foregoing shall be notified of the suspension by letter, either by personal delivery or by regular mail to the student’s last known address.

The suspension letter shall include a time certain for which the suspension is in force, and details concerning the method by which the student can apply for readmission at the conclusion of the suspension time period. The letter of notice shall further provide the student with an opportunity to request a disciplinary review pursuant to the College’s Disciplinary Procedure, P6Hx23-4.35, to be arranged in an expedited fashion. The student shall have no more than three school days from the actual notice of immediate suspension to notify the associate provost of the request. If the student does not timely request a disciplinary review on the matter, such right is waived. Under this section, the College reserves the right to impose additional disciplinary action as may be warranted in accordance with this Procedure. As deemed necessary by the associate provost or designee, the suspension shall remain in place during the duration of any review and proceedings.

On sites where there is no provost and/or associate provost, the President shall designate the person(s) to undertake the duties of the provost and/or associate provost under this College Procedure.
SPC Catalog, SPC Student Handbook, and HUS Student Handbook

Students are responsible for being familiar with and adhering to all college regulations and program policies published in the most current edition of the SPC college catalog and SPC Student Handbook (available online and in the SP Gibbs Administrative offices).

Policies and processes related to the following specific topics are published in the SPC College Catalog and/or the SPC Student Handbook:

- Academic appeals
- Academic credit
- Academic honesty
- Academic warning, probation, suspension, and dismissal
- Fees (laboratory fees, liability and clinical accident coverage insurance charges)
- Financial aid/assistance
- Graduation requirements
- HIV / AIDS
- Refunds for tuition and fees
- Safety and security
- Services for students with disabilities
- Student conduct
- Student grievances
- Student records (transcripts)
- Student rights and responsibilities
- Transfer credit
- Tuition costs
- Withdrawal -- from college and/or from course(s)
**Substance Abuse Policy**

SPC has a strong no-use policy. See the Student Handbook for a full discussion of substance abuse issues.

**Incident Report Instructions:**

Students and faculty must complete an incident report within 24 hours for any of the following:

1. Physical injury  
2. Accidents  
3. Theft and/or suspected thefts  
4. Damage to student property

* The report shall be completed immediately with as much detailed information as possible and submitted to the designated department within 24 hours of the occurrence.  
* The supervisor in whose area of responsibility the incident took place must sign the report and be responsible for the completion and distribution of it.  
* The report form should have attached to it any document or support information available that will add to the total picture of the incident.  
* The reports are not to be given to anyone other than the appropriate college administrative staff.  
* No statements or information concerning any accident/incident should be given to an outside person without prior discussion with the Program Director.

**Cooperative Education in Human Services Overview**

The Co-Op course (HUS 2949) gives the student an opportunity to gain valuable experiences in the Human Services setting. The Co-Op/Internship should mimic employment in the real world as closely as possible. Interaction between professionals in the field allows the student to gain a better understanding of the content, theories and procedures discussed in class. Although many of the same rules and policies apply to both the classroom and the Human Services work setting, the work setting and the nature of the learning process can be quite different.

Students are invited guests in the field placement and must abide by the rules and regulations of the agency/organization. The Co-Op placement supervisor should inform students of the agency’s policies on the first day of Co-Op. The importance of learning and maintaining high standards of professional conduct cannot be overemphasized and is a primary goal of the program. The College reserves the right to suspend or dismiss from the Human Services Program any student who does not demonstrate the knowledge, behavior, ethics, or skills deemed necessary in the practice of the profession.
Each agency or organization will have a supervisor in charge of the Co-Op student. Students are to never act on their own judgment. They must always seek approval by a supervisor. The Program Director for Human Services is the instructor for the Co-Op class. The primary responsibilities of the Program Director are to monitor student progress toward meeting the course objectives and to coordinate the Co-Op experience. After receiving input from the Co-Op supervisor’s evaluation and student’s reports, the Program Director assigns the student a grade for the Co-Op class.

**Transportation**

It is the responsibility of the student to provide transportation to Co-Op placements and field trip experiences. Students should take precautions when traveling to field trips and Co-Op sites due to weather and traffic conditions.

Students need to be aware of their own safety when traveling to and from Co-Op settings and entering and leaving the setting at different times of the day. Students should ask Co-Op placement employees to observe or escort them to and form their car if the student perceives an unsafe area.

All SPC Students can ride the bus (PSTA) for free by showing their valid student ID.

**Safety and Security**

**In the event of an immediate life-threatening or dangerous event, CALL 911, followed by notifying Campus Security.** All suspicious, threatening, or unusual behaviors/situations should be reported to Campus Security.

If a student is injured while on any of the SPC campuses, contact Campus Security immediately for assistance. The phone number for Campus Security is (727) 791-2560.

**Crime Statistics / Information**

Crime statistics for Pinellas County areas can be viewed at this web site: Pinellas County Crime Viewer

**Safety at Cooperative Education Sites**

You may be going and coming from various Co-Op sites at odd hours either in the morning or in the evening, depending on your schedule. Information on the specific crime statistics for Florida clinical sites can be obtained at the following web sites:

http://www.pcsoweb.com/crime-prevention
www.fdle.state.fl.us/FSAC/UCR
It is recommended that you enter and leave the agency in pairs or groups if possible, especially during pre-dawn or after dark hours. You need to follow the directions of the agency security personnel as to any recommendations you received at Co-Op orientation. Please report to your supervisor and agency security if you have any concerns or problems.

If a student is injured on location at a professional practice (Co-Op) organization or agency, he/she must follow the procedures required by that specific organization for reporting such incidents. In addition, the student should notify the instructor for the course and/or the HUS Program Director at (727) 341-3736 as soon as possible.

**Sexual Predator Information**

Federal and State law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-800-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at [http://offender.fdle.state.fl.us/offender/homepage.do](http://offender.fdle.state.fl.us/offender/homepage.do)

If there are questions or concerns regarding personal safety, please contact the Provost, Associate Provost, Campus Security Officer or Site Administrator on your campus.

Other Safety tips to follow include:

- Keep your car locked.
- Check your car and under your car prior to unlocking your car.
- Be alert to any suspicious behavior and avoid talking to strangers, especially if you are alone.
- If possible, always have a cell phone (turned on) in the event a call to 911 is necessary.
- Always try to park in a well-lighted area from pre-dusk to morning.
- Avoid parking near objects that would provide an opportunity for someone to hide in waiting, for example, near a dumpster.
- Get in the habit of observing the entire perimeter of your parking area as you park and walk to your destination, including all nearby buildings. If something does not look right as you are returning to you car, be cautious.
- Pay attention to anyone lingering in or near a vehicle or building.
- Make sure you have your keys before locking the car and do not leave an extra key hidden on the car.
Safety is everyone’s issue. If we are alert and take some simple precautions, we can avoid problems in the future.

**Dress Policy for Co-Op Experience**

Students must strictly abide by the dress code policies of the Co-Op agency/organization and classroom. All students should dress neatly and in keeping with the dignity of the profession. All clothing should be clean and pressed. Inappropriate dress may result in the student being sent home to change clothing which may result in being marked tardy or absent. In addition or as a supplement to Co-Op agency/organization dress codes, the following guidelines apply:

* All dress should be professional and conservative in nature.
* Shoes should be kept clean and in good condition.
* Acceptable hygiene and grooming habits are to be demonstrated.
* Tattoos should be covered and not visible.

**Co-Op Attendance and Punctuality**

Students are expected to be present for all Co-Op hours scheduled. Any student not completing the required hours during the semester will receive an “I”. Make-up time must be arranged in conjunction with the college instructor and supervisor at the assigned agency.

If a student is unable to attend a scheduled Co-Op day and/or time, he/she should contact the supervisor at their agency and the Co-Op instructor to inform them of any anticipated tardiness or absence.

**Outside Employment**

The faculty realizes that it is necessary for some students to work part-time while attending school. This should not be done at the expense of the Human Services Program. It is the student’s responsibility to fulfill all school obligations. Students should not work excessive hours to the point that fatigue interferes with performance of their academic career. Unprofessional conduct of any kind will subject a student to disciplinary measures, which may include dismissal. All students are expected to act in a responsible manner at all times while on college campuses or at a Co-Op placement site. Self-discipline and sensitivity to the rights and interests of others are the principal elements of our disciplinary policy.

Unacceptable conduct includes, among others, repeated or deliberate disregard for rules and regulations; disrespect toward instructors, supervisors, co-workers, clients, job, cheating, or failure to maintain acceptable performance in all courses or otherwise comply with the polices, rules, and procedures of the college or Co-Op agency.
Each student is expected to earn his/her degree on the basis of personal effort. Therefore, any form of academic dishonesty will not be accepted. Students may be dismissed from the program for academic dishonesty.

**Student Success**

* Students are responsible for their education. While others may help you, your success will depend primarily upon what you do to become successful.
* Students will value time, come to classes on time, and set priorities for the use of time.
* Students will set positive, specific, and measurable goals and will visualize themselves in the role of a professional Human Services Worker.
* Students will be active learners who will ask questions and seek help as often as needed.
* Students will be honest and maintain the highest level of integrity.

**Criminal Backgrounds**

If a student has encountered legal difficulties prior to entrance into the program, please discuss this with your program director and complete the questionnaire included in the New Student Orientation Follow-up Email.

If a student encounters legal difficulties of any nature during the time he/she is in the program, they must bring it to the attention of the program director immediately. Failure to do so may result in a student’s completing the program, only to find they are ineligible for a state certification or professional licensure.

If a student has a criminal background, he or she may not be able to find a suitable Cooperative Education/Internship placement (HUS 2949), or, placement options may be limited. Be aware that an arrest or conviction for any offense other than a minor traffic violation can affect a student’s ability to be placed in a Co-Op/Internship site. A student **must** complete HUS 2949 in order to graduate from the program.

Not every conviction, disciplinary action, or plea will disqualify a student from placement at a Co-Op/Internship site. The organization at which you may be assigned may conduct a criminal background check as a prerequisite to allowing placement. See the [Florida Department of Law Enforcement](https://www.fdle.state.fl.us/) (FDLE) website for information on level 1 and level 2 criminal history record checks.

Some convictions will prohibit a student from working with protected populations (i.e., children, disabled, or the elderly). Please see the Florida Department of Children & Families information regarding groups that are subject to screening: [DCF](https://www.myflorida.gov/child-welfare/)

The following matrixes give details regarding required background screenings for individuals working in the human services field in Florida:

- **Background Screening Matrix** - Substance Abuse
- **Background Screening Matrix** – Mental Health
- **Background Screening Matrix** – Agency for Persons with Disabilities
DCF provides an option for individuals to apply for an exemption from disqualification from employment pursuant to Chapter 435 of the Florida Statutes. Please see this link for more information:  CF Operating Procedure - Exemption from Disqualification

The Human Services program assumes no liability for a student who is ineligible for certification or licensure due to failure to comply with these guidelines.

In addition, the SPC Human Services program cannot make any determinations regarding the effect a prior offense will have on a student’s ability to obtain credentialing, licensure or employment. Such determinations can only be made by the credentialing or licensure board. State and National credentialing bodies require any applicant who has ever been convicted or found guilty of a felony, regardless of adjudication, to explain the circumstances. The licensure/credentialing body will determine an applicant’s eligibility for certification/licensure when there is an arrest/conviction record.

SPC Student Assistance Program:  SPC gives all students free counseling.

The pressure from college and life can snowball. Don’t be afraid to call if you're feeling overwhelmed by:

- Academic stress
- Peer pressure
- Work/study schedule
- Alcohol/drug use
- Problems at home

Additional Resources that May be Helpful to You:  Resource List

Degree Audit Process – My Learning Plan

Each student is responsible for knowing what classes he/she still needs to complete before applying for graduation. This should be done at the beginning of each semester. Students should complete the Learning Plan in MySPC. After downloading and printing out the My Learning Plan, the student will email the Program Director, Cheryl Kerr, at: kerr.cheryl@spcollege.edu an electronic copy. This will verify that the student understands what courses are needed to graduate.

If the student does not understand what classes are still needed to complete to fulfill the requirements for the A.S. Degree in Human Services, or one of the Certificate or ATD programs, the student assumes the responsibility to make an appointment with an Academic Advisor or the Program Director at the SP Gibbs Campus for clarification.
St. Petersburg College
Human Services Program
Essential Functions

The following are essential functions of St. Petersburg College’s Human Services Program, including:

- Associate in Science degree in Social and Human Service (HUS-AS)
- Addiction Studies Certificate (ADS-CT)
- Maternal and Child Health Applied Technology Diploma (MCHL-ATD)
- Youth Development Professional Certificate (YDPF-CT)

Students who graduate from this program will, with or without accommodations, meet these minimum requirements. For the purpose of the Human Services Program, a “Qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program.”

Human Services is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Based on those requirements, a list of “Essential Functions” has been developed. Each standard has an example of an activity or activities that a potential student will be required to perform while enrolled in the human services program. These standards are a part of the professional role expectations for human services workers.

These essential functions should be used to assist students in determining whether they can meet the criteria for completing the program, using accommodations or modifications if necessary. Students who identify potential difficulties with meeting the essential functions must communicate their concerns to the college advising staff and program director. The student has the obligation to identify and document the disabling condition with a St. Petersburg College Accessibility Coordinator and to ask for appropriate accommodations.

St. Petersburg College makes no pre-admission inquiries concerning an applicant’s disabling condition. Information related to an applicant’s disabilities is not a part of the information reviewed by the College. Determination is made on an individual basis as to whether or not any accommodations or modifications can be reasonably made.
*In order to achieve professional entry-level competencies, students must possess or develop the following skills:

**SPC HUMAN SERVICES PROGRAM ESSENTIAL FUNCTIONS:**

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>ESSENTIAL FUNCTION</th>
<th>EXAMPLES OF REQUIRED ACTIVITIES (Not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking and cognitive ability needed for problem-solving, good judgment, and effective performance in the field of human services.</td>
<td>* Identify cause-effect relationships in work situations.</td>
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<tr>
<td></td>
<td>* Assess client’s condition and needs using both objective and subjective criteria common to the field</td>
<td>* Critically self-evaluate performance, accept constructive criticism in a professional manner, and be responsible for improving performance.</td>
</tr>
<tr>
<td></td>
<td>* Critically self-evaluate performance, accept constructive criticism in a professional manner, and be responsible for improving performance.</td>
<td>* Develop and implement an individualized client treatment plan.</td>
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<td></td>
<td>* Evaluate and assess outcomes of treatment/interventions.</td>
<td>* Formulate and defend sound principles of human services practice.</td>
</tr>
<tr>
<td></td>
<td>* Formulate and defend sound principles of human services practice.</td>
<td>* Anticipate and consider consequences of actions.</td>
</tr>
<tr>
<td></td>
<td>* Anticipate and consider consequences of actions.</td>
<td>* Establish priorities, organize a workload and manage time in order to complete tasks within allotted time.</td>
</tr>
<tr>
<td>ISSUE</td>
<td>ESSENTIAL FUNCTION</td>
<td>EXAMPLES OF REQUIRED ACTIVITIES</td>
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</tbody>
</table>
| Communication | Communication abilities sufficient for interaction with others in verbal and written form. | * Have sufficient English language abilities to understand printed and verbal instructions as well as written communications.  
* Comprehend and respond to both formal and colloquial English, by person-to-person, telephone, and written communication.  
* Communicate concisely and courteously. Adaptive assistance such as an interpreter, and electronic tools such as email, may be used to facilitate communication for individuals with a hearing and/or speech impairment.  
* Interact with the client in order to converse, advise, develop rapport, and gain cooperation and trust.  
* Interview clients.  
* Appropriately assess nonverbal as well as verbal communication with other students, faculty, staff, clients, family and other professionals.  
* Legibly write client history and case notes in electronic or hand format.  
* Document own actions and client responses as indicated.  
* Conduct or participate in meetings.  
* Read and comprehend technical and professional textbooks, journals, handbooks, and manuals. |
<table>
<thead>
<tr>
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<th>EXAMPLES OF REQUIRED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Skills</td>
<td>Professional abilities sufficient for effective performance in the human services field.</td>
<td>* Follow written and verbal directions &lt;br&gt; * Work independently and with others and under time constraints &lt;br&gt; * Prioritize requests and work concurrently on at least two different tasks &lt;br&gt; * Maintain alertness and concentration during a normal work period. &lt;br&gt; * Learn and abide by professional standards of practice. &lt;br&gt; * Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. &lt;br&gt; * Be able to engage in client care delivery in all settings and be able to deliver care to all client populations including but not limited to children, adolescents, adults, individuals with disabilities, and vulnerable adults.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to maneuver safely in and around work and community areas.</td>
<td>* Engage with client for extended periods of time, often requiring prolonged sitting or repeated position change. &lt;br&gt; * Move independently within class and community venues as required to complete assignments. &lt;br&gt; * Utilize various computer hardware and software, use of a keyboard or adaptive equivalent, word processing, spreadsheets and databases.</td>
</tr>
<tr>
<td>ISSUE</td>
<td>ESSENTIAL FUNCTION</td>
<td>EXAMPLES OF REQUIRED ACTIVITIES</td>
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</tbody>
</table>
| Hearing                   | Auditory abilities (independent, amplified, or interpreted) sufficient to monitor and assess client needs, and to provide a safe environment. | * Comprehend and quickly respond to verbal instructions.  
                             |                                                                                    | * React to monitor alarms, emergency signals, and cries for help. |
| Visual                    | Visual ability sufficient for observation and assessment necessary in the care of clients. | * Can observe the client in order to assess non-verbal responses, and physical condition and/or needs.  
                             |                                                                                    | * Can detect visual changes in physical surroundings such as approach of humans or animals, weapons, objects or paraphernalia, etc.  
                             |                                                                                    | * Can accurately read letters and numbers in fine print.  
                             |                                                                                    | * Can view, read, and physically manipulate client’s record information in a variety of formats, including paper-based records, handwritten documentation, computerized data, and typed reports. |
| Mental Health & Stability | Mental and Emotional health sufficient to respond to and maintain relationships with clients and colleagues. | * Exhibit social skills necessary to interact with clients, families, supervisors, and co-workers of the same or different cultures such as respect, politeness, tact, collaboration, teamwork, discretion.  
                             |                                                                                    | * Focus attention, thoughts, and efforts on clients for varying periods of time.  
<pre><code>                         |                                                                                    | * Function safely and calmly under stressful situations. |
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Mental Health &amp; Stability (continued)</td>
<td>* Perform multiple tasks while establishing priorities in a limited time-frame.</td>
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<tr>
<td></td>
<td>* Maintain composure while managing multiple tasks simultaneously.</td>
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<tr>
<td></td>
<td>* Maintain emotional control with others.</td>
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<tr>
<td></td>
<td>* Tolerate and react calmly to stressful situations.</td>
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<tr>
<td></td>
<td>* Display attitudes/actions consistent with the ethical standards of the profession.</td>
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<tr>
<td></td>
<td>*Possess the psychological health required for full use of abilities and respond to others in a collegial manner</td>
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<td>* Be able to recognize emergency situations and take appropriate actions.</td>
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<tr>
<td></td>
<td>* Maintain mature, sensitive, and effective relationships with clients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations.</td>
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<tr>
<td></td>
<td>* Have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and in unpredictable ways.</td>
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</tbody>
</table>

If a student cannot demonstrate the abilities identified above, it is the responsibility of the student to request an appropriate accommodation with Disability Resources. Please contact Ray Hollowell, Accessibility Coordinator, at the SPC Gibbs Campus, AD Building, Room 118E; (727) 341-4316; hollowell.ray@spcollege.edu. Determination of a reasonable accommodation will be made on an individual basis and the accommodation cannot fundamentally alter the nature of the program offered, impose an undue hardship, or jeopardize safety.

These performance standards were approved by the St. Petersburg College Human Services Program Advisory Committee
Important College Policy Regarding Course Drop-Add Period & Audit Information

Students **CANNOT** add a course following the first day the class meets. Students **CAN** drop a course during the first week of class and be eligible for a refund. (See an academic advisor to finalize your schedule, so you won't be left without the classes you want or need.) Students may not change from credit to audit status after the end of the first week of classes.

**Academic Honesty**

Neither acts of academic misconduct nor inappropriate behavior in any form will be tolerated at St. Petersburg College. Please refer to the "Academic Honesty and Behavior Pamphlet" for further details.

**Emergency Evacuation Procedure**

If you need assistance during an emergency classroom evacuation, please speak with your instructor immediately regarding arrangements for your safety.

**Unattended Bag or Containers**

Unattended bags left on campus will be removed.

**Children on Campus**

Other than for special events or in an emergency when specifically approved by the provost, employees and students shall not bring children to work or class other than for an occasional quick visit, to drop off a paper, pick up materials, for registration or similar activities. In no case is a child to be left unattended on college premises.

**Cell Phones, Beepers, Related Devices**

All electronic devices such as cell phones, beepers, pagers, and related devices are to be turned off or silenced prior to entering the classroom, library, and laboratories to avoid disruption. Use of any device in these areas is a violation of College Policy and subject to disciplinary action.

**Note Regarding Use of Photo IDs**

A current SPC Photo ID is required to use classrooms, library, computer labs, the fitness center, the museum, and to participate in Co-Op experiences. Students will also use this ID to access instructors’ required materials in the library, audiovisual equipment, and to check out any library books and materials.

**Student Accident and Health Insurance**

Information on student accident and health insurance may be obtained in the Student Services areas in the Administration Building.
Internet Caution

Students should understand that they may be required to use the Internet for some course (Internet/online courses, telecourses, or classroom courses), that students may be required to have discussions of class assignments and share papers and other class materials with instructors and classmates via chat rooms and other mechanisms, and that other Internet users may be able to access student's work whether the access is secured or unsecured. The College cannot protect against this type of material on the Internet, privacy of students' materials or assure the privacy of materials.
Associate in Science in Social and Human Services HUS-AS

Effective Beginning Catalog Term: Fall 2016 (520)

The requirements shown below are valid beginning Fall 2016 (520), and may not reflect degree requirements for current students. Current students should visit My SPC and view My Learning Plan to see specific degree requirements for their effective term.

Program Leadership Information

Cheryl Kerr, Program Director, 727-341-3736

Program Summary

Human services professionals are front-line workers in their community. They work in a variety of settings with people from diverse backgrounds to help improve their quality of life, assist and support them through difficult times, or access additional resources and services. They assist other workers, such as counselors, therapists, social workers, or case managers, and they help clients find benefits or community services.

Our programs help students gain the needed skills to enter and succeed in this field. Our programs:
- Prepare students for quick entry-level employment
- Provide the educational/training hours necessary to obtain certain state certifications.
- Offer major core courses taught by instructors with experience and expertise in their field.
- Offer sub plan options for students to specialize in a preferred area of study.
- Reflect an interdisciplinary approach to psychology, mental health, addictions, counseling, social work, sociology, community health and youth development.
- Emphasize interviewing/assessing, community outreach, addiction counseling, intervention techniques, knowledge of adaptive and maladaptive behavior patterns, communication skills, professional responsibility, and professional and ethical conduct.

The Academic Pathway is a tool for students that lists the following items:
- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.
Job Related Opportunities

- Behavioral Health Technician
- Case Manager
- Client Advocate
- Community Health Worker
- Community Outreach Worker
- Eligibility Counselor
- Family Support Worker
- Gerontology Aide
- Group Home Worker
- Home Health Aid
- Human Services Assistant
- Intake Interviewer
- Juvenile Court Liaison
- Life Skills Instructor
- Mental Health Technician
- Residential Counselor
- Social Services Specialist
- Social Services Technician
- Social Work Assistant
- Substance Abuse Technician
- Victim Advocate
- Youth Worker

Admission Rules

It is highly recommended that before entering the human services program students complete CGS 1070 or Computer/Information Literacy Competency requirement. General education and support courses do not have to be completed in the order listed. Program courses may be taken concurrently with general education and support courses. Please see an Academic Advisor at the St. Petersburg Gibbs campus or the Program Director.

Graduation Rules

Minimum grade of "C" required in all courses.

AS GENERAL EDUCATION REQUIREMENTS
Communications – Composition  3

Complete 3 credits from the approved General Education Composition I coursework below. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.

View Courses
AS GENERAL EDUCATION REQUIREMENTS
Communications – Speech  3

Complete 3 credits from the approved General Education Speech coursework. Minimum grade of "C" required.

View Courses

AS GENERAL EDUCATION REQUIREMENTS
Mathematics  3

Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.

View Courses

AS GENERAL EDUCATION REQUIREMENTS
Humanities and Fine Arts  3

Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.

View Courses

AS GENERAL EDUCATION REQUIREMENTS
Enhanced World View

Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.

View Courses

AS GENERAL EDUCATION REQUIREMENTS
Computer/Information Literacy Competency

Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.

View Courses

SUPPORT COURSES
Ethics (Select 3 credits)

PHI 1600 Studies in Applied Ethics  3
PHI 1600H Honors Studies in Applied Ethics  3
SUPPORT COURSES
Psychology (Select 3 credits)

PSY 1012  General Psychology 3
PSY 1012H  Honors General Psychology 3

MAJOR CORE COURSES
Complete 30 credits

HUS 1111  Introduction to Intra and Inter-Personal Processes 3
SYG 2324  Principles of Substance Abuse  3
HUS 1001  Principles and Strategies for Human Services  3
HUS 1318  Domestic Abuse and Family Violence  1
HUS 2302  Basic Counseling Skills  3
HUS 1320  Theories and Foundations of Crisis Intervention  1
HUS 1450  Dual Diagnosis I  2
HUS 2540  Building Stronger Families and Communities  3
HUS 1445  Practices for Working With Dysfunctional Family Systems  2
HUS 2550  Social Services and the Disenfranchised 3
HUS 2200  Dynamics of Groups and Group Counseling 3
HUS 2949  Co-op Work Experience in Human Services 3

SUBPLANS
Select ONE subplan from below (Complete 12 credits)

SUBPLAN CORE COURSES
Generalist/Social Services (SOC)

HUS 1013  Strategies for Building Self Esteem 3
HUS 1530  Survey Developmental Disabilities 3
HUS 2315  Studies in Behavioral Modification 3
Any HUS prefix course not already completed for this program 3

SUBPLAN CORE COURSES
Addiction Studies (ADS)

HUS 1431  Issues in Addiction Prevention  2
HUS 1480  HIV/AIDS & Drug Crisis  2
HUS 2420  Evaluation of Treatment Environments  3
OR
HUS 2421  Methods for Identification and Intervention in Substance Abuse  3
HUS 2428  Treatment and Resources in Substance Abuse 3
Any HUS prefix course not already completed for this program 3

SUBPLAN CORE COURSES
Community Health Worker (CHW)

HUS 1353  Issues in Community Health Services 3
HUS 2542  Working with Families in the Perinatal Period 3
OR
HUS 2541  Working with Families in the Early Childhood Period 3
Any HUS prefix course not already completed for this program 6
### SUBPLAN CORE COURSES

**Youth Development Professional (YDP)**

- **HUS 1620** Principles and Best Practices in Afterschool Programs 3
- **HUS 1640** Foundations of Youth Development 3
- **HUS 2315** Studies in Behavioral Modification 3

Any HUS prefix course not already completed for this program 3

**Total Credits** 60

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### Addiction Studies Certificate (ADS-CT)

- **PHI 1600** Studies in Applied Ethics 3
- **SYG 2324** Principles of Substance Abuse 3
- **HUS 1431** Issues in Addiction Prevention 2
- **HUS 1450** Dual Diagnosis I 2
- **HUS 1480** HIV/AIDS & Drug Crisis 2
- **HUS 2200** Dynamics of Groups and Group Counseling 3
- **HUS 2302** Basic Counseling Skills 3
- **HUS 2420** Evaluation of Treatment Environments 3

**OR**

- **HUS 2421** Methods for Identification and Intervention in Substance Abuse 3
- **HUS 2428** Treatment and Resources in Substance Abuse 3

**Total Credits** 24

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### Youth Development Professional Certificate (YDPF-CT)

- **HUS 1111** Introduction to Intra and Inter-Personal Processes 3
- **HUS 1620** Principles and Best Practices in Afterschool Programs 3
- **HUS 1640** Foundations of Youth Development 3
- **HUS 2315** Studies in Behavioral Modification 3
- **HUS 2540** Building Stronger Families and Communities 3
- **HUS 2949** Co-op Work Experience in Human Services 3

**Total Credits** 18

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### Maternal and Child Health Applied Technology Diploma (MCHL-ATD)

- **HUS 1111** Introduction to Intra and Inter-Personal Processes 3
- **HUS 1353** Issues in Community Health Services 3
- **HUS 2540** Building Stronger Families and Communities 3
- **HUS 2541** Working with Families in the Early Childhood Period 3
- **HUS 2542** Working with Families in the Perinatal Period 3
- **HUS 2550** Social Services and the Disenfranchised 3
- **HUS 2949** Co-op Work Experience in Human Services 3

**Total Credits** 21
Ethical Standards of Human Service Professionals

National Organization for Human Services    Adopted 2015

Preamble

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

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

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

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

Responsibility to Clients

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

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.
STANDARD 3 Human service professionals protect the client’s right to privacy and confidentiality except when such confidentiality would cause serious harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Human service professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

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

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

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

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

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

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society

STANDARD 10 Human service professionals provide services without discrimination or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.
STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

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

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

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

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

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

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

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

Responsibility to Colleagues

STANDARD 19 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.
STANDARD 20 When human service professionals have a conflict with a colleague, they first seek out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

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

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

Responsibility to Employers

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

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

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

Responsibility to the Profession

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

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

STANDARD 28 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.
STANDARD 29 Human service professionals promote cooperation among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

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

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

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

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self

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

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

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

Responsibility to Students

STANDARD 37 Human service educators develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.
STANDARD 38 Human service educators are committed to the principles of access and inclusion and take all available and applicable steps to make education available to differently-abled students.

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

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

STANDARD 41 Human service educators monitor students’ field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students experience potentially harmful events during field placements, educators provide reasonable investigation and response as necessary to safeguard the student.

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

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

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

Verification of Receipt of HUS Student Handbook - Student Copy

I have reviewed and understand the Human Services Program Student Handbook.

I understand the grading system and the requirements for graduation from the Human Services program. If I receive a grade lower than a "C" in any HUS course or general education and support courses, I will be required to repeat the course(s).

I understand that I am responsible for providing my own transportation to and from professional practice experience (Co-Op) sites and when participating in field trips.

I confirm that I have been informed about the following professional organizations and have been encouraged to join and participate in these associations as a student member:

- National Organization for Human Services (NOHS)
- Southern Organization for Human Services (SOHS)
- American Counseling Association (ACA)
- Florida Alcohol and Drug Abuse Association (FADAA)
- National Association of Social Workers (NASW)
- Academy of Criminal Justice Sciences (ACJS)
- American Psychological Association (APA)

I have received a copy of the program handbook for Human Services and understand that I am responsible for knowing and abiding by the contents.

___________________________________  ______________________
Print your name                             Date

Student Signature

The Board of Trustees of St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The college will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the college will not tolerate such conduct. Should you experience such behavior, please contact Pamela Smith, the director of EA/EO/Title IX Coordinator at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at eaeo_director@spcollege.edu.
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