Human Services Technology, Substance Abuse, Gerontology

2017-2018

HSE 135 – ORIENTATION LAB

PITT COMMUNITY COLLEGE
Highway 11, South
PO Drawer 7007
Greenville, NC 27835-7007
Telephone 252-493-7263

Table of Contents

1.0 Human Services Program 1
1.1 General Information 1
1.2 Program Accreditation 1
2.0 Organization Structure 2
2.1 Public Services and Fine Arts Division 2
2.2 Department 3
3.0 Mission 4
3.1 Program Mission 4
4.0 Curriculum Outcomes 4
4.1 What is Human Services? 4
4.2 Philosophy of Human Services 4
4.3 Program Goals 4
4.4 Philosophy of Groups 5
5.0 Program Curriculum 6
5.1 Curriculum Design/Model: Program Advising Sheets 6
5.2 Associate of Applied Science degree in HST 12
HST Planning Sheets 13
HST-SAB Program: Descriptions 14
HST-SAB Guidelines for Screening/Decision-Making/Considerations 15
5.3 Course Descriptions 17
5.4 Core Curriculum Competencies 27
5.5 Minimum Competency List 28
5.6 Curriculum Competencies 33
6.0 Work-Based Learning Facilities 38
6.1 Work-Based Learning Experience 38
6.2 Pending Criminal Charges, Drug Screening, Criminal Background Check 39
6.3 Refer to Human Services Work-Based Learning Manual 39
6.4 Possible Work-Based Learning Experience Agencies 39
7.0 Expenses 40
7.1 Malpractice Insurance 40
7.2 Immunizations 40
8.0 Admission 41
8.1 Admission Requirements 41
9.0 Progression 41
9.1 Evaluation and Guidance 41
9.2 Academic Progression 41
9.3 Grading System 42
9.4 Withdrawal 42
9.5 Procedures for Registration 42
10.0 Attendance 43
10.1 Class Attendance 43
10.2 Work-Based Learning Attendance 43
10.3 Inclement Weather 43

11.0 Evaluation 43
11.1 Student and Course Evaluation 43
11.2 Work-Based Learning Evaluation 43
12.0 Work-Based Learning Guidelines 43
12.1 Professional Guidelines 43
12.2 Student Appearance 44
12.3 Impaired Thinking 45
12.4 Student Health Reporting Policy 46
13.0 Legal and Ethical Standards 46
13.1 Professional Code of Ethics for HS Professionals 46
13.2 Confidentiality 51
13.3 HIPPA 52
13.4 Licensure 53
14.0 Student Conduct 53
14.1 Student Code of Conduct Policy (PCC Student Handbook) 53
14.2 Cheating 53
14.3 Plagiarism 53
14.4 Drug/Alcohol Use 54
14.5 Professional Activities 55
14.6 Laboratory Security 55
14.7 Computer Use 55
14.8 Electronic Recording Devices 56
14.9 Cell Phones 56
15.0 Student Insurance 56
15.1 Medical Insurance 56
15.2 Malpractice Insurance 56
16.0 Student Guidance 57
16.1 Student Transportation and Housing 57
16.2 Student Employment 57
16.3 Student Health Services 57
16.4 Reporting an Incident 58
16.5 Learning Resources 58
17.0 Student Organizations 58
17.1 Student Government Association 58
17.2 Gamma Beta Phi 59
17.3 Professional Organizations 59
17.4 Department Organizations 59
18.0 Grievance 59
18.1 Grievance Board 59
18.2 Grievance Committee 59
18.3 Voting Rights 60
18.4 Grievance Procedures 60
19.0 Student Agreements 62
19.1 Student Policy Agreement 62

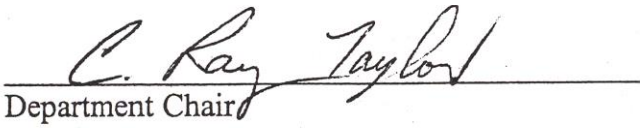
Welcome

1.0 Human Services Program

1.1 General Information

In addition to the policies of Pitt Community College, Human Services students follow the student policies of the Human Services program. These policies have been developed by the Human Services faculty in an effort to establish professional attitudes and conduct in the student. Each student is responsible for being aware of and abiding by the policies at all times.

Approved by:



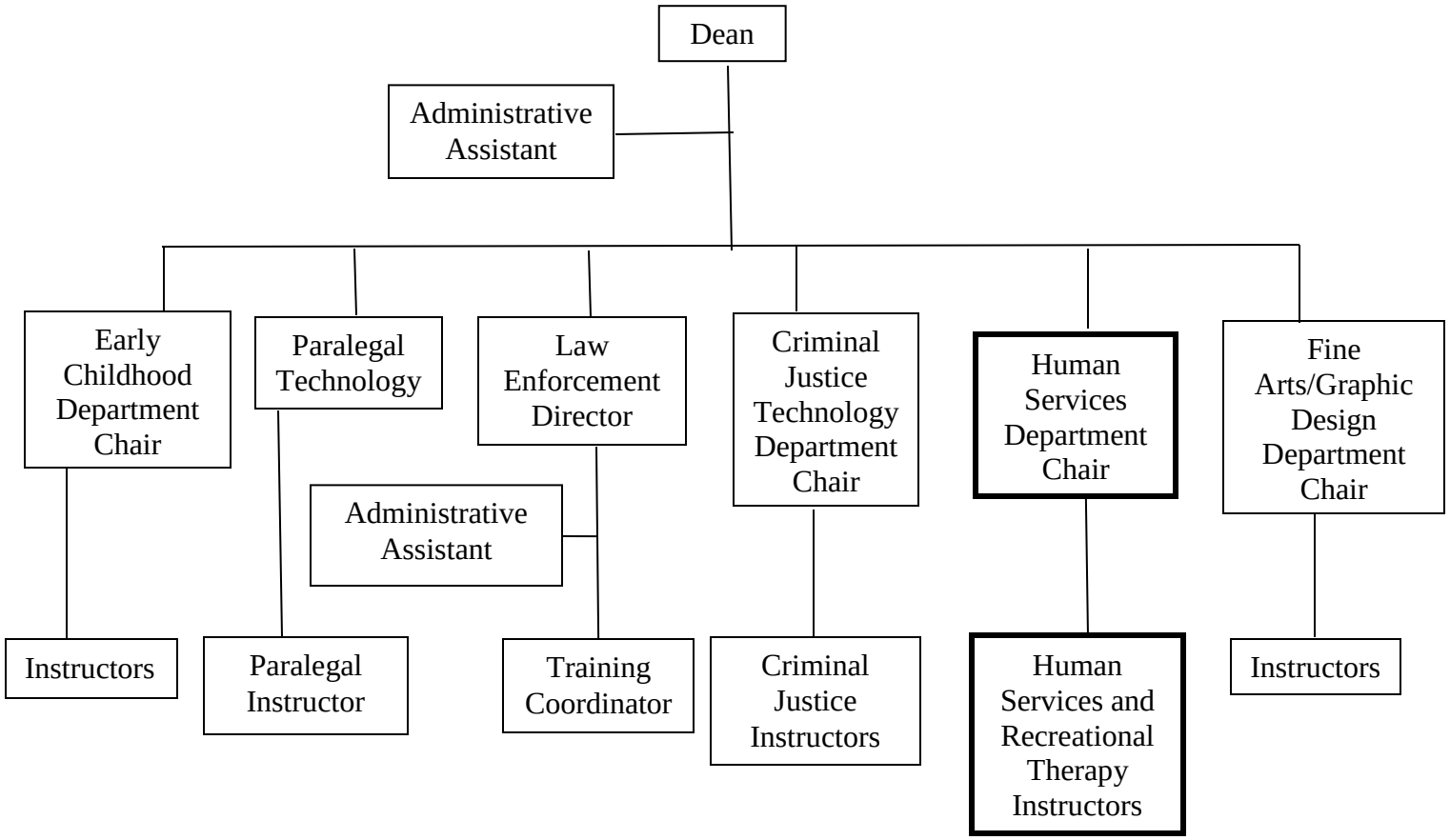
Department Chair

1.2 Program Accreditation

In addition to meeting standards of approval by the North Carolina Community College System and the Southern Association of Colleges and Schools, the Human Services Technology Program at Pitt Community College is nationally recognized and accredited by the Council for Standards in Human Services Education.

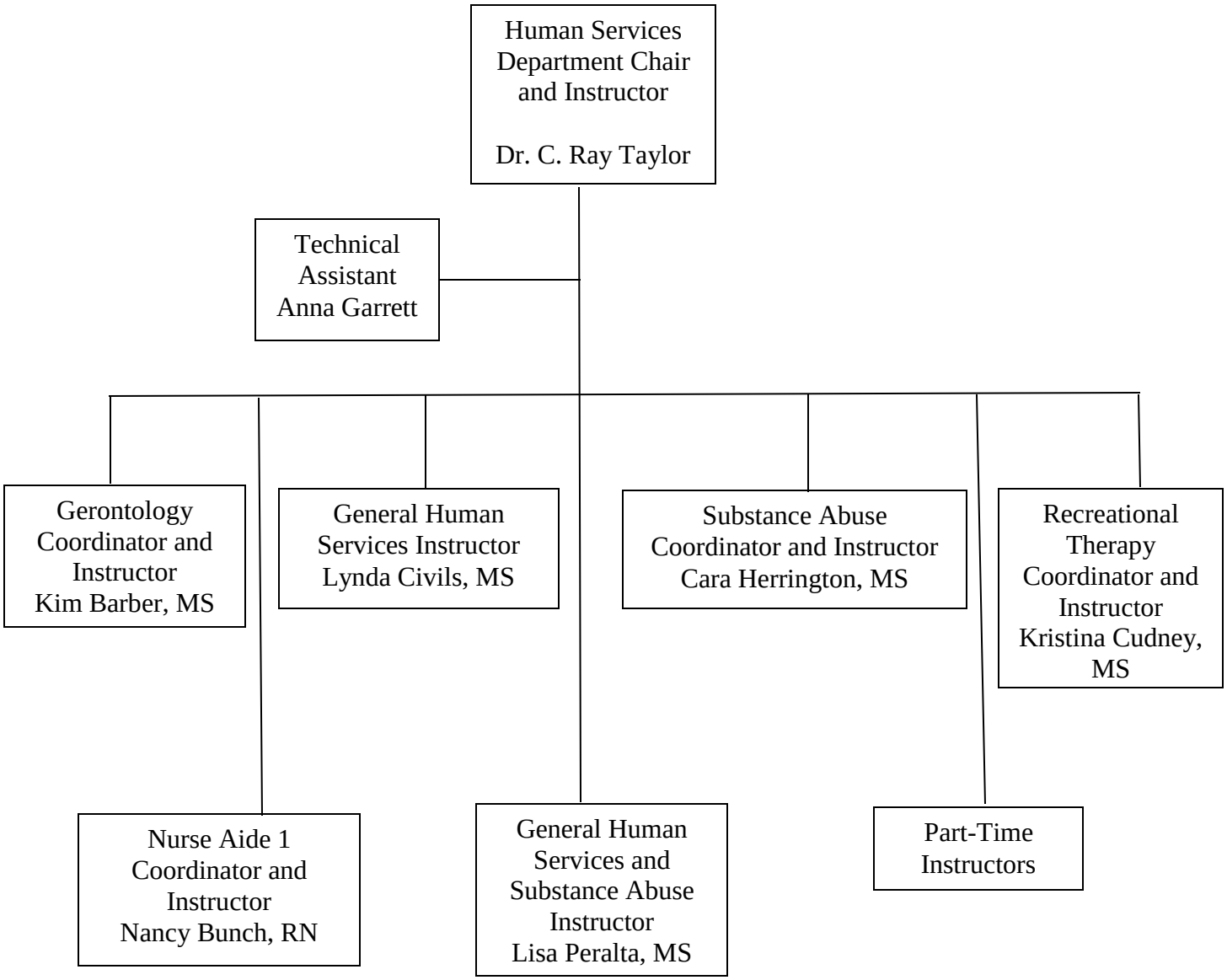
2.0 Organizational Structure

2.1 Public Service and Fine Arts Division



2.2 Department

Human Services Technology



3.0 Mission

3.1 Program Mission

"The mission of the Human Services Technology Program at Pitt Community College is to educate and empower graduates with knowledge, skills, and attitudes required for success in human service careers and for life."

4.0 Curriculum Outcomes

4.1 What is Human Services?

That profession charged with the responsibility to close the gap between traditional service systems and the needs and rights of the whole person--and to make society more whole in the process. Human services has a cohesive underlying philosophy and ethic; a range of clearly defined tasks and goals; a specific body of knowledge; a unique set of skills; and a career ladder for its professionals. The Human Services Worker today is seen as generalist worker and was defined by McPheeter and King (1971) as one who "works with a limited number of clients or families in consultation with other professionals to provide 'across-the-board' human services as needed; is able to work in a variety of agencies and organizations that provide mental health services; is able to work cooperatively with all of the existing professions, is familiar with a number of therapeutic services and techniques; and is a 'beginning professional' who is expected to continue to grow and learn."

4.2 Philosophy of Human Services

Human Services Curriculum is designed to train and to prepare graduates to fulfill a wide range of consumer needs in a variety of human service settings, in order to enable people to live a more satisfying, more autonomous, and more productive life. The program combines liberal arts education, human services/mental health courses, work-based learning experience courses and specialty courses. A major emphasis is placed on experiential learning. Information is presented in the classroom situation, laboratory exercise and application through work-based learning experience under supervision. Personal growth, attitudes, knowledge, and skills are distinct components of the human service program. This course of study is also appropriate for those individuals who wish primarily to improve their understanding of themselves and of the society in which we live.

4.3 Program Goals

- To prepare graduates for a career in Human Services
- To prepare graduates to effectively match consumer needs with available community resources.

- To increase the capacity for self-awareness and personal growth.

- To develop a thoughtful, genuine, and empathetic attitude toward human beings.

- To expand and implement knowledge, skills, and attitudes necessary to help people help themselves.

- To facilitate articulation with Bachelor degree programs.

4.4 Philosophy of Groups

Providing human services requires knowing oneself and applying that knowledge to the development of helping relationships. It is necessary and essential to know oneself before one can know another or be helpful to him. Knowing oneself takes time and never is complete. You are, after all, a complicated human being and ever-changing and growing one. You will be taking two personal growth groups to aid you in this process. The following are questions which serve you as a guide.

1. How do I think and feel about myself?
2. How do I deal with my own fundamental needs?
3. What is my value system, and how does it define
4. my behavior and my relationships with other people.
5. How do I relate to the society in which I live and work?
6. What is my life cycle?
7. What is my basic philosophy?

When you come to know and accept yourself, you will indeed be well able to trust yourself as a person and a professional.

5.0 Program Curriculum

5.1 Curriculum Design/Model: Program Advising Sheets

PITT Community College

Human Services Technology (A45380)

2017 - 2018 Curriculum Sheet

Dept. Chair: Ray Taylor Phone: 252-493-7263 Email: rtaylor@email.pittcc.edu

Fall I							
Prefix	**No**	**Title**	**Class**	**Lab**	**Clinic**	**Credit**	**Course Prerequisites**
Elective	1	ACA Elective (See below)	*	*	*	1	
ENG	111	Writing & Inquiry	3	0	0	3	DRE 098
HSE	110	Introduction to Human Services	2	2	0	3	
HSE	112	Group Process I	1	2	0	2	
HSE	135	Orientation Lab	1	0	0	1	
SAB	110	Substance Abuse Overview	3	0	0	3	
		Total Recommended Hours	**10**	**4**	**0**	**13**	

Spring I							
Elective	2	Communication Elective (See below)	*	*	*	3	See Catalog
Elective	3	Natural Science Elective (See below)	*	*	*	3	See Catalog
GRO	120	Gerontology	3	0	0	3	
HSE	225	Crisis Intervention	3	0	0	3	
PSY	150	General Psychology	3	0	0	3	DRE 098
		Total Recommended Hours	**9**	**0**	**0**	**15**	

Summer I							
Elective	4	Computer Elective (See below)	*	*	*	2	CIS 070
HUM	120	Cultural Studies	3	0	0	3	DRE 098
PSY	241	Developmental Psychology	3	0	0	3	PSY 150
SOC	213	Sociology of the Family	3	0	0	3	
		Total Recommended Hours	**9**	**0**	**0**	**11**	

FALL II							
Elective	5	HSE Elective (See below)	*	*	*	3	See Catalog
HSE	123	Interviewing Techniques	2	2	0	3	ENG 111
HSE	212	Group Process II	1	2	0	2	HSE 112
PSY	281	Abnormal Psychology	3	0	0	3	PSY 150
WBL	111	Work-Based Learning I	1	0	10	1	Co-Req WBL 115
WBL	115	Work-Based Learning Seminar I	1	0	0	1	Co-Req WBL 111
		Total Recommended Hours	**8**	**4**	**10**	**13**	

SPRING II							
Elective	6	HSE Elective (See below-select 6 cr hrs)	*	*	*	6	See Catalog
HSE	125	Counseling	2	2	0	3	
HSE	210	Human Service Issues	2	0	0	2	
HSE	220	Case Management	2	2	0	3	
WBL	121	Work-Based Learning II	1	0	10	1	Co-Req WBL-125
WBL	125	Work-Based Learning Seminar II	1	0	0	1	Co-Req WBL-121
		Total Recommended Hours	**8**	**4**	**10**	**16**	
		Total Program Hours				**68**	

Program Option/Electives
Elective 1 - ACA 111, ACA 122
Elective 2 - COM 231, **ENG 112**
Elective 3 - BIO 110, **BIO 161**
Elective 4 - CIS 110, CIS 111
Elective 5 & 6 - HSC 120, HSE 130, HSE 215, HSE 230, **HSE 255**, **PSY 256**, SWK 110, **SWK 113**, TRE 110, WBL 112**

Program's highest developmental courses that MUST be completed	Placement scores determine required courses
DMA 030 & DRE 098	Score =

Notes:

Program Total could exceed 68 credit hours depending on elective choices.
(**Department Chair permission required)

Please note that this is a possible semester-by-semester course of study. Any developmental courses such as DMA and DRE courses that are necessary for student placement could extend the time needed for completion. In such cases, graduation may be extended by one or more semester(s). Other delays might be experienced in regard to the timelines of various course offerings.

4/25/2017

Human Services Tech/Substance Abuse (A4538E)

2017 - 2018 Curriculum Sheet

Program Coord.: Cara Herrington Phone: 252-493-7654 Email: cherrington@email.pittcc.edu

	Prefix	No	Title	Class	Lab	Clinic	Credit	Course Prerequisites
Fall I								
	Elective	1	ACA Elective (See below)	*	*	*	1	
	ENG	111	Writing & Inquiry	3	0	0	3	DRE 098
	HSE	110	Introduction to Human Services	2	2	0	3	
	HSE	112	Group Process I	1	2	0	2	
	HSE	135	Orientation Lab	1	0	0	1	
	PSY	150	General Psychology	3	0	0	3	DRE 098
	SAB	110	Substance Abuse Overview	3	0	0	3	
			Total Recommended Hours	**13**	**4**	**0**	**16**	
Spring I								
	Elective	2	Communication Elective (See below)	*	*	*	3	See Catalog
	Elective	3	Natural Science Elective (See below)	*	*	*	3	See Catalog
	HSE	225	Crisis Intervention	3	0	0	3	
	SAB	120	Intake & Assessment	3	0	0	3	
	SAB	125	SAB Case Management	2	2	0	3	
			Total Recommended Hours	**8**	**2**	**0**	**15**	
Summer I								
	Elective	4	Computer Elective (See below)	*	*	*	2	CIS 070
	Elective	5	Humanities Elective (See below)	*	*	*	3	See catalog
	PSY	241	Developmental Psychology	3	0	0	3	PSY 150
	SOC	213	Sociology of the Family	3	0	0	3	
			Total Recommended Hours	**6**	**0**	**0**	**11**	
FALL II								
	Elective	6	Other Required Elective (See below)	*	*	*	3	See Catalog
	HSE	123	Interviewing Techniques	2	2	0	3	ENG 111
	Elective	7	Behavior Science Elective (See below)	*	*	*	3	See catalog
	SAB	135	Addictive Process	3	0	0	3	
	WBL	111	Work-Based Learning I	1	0	10	1	Co-Req WBL 115
	WBL	115	Work-Based Learning Seminar I	1	0	0	1	Co-Req WBL 111
			Total Recommended Hours	**7**	**2**	**10**	**14**	
SPRING II								
	HSE	125	Counseling	2	2	0	3	
	HSE	210	Human Service Issues	2	0	0	2	
	SAB	210	Sub Abuse Counseling	2	2	0	3	
	SAB	240	SAB Issues in Client Services	3	0	0	3	
	WBL	121	Work-Based Learning II	1	0	10	1	Co-Req WBL-125
	WBL	125	Work-Based Learning Seminar II	1	0	0	1	Co-Req WBL-121
			Total Recommended Hours	**11**	**4**	**10**	**13**	
			Total Program Hours				**69**	

Program Option/Electives
Elective 1 - ACA 111, ACA 122
Elective 2 - COM 231, ENG 112
Elective 3 - BIO 110, **BIO 161**
Elective 4 - CIS 110, CIS 111
Elective 5 - HUM 115, HUM 120
Elective 6 - CJC 111, CJC 113, CJC 141, CJC 211, **COM 120**, GRO 120, HSE 130, HSE 212, HSE 215, HSE 255, MED 180, PSY 281, SAB 230, SWK 110, SWK 113, WBL 112
Elective 7 - SOC 210, SOC 220

Program's highest developmental courses that MUST be completed	**Placement scores determine required courses**
DMA 030 & DRE 098	Score =

Notes:
Program Total could exceed 72 credit hours depending on elective choices.

Please note that this is a possible semester-by-semester course of study. Any developmental courses such as DMA and DRE courses that are necessary for student placement could extend the time needed for completion. In such cases, graduation may be extended by one or more semester(s). Other delays might be experienced in regard to the timelines of various course offerings.

4/25/2017

PITT COMMUNITY COLLEGE

Human Services Technology
Substance Abuse Certificate Program
18 semester hours

The Substance Abuse Certificate Program is designed to meet a wide range of individual needs and purposes. Participants in the Certificate program should have completed a college degree in the Human Services field or are currently working in the field. The Certificate program prepares students to assist in drug & alcohol counseling, prevention-oriented educational activities, counseling in residential facilities, and pursuit of four-year degrees.

Course work includes classroom & experiential activities oriented toward an overview of chemical dependency, psychological/sociological process, the twelve Core Functions, intervention techniques with individuals and groups, and treatment modalities.

Graduates should qualify for positions as substance abuse workers, halfway house workers, residential facility employees, and substance education providers. With educational & clinical experiences, graduates may fulfill training hours required toward earning the certified Substance Abuse Counselor (SAC) credential offered by the North Carolina Substance Abuse Professional Certification Board.

Required courses:

SAB 110 Substance Abuse Overview	SAB 135 Addictive Process
SAB 120 Intake and Assessment	SAB 210 Substance Abuse Counseling
SAB 125 SAB Case Management	SAB 240 Client Issues in Substance Abuse

For further information, please contact:

Cara Herrington, SAB Program Coordinator
Russell 221
493-7656, cherrington@email.pittcc.edu

Dr. C. Ray Taylor, Department Chair
Human Services
Russell 222
252-493-7263; rtaylor@email.pittcc.edu

Effective July 2016

Human Services Tech/Gerontology (A4538B)

2017 - 2018 Curriculum Sheet

Program Coord.: Kim Barber Phone: 252-493-7418 Email: kbarber@email.pittcc.edu

Fall I							
Prefix	**No**	**Title**	**Class**	**Lab**	**Clinic**	**Credit**	**Course Prerequisites**
Elective	1	ACA Elective (See below)	*	*	*	1	
ENG	111	Writing & Inquiry	3	0	0	3	DRE 098
GRO	120	Gerontology	3	0	0	3	
HSE	110	Introduction to Human Services	2	2	0	3	
HSE	112	Group Process I	1	2	0	2	
HSE	135	Orientation Lab	0	2	0	1	
PSY	150	General Psychology	3	0	0	3	DRE 098
		Total Recommended Hours	**12**	**6**	**0**	**16**	

Spring I							
Elective	2	Communications Elective (See below)	*	*	*	3	See Catalog
GRO	250	Aging Policies, Programs & Services	2	0	0	2	
HSE	215	Health Care I	3	2	3	5	
HSE	225	Crisis Intervention	3	0	0	3	
HUM	120	Cultural Studies	3	0	0	3	DRE 098
		Total Recommended Hours	**11**	**2**	**3**	**16**	

Summer I							
Elective	3	Computer Elective (See below)	*	*	*	2	CIS 070
PSY	241	Developmental Psychology	3	0	0	3	PSY 150
PSY	281	Abnormal Psychology	3	0	0	3	PSY 150
SOC	213	Sociology of the Family	3	0	0	3	
		Total Recommended Hours	**9**	**0**	**0**	**11**	

FALL II							
Elective	4	Natural Science Elective (See below)	*	*	*	3	See Catalog
Elective	5	Other Major Electives (See below)	*	*	*	3	See Catalog
GRO	230	Health, Wellness, & Nutrition	3	2	0	4	
HSE	123	Interviewing Techniques	2	2	0	3	ENG 111
WBL	111	Work-Based Learning I	0	0	10	1	
WBL	115	Work-Based Learning Seminar I	1	0	0	1	
		Total Recommended Hours	**6**	**4**	**10**	**15**	

SPRING II							
GRO	220	Physical Aspects of Aging	3	0	0	3	
GRO	240	Gerontology Care Mgmt	3	0	0	3	GRO 120
HSE	125	Counseling	2	2	0	3	
HSE	210	Human Service Issues	2	0	0	2	
WBL	121	Work-Based Learning II	0	0	10	1	
WBL	125	Work-Based Learning Seminar II	1	0	0	1	
		Total Recommended Hours	**11**	**2**	**10**	**13**	
		Total Program Hours				**71**	

Program Option/Electives
Elective 1 - ACA 111, ACA 122
Elective 2 - COM 231, ENG 112
Elective 3 - CIS 110, **CIS 111**
Elective 4 - BIO 111, BIO 161
Elective 5 - GRO 150, HMT 110, HMT 211, HMT 212, HSC 110, HSE 115, HSE 130, HSE 255, HSE 230, HSE 251,MED 180, SAB 110, SWK 110, SWK 113, TRE 122, WBL 112**

Program's highest developmental courses that MUST be completed	Placement scores determine required courses
DMA 030 & DRE 098	Score =

Notes:
Program Total could exceed 71 credit hours depending on elective choices. (**Department Chair permission required)

Please note that this is a possible semester-by-semester course of study. Any developmental courses such as DMA and DRE courses that are necessary for student placement could extend the time needed for completion. In such cases, graduation may be extended by one or more semester(s). Other delays might be experienced in regard to the timelines of various course offerings.

4/25/2017

PITT COMMUNITY COLLEGE

Human Services Technology
Aging Studies Certificate
C4538b01
17 - 18 semester hours

The Human Services Technology/Gerontology concentration prepares students to specialize in direct service delivery work to older adults and their families. The curriculum provides both theoretical and applied models for understanding issues of aging.
Course work includes physical, psychological, and social aspects of the aging process; as well as health, wellness, nutrition, diet, exercise, and well-being. Fieldwork experiences provide opportunities to work in a variety of public and private agencies.
Graduates should qualify for employment in nursing and rest homes, specialized adult care services, respite services, and other programs servicing older adults and their families.
Graduates choosing to continue their education may select a variety of programs at senior institutions.

REQUIRED COURSES	
GRO 120 Gerontology	3sh
GRO 220 Psych/Soc Aspects of Aging	3sh
*PSY 150 [pre-requisite for GRO 220.	
GRO 230 Health, Wellness, Nutrition	4sh
GRO 240 Gerontology Care Managing	2sh

ELECTIVES [CHOOSE 5 – 6 HRS]	
GRO 250 Aging Policies, Programs, Sves.	2sh
HSE 115 Health Care Concepts	4sh
HSE 215 Health Care I	5sh
HMT 110 Intro Healthcare Management	3sh
HMT 211 Long-term Care Administration	3sh
*PSY 150 [pre-requisite for GRO 220. Does not count toward Certificate hours]	3sh
TRE 122 Activities Coordinator	3sh

For further information, please contact:

Dr. C. Ray Taylor, Department Chair
Human Services Technology
Russell 222
252-493-7263; rtaylor@email.pittcc.edu

Kim Barber, MSW, LCSW
Gerontology Coordinator
Russell 225
252-493-7418; kbarber@email.pittcc.edu

August 2013

Human Services Technology
Diploma Program

General Education (6 semester hours credit minimum)						
Prefix	#	Title	Class	Lab	Shop-WBL	Credit
ENG	111	Expository Writing	3	0	0	3
BIO	161	Intro to Human Biology	3	0	0	3
		Totals	6	0	0	**6**

Major Hours (30 semester hours credit minimum)						
Prefix	#	Title	Class	Lab	Shop-WBL	Credit
HSE	110	Intro to Human Services	2	2	0	3
HSE	112	Group Process I	1	2	0	2
HSE	123	Interviewing Techniques	2	2	0	3
HSE	135	Orientation Lab I	0	2	0	1
HSE	160	HSE WBL Supervision	1	0	0	1
HSE	163	HSE WBL Experience	0	0	9	3
HSE	215	Health Care I	3	2	3	5
HSE	225	Crisis Intervention	3	0	0	3
GRO	120	Gerontology	3	0	0	3
PSY	150	General Psychology	3	0	0	3
SAB	110	Substance Abuse Overview	3	0	0	3
		Totals	21	10	12	**30**

Other Required Hours (0-4 semester hours credit)						
Prefix	#	Title	Class	Lab	Shop-WBL	Credit
CIS	111	Basic PC Literacy	1	2	0	2
ACA	111	College Student Success	1	0	0	1
		Totals	3	2	0	**3**

		Grand Totals (36-48)	24	14	12	**39**

5.2 Associate of Applied Science degree in Human Services Technology

Types:

I. General Human Services Technology
II. Human Services Technology with Substance Abuse Concentration
III. Human Services Technology with Gerontology Concentration

Total Credits for degree:

- 68-73 semester hours
- If students, as a result of placement tests, are found to be deficient in English skills or Reading skills, they will be required to take the appropriate courses from the following list: DRE 096, DRE 097, DRE 098
- If students, as a result of placement tests, are found to be deficient in mathematics skills, they will be required to take appropriate courses from the following list: DMA 010, DMA 020, DMA 030. Students must successfully complete the courses to meet SACS requirement for demonstration of competence in fundamental mathematical skills.
- Students enrolled full-time and making satisfactory progress should complete this program in five semesters.
- Substitutions may be done on a case by case basis upon approval of the department chair.

HUMAN SERVICES TECHNOLOGY
PLANNING SHEET

COURSE NO	COURSE NAME	CR HRS	CONT HRS	SEMESTERS OFFERED			YEAR COURSE NORMALLY TAKEN		COURSE WORK LOAD/LEVEL		
				F	SP	SU	1st YR	2nd YR	HI	MED	LOW
ACA 111	College Student Success	1	1	X	X	X	X				X
BIO 110	Principles of Biology	4	6	X	X	X		X	X		
BIO 161	Introduction to Human Biology	3	3	X	X	X		X	X		
CIS 110	Introduction to Computers	3	2	X	X	X	X			X	
CIS 111	Basic PC Literacy	1	2	X	X	X	X			X	
WBL 111	Work Based Learning Seminar I	1	10	X	X			X		X	
WBL 115	Work Based Learning I	1	1	X	X			X		X	
WBL 121	Work Based Learning II	1	10	X	X			X		X	
ENG 111	Expository Writing	3	3	X	X	X	X		X		
ENG 112	Writing/Research in the DISC	3	3	X	X		X		X		
GRO 120	Gerontology	3	3	X	X		X			X	
GRO 220	Psy/Soc Aspects of Aging	3	3	X			X			X	
GRO 230	Health, Wellness & Nutrition	4	5	X				X		X	
GRO 240	Gerontology Care Managing	3	3		X			X		X	
GRO 250	Aging Policies, Programs, & Services	2	2		X			X		X	
HSE 110	Intro to Human Services	3	4	X			X			X	
HSE 112	Group Processes I	2	3		X		X			X	
HSE 115	Health Care Concepts	4	5	X	X			X		X	
HSE 123	Interviewing Techniques	3	4	X				X	X		
HSE 125	Counseling	3	4		X			X	X		
HSE 135	Orientation Lab I	1	2	X			X				X
HSE 210	Human Services Issues	2	2	X	X			X		X	
HSE 212	Group Processes II	2	3	X	X			X		X	
HSE 215	Health Care I	5	8	X	X			X	X		
HSE 220	Case Management	3	4		X						
HSE 225	Crisis Intervention	3	3		X		X			X	
HSE 251	Activities Planning	3	4	X			X			X	
HSE 255	Health Problems and Prevention	2	2	X	X			X	X		
HUM 120	Cultural Studies	3	3	X	X		X			X	
PSY 150	General Psychology	3	3	X	X	X	X		X		
PSY 241	Developmental Psychology	3	3	X	X	X		X	X		
PSY 256	Exceptional Children	3	3		X			X	X		
PSY 281	Abnormal Psychology	3	3	X		X		X	X		
SAB 110	Substance Abuse Overview	3	3	X			X		X		
SAB 120	Intake and Assessment	3	3	X			X		X		
SAB 125	SAB Case Management	3	3		X		X		X		
SAB 135	Addictive Process	3	3		X		X		X		
SAB 230	Family Therapy	3	3	X				X	X		
SAB 240	SAB Issues in Client Service	3	3		X			X	X		
SOC 210	Introduction to Sociology	3	3	X	X		X		X		
SOC 213	Sociology of the Family	3	3	X	X	X	X		X		
SWK 110	Introduction to Social Work	3	3	X				X	X		
SWK 113	Working with Diversity	3	3		X			X	X		
TRE 122	Activity Coordinator	4	4		X			X		X	

*Although some courses are offered every semester the suggested sequence of courses is stated in "Everything You Wanted To Know About Human Services." Choosing to follow a different schedule may increase the semesters the students will be in the program or may necessitate taking a heavier course load one or two semesters in order to complete the program in five semesters. Taking developmental courses [(DRE 096, 097, 098) (DMA 010, 020, 030) (CIS 070)] may also require a student to increase the program of study beyond five semesters.

*Students can choose the Double Major/Pre-Liberal Arts Option in consultation with their advisor.

HUMAN SERVICES TECHNOLOGY/ SUBSTANCE ABUSE

The Substance Abuse program is offered through the Human Services Technology Department and began in the Fall of 2004. The program developed primarily in response to community need for specialized training in substance abuse for Human Services students and professionals.

There are two academic options to consider. The first option is the Human Services Technology/Substance Abuse Concentration, which is a two-year Associate in Applied Science (AAS) degree. It is possible to complete this degree in five semesters with a full-time academic schedule. This curriculum is ideal for students who wish to work in the human services profession and have a specialized interest in substance abuse. The second option is the Substance Abuse Certificate program. This option is available for those interested in strengthening their degree and/or supplementing their knowledge of healthcare and human services to include substance abuse. The certificate program consists of six core classes: Substance Abuse Overview, Intake and Assessment, Case Management, Addictive Process, Substance Abuse Counseling and Family Therapy. This option is ideal for school counselors, clergy, human resource officers, WBL social workers, psychologists or other healthcare personnel. High school graduates also qualify for the certificate program. It is important to note that completion of the certificate program does not translate into state board certification. Graduates from either the degree or the certificate program will fulfill the 270 education and training hours required for state certification by the North Carolina Substance Abuse Professional Practice Board. Each core substance abuse class is worth 45 hours of NCSAPPB training/education and may be taken independently as Continuing Education Units necessary for anyone pursuing initial certification or recertification by the state.

The six core substance abuse classes are offered during the day and evenings to accommodate more flexible scheduling. The Substance Abuse program's popularity continues to grow, as students, professionals and the community learn about the academic options discussed previously. The first graduates from the program earned their degrees/certificates in May 2005.

Coursework includes classroom and work-based learning experiences with a focus on addictive behaviors and process, psychoeducational information, the dynamics of chemical dependence, the 12 core functions, intervention techniques with individuals and groups, and treatment modalities. The work-based learning sites currently available for Human Services/Substance Abuse students include: PORT Facility Based Crisis (Detox), Walter B. Jones ADATC, PORT Adolescent Residential program, Choices Substance Abuse program, CASCADE Behavioral Treatment Services, Inc., Mary Frances Center and Vidant Medical Center Care Management/Substance Abuse. Two work-based learning experiences are required to complete the program and one must be substance abuse specific. Work-based learnings may range from nine to 12 hours on site per week and each work-based learning must be taken concurrently with the work-based learning seminar.

HUMAN SERVICES TECHNOLOGY/SUBSTANCE ABUSE

GUIDELINES FOR SCREENING/DECISION-MAKING REGARDING SELECTION OF SUBSTANCE ABUSE AS A CONCENTRATION

There are two academic options to consider in the Human Services Technology/Substance Abuse program. The first is the Human Services/Substance Abuse Concentration, which is a two-year Associate in Applied Science degree. The second option is the Substance Abuse Certificate.

The two-year degree option is primarily for students who do not have a college degree, AND ARE COMMITTED TO PURSUING THE CSAC CREDENTIAL. In order to secure employment in the substance abuse field, it is critical that students understand what is involved in this commitment prior to declaring this major. The certificate option is for those students already possessing at least a baccalaureate degree OR those who already work in the field and wish to pursue initial credentialing or renewal of credentials.

The North Carolina Substance Abuse Professional Practice Board (NCSAPPB) offers the *CERTIFIED SUBSTANCE ABUSE COUNSELOR (CSAC)* credential to those possessing less than an approved master's degree. This credential requires (a) three years of full-time experience with supervision working in the substance abuse field, (b) 270 education/training hours, and (c) passing score on the written exam. The degree and certificate option will provide students with the 270 education/training hours required by the NCSAPPB. However, part of the certification process also involves a criminal background check. For information about this, please refer to 21 NCAC 68.0216 "Background Investigation" as specified in the NCSAPPB Credentialing Procedures Manual. This information is also available on the website, <www.ncsappb.org>. Additionally, if any criminal activity is substance-related, the board may request documentation of an applicant's rehabilitation and evidence of continuous recovery for a minimum of two years.

In an effort to assist and facilitate students choosing the Human Services/Substance Abuse Concentration major, students are required to take the SAB 110-General Overview class as a program pre-requisite and meet with the program coordinator to discuss credentialing prior to declaring the major.

CONSIDERATIONS FOR HUMAN SERVICES/SUBSTANCE ABUSE MAJORS

1. It is important to review the HSE 135 text for orientation lab, particularly the information regarding work-based learning placement. This contains vital information about the program, requirements and expectations.

2. A degree in Substance Abuse requires (for marketability purposes) that you pursue certification as a Certified Substance Abuse Counselor (CSAC) with the North Carolina Substance Abuse Professional Practice Board (NCSAPPB). For more information about this process, please review www.ncsappb.org. Click "credentialing", then click "CSAC".

3. Although it may be uncomfortable or embarrassing, it is critical that you discuss any and all legal charges (not just convictions) – past, present, pending, dismissed with your advisor. The nature of charges, number of charges, and when they occurred may affect whether or not you may be placed at a work-based learning site AND will affect when you may be eligible to pursue state board certification. Your criminal history will be discovered when you consent to allow work-based learning sites and the NCSAPPB to do a criminal background check, which is required. Failure to review this with your advisor may result in you not being able to successfully complete the program.

4. Some work-based learning sites require or may request that you submit to a UDS (Urine Drug Screen). Your refusal to comply will likely result in your termination from the site.

5. If you are a person recovering from addiction(s), the NCSAPPB requires that you maintain a minimum of two years of abstinence from all mood-altering chemicals and may require you to provide evidence of your work/participation in a recovery program. This Human Services/Substance Abuse program at PCC does not specify or require a period of abstinence, but expects that people with addictions seek support and treatment and evaluate their appropriateness and readiness to participate in the curriculum.

5.3 Course Descriptions

		Class	Lab	Clin/ WExp	Credit Hours
ACA 111	COLLEGE STUDENT SUCCESS	1	0	0	1

Prerequisites: None
Corequisites: None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their education objectives.

BIO 110	PRINCIPLES OF BIOLOGY	3	3	0	4

Prerequistes: ENG 095 or appropriate placement test score
Corequisite: None

This course provides a survey of fundamental biological principles for non-sciences majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.*

BIO 161	INTRODUCTION TO HUMAN BIOLOGY	3	0	0	3

Prerequisites: ENG 085 or appropriate placement test score
Corequisites: None

This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology

CIS 110	INTRODUCTION TO COMPUTERS	2	2	0	3

Prerequisite: None
Corequisite: None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* At PCC, classes may be taught nontraditionally through telecourse distance learning or the Internet; word processing, spreadsheets, database and the Internet will be taught.

		Class	Lab	Clin/ WExp	Credit Hours
CIS 111	BASIC PC LITERACY	1	2	0	2

Prerequisites: None
Corequisites: None

This course provide a brief overview of computer concepts for those who have not received credit for CIS 110. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

ENG 111	EXPOSITORY WRITING	3	0	0	3

Prerequisites: ENG 095 or appropriate placement test score
Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 112	WRITING/RESEARCH IN THE DISC	3	0	0	3

Prequisites: ENG 111
Corequisites: None

This course, the second series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC). This course has been designated a Writing Intensive Course. This is a Universal General Education Transfer Component (UGETC) course foe AA/AS.*

GRO 120	GERONTOLOGY	3	0	0	3

Prerequisites: PSY 150 or permission of instructor
Corequisites: None

This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.

GRO 150	SUBSTANCE USE AND AGING	3	0	0	3

Prerequisites: None
Corequisites: None

This course introduces methods to prevent and reduce substance addiction within the older adult population. Emphasis is placed on understanding problems associated with alcohol, drug and medication misuse in addition to signs, symptoms and treatment options. Upon completion, the student should be able to describe how substance use and abuse impacts the quality of life for the older adult population.

		Class	Lab	Clin/ WExp	Credit Hours
GRO 220	PSY/SOC ASPECTS OF AGING	3	0	0	3

Prerequisites: PSY 150
Corequisites: None

This course introduces the individual and social aspects of the aging process. Topics include psychological and social factors of aging; roles of older adults within families, work, and community; and adjustments to aging and retirement.

GRO 230	HEALTH, WELLNESS, AND NUTRITION	3	2	0	4

Prerequisites: None
Corequisites: None

This course covers basic concepts of health, wellness, and nutrition related to aging. Emphasis is placed on nutrition and diet, physical activity and exercise, and maintenance of well-being. Upon completion, students should be able to identify health, wellness and nutrition concepts related to aging.

GRO 240	GERONTOLOGY CARE MANAGING	3	0	0	3

Prerequisites: GRO 120
Corequisites: None

This course covers community resources; discusses care management, including assessment, care-planning, evaluation, issues of family, high-risk and self-care. Topics include funding, eligibility for community and health resources, care management protocols, care plan development, identification of major resources and barriers to self-care. Upon completion, students will be able to develop a care plan for older adults at various levels of needs, including community and health resources.

GRO 250	AGING, POLICIES, PROGRAMS AND SERVICES	2	0	0	2

Prerequisites: GRO 120
Corequisites: None

This course covers the development of state and federal policies, programs, and services for an aging population as a result of demographic shifts. Topics include initial federal programs addressing aging issues, emerging challenges and trends, the role of needs assessment and outcome measures that shape policies, and contemporary issues. Upon completion, students should be able to articulate about initial federal programs; assess emerging challenges and trends; demonstrate the value of needs assessments; and identify contemporary issues.

HSE 110	INTRODUCTION TO HUMAN SERVICES	2	2	0	3

Prerequisites: None
Corequisites: None

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, student should be able to identify the knowledge, skills, and roles of the human services worker.

		Class	Lab	Clin/ WExp	Credit Hours
HSE 112	GROUP PROCESS I	1	2	0	2

Prerequisites: Enrollment in the HSE program or permission of instructor
Corequisites: None

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

HSE 115	HEALTH CARE CONCEPTS	3	2	0	4

Prerequisites: None
Corequisite: None

This course covers basic aspects of health and medical care. Emphasis is placed on the mental, social, and physical needs of various groups: first aid in emergency situations; and medical/legal ethics. Upon completion, students should be able to identify various health/medical situations, obtain appropriate certifications, and understand the medical/legal ramifications of health care.

HSE 123	INTERVIEWING TECHNIQUES	2	2	0	3

Prerequisites: ENG 111 and permission by instructor
Corequisites: ENG 114

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

HSE 125	COUNSELING	2	2	0	3

Prerequisites: PSY 150
Corequisites: None

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

HSE 130	CHANGE AGENTRY LAB I	0	2	0	1

Prerequisites: HSE 112 or permission of instructor
Corequisites: None

This course provides a supervised, off-campus, three-day human relations training lab. Emphasis is placed on providing a small group experience to practice the interpersonal and group skills covered in HSE 112. Upon completion, students should be able to demonstrate group facilitation skills in a small group setting.

		Class	Lab	Clin/ WExp	Credit Hours
HSE 135	ORIENTATION LAB I	0	2	0	1

Prerequisites: Enrollment in the HSE program
Corequisites: None

This course is designed to promote professional, program, and personal identification with the human services field. Emphasis is placed on interpersonal communication, verbal and non-verbal interactions, and team building. Upon completion, students should be able to identify with the human services profession and demonstrate basic team-building skills.

HSE 210	HUMAN SERVICES ISSUES	2	0	0	2

Prerequisites: Successful completion of 12 SHC in the HSE program and department chair approval
Corequisites: None

This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and WBL experiences with emerging trends in the field.

HSE 212	GROUP PROCESS II	1	2	0	2

Prerequisites: HSE 112, permission by instructor
Corequisites: None

This course is a continuation of the study of interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to demonstrate their ability to communicate with others and facilitate communication between others

HSE 215	HEALTH CARE	3	2	3	5

Prerequisites: Enrollment in the HSE program, or department chair approval
Corequisites: None

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patient's rights, legal and ethical responsibilities, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, medical terminology, and mental health. Upon completion, students should be able to demonstrate the skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide Registry.

HSE 220	CASE MANAGEMENT	2	2	0	3

Prerequisites: HSE 110
Corequisites: None

This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

		Class	Lab	Clin/ WExp	Credit Hours
HSE 225	CRISIS INTERVENTION	3	0	0	3

Prerequisites: None
Corequisites: None

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

HSE 230	CHANGE AGENTRY LAB II	0	2	0	1

Prerequisites: HSE 112, permission of instructor
Corequisites: None

This course provides a second supervised, off-campus, three-day human relations training lab. Emphasis is placed on providing a small group experience to practice the interpersonal and group skills covered in HSE 112. Upon completion, students should be able to demonstrate group facilitation skills in a small group setting.

HSE 251	ACTIVITIES PLANNING	2	2	0	3

Prerequisites: None
Corequisites: None

This course introduces skills and techniques used in recreation and leisure activities to enhance the lives of special populations. Emphasis is placed on music, art, and recreational therapy. Upon completion, students should be able to define, plan, and adapt recreational activities for selected groups and individuals.

HSE 255	HEALTH PROBLEMS AND PREVENTION	2	2	0	3

Prerequisites: None
Corequisites: None

This course surveys a range of health problems and issues, including the development of prevention strategies. Topics include teen pregnancy, HIV/AIDS, tuberculosis, communicable diseases, professional burnout, substance abuse, and sexually transmitted diseases. Upon completion, students should be able to identify health issues and demonstrate prevention strategies.

PSY 150	GENERAL PSYCHOLOGY	3	0	0	3

Prerequisites: None
Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, student should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

		Class	Lab	Clin/ WExp	Credit Hours
PSY 241	DEVELOPMENTAL PSYCHOLOGY	3	0	0	3

Prerequisites: PSY 150
Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Agreement general education core requirement in social/behavioral sciences*.

PSY 256	EXCEPTIONAL CHILDREN	3	0	0	3

Prerequisites: PSY 150
Corequisites: None

This course introduces major exceptionalities in children including mental, emotional, and physical variations; learning disabilities; and giftedness. Emphasis is placed on theoretical perspectives, identification methods, and intervention strategies. Upon completion, students should be able to demonstrate a general knowledge of the exceptionalities of children and recommended intervention techniques. *This course has been approved to satisfy the Comprehensive Agreement general education core requirement in social/behavioral sciences*.

PSY 281	ABNORMAL PSYCHOLOGY	3	0	0	3

Prerequisites: PSY 150
Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, WBL, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SAB 110	SUBSTANCE ABUSE OVERVIEW	3	0	0	3

Prerequisites: None
Corequisites: None

This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventative measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.

		Class	Lab	Clin/ WExp	Credit Hours
SAB 120	INTAKE AND ASSESSMENT	3	0	0	3

Prerequisites: None
Corequisites: None

The course develops processes for establishment of client rapport, elicitation of client information on which therapeutic activities are bases and stimulation of client introspection. Topics include diagnostic criteria. Functions of counseling, nonverbal behavior, collateral and significant others, dual diagnosis, client strengths and weakness, uncooperative clients, and crisis interventions. Upon completion, students should be able to establish communication with clients, recognize disorders, obtain information for counseling, and terminate the counseling process. *This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program.*

SAB 125	SAB CASE MGMT	2	2	0	3

Prerequisites: None
Corequisites: None

This course provides case management activities, including record keeping, recovery issues, community resources, and continuum of care. Emphasis is placed on establishing a systematic approach to monitor the treatment plan and maintain quality of life. Upon completion, students should be able to assist clients in the continuum of care as an ongoing recovery process and develop agency networking. *This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program.*

SAB 135	ADDICTIVE PROCESS	3	0	0	3

Prerequisites: PSY 150
Corequisites: None

The course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods.

SAB 210	SUB ABUSE COUNSELING	2	2	0	3

Prerequisites: None
Corequisites: None

This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.

SAB 230	FAMILY THERAPY	2	2	0	3

Prerequisites: None
Corequisites: None

The course covers the theories and models of family systems therapy as designed for families affected by substance abuse and addiction. Emphasis is placed on structures and procedures necessary for successful family therapy, including the needs, types of resistance, and individual family dynamics. Upon completion, students should be able to understand and identify dynamics and patterns unique to families affected by substance abuse and the appropriate model of treatment.

		Class	Lab	Clin/ WExp	Credit Hours
SAB 240	SAB ISSUES IN CLIENT SERVICE	3	0	0	3

Prerequisites: None
Corequisites: None

This course introduces systems of professional standards, values, and issues in substance abuse counseling. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues. *This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program*.

SOC 210	INTRODUCTION TO SOCIOLOGY	3	0	0	3

Prerequisites: ENG 095 or appropriate Reading Placement Test score
Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in social/behavioral sciences.*

SOC 213	SOCIOLOGY OF THE FAMILY	3	0	0	3

Prerequisites: None
Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SWK 110	INTRO TO SOCIAL WORK	3	0	0	3

Prerequisites: None
Corequisites: None

This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.

		Class	Lab	Clin/ WExp	Credit Hours
SWK 113	WORKING WITH DIVERSITY	3	0	0	3

Prerequisites: None
Corequisites: None

This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

WBL 111	WORK-BASED LEARNING I	0	0	10	1

Prerequisites: None
Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. At PCC, course prerequisites are set by each department. *This course is also available through the Virtual Learning Community (VLC).*

WBL 115	WORK-BASED LEARNING SEMINAR I	1	0	0	1

Prerequisites: None
Corequisites: Take one course: WBL 111, WBL 112, WBL 113, or WBL 114

At PCC, the course description is written by the individual departments.

WBL 121	WORK-BASED LEARNING II	0	0	10	1

Prerequisites: None
Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning in related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. At PCC, course prerequisite are set by each department.

WBL 125	WORK-BASED LEARNING SEMINAR II	1	0	0	1

Prerequisites: None
Corequisites: Take one course: WBL 121. WBL 122, WBL 123, or WBL 124

This course provides a seminar for preparation, discussion, and integration of the work experience of WBL 121. Emphasis is placed on orientation to the college-approved work site, integrating classroom learning with related work experiences, and professional development. Upon completion, students will be able to: express an understanding of work-site policies and procedures; identify development characteristics of the children in the classroom; describe the developmentally appropriate practices in the early chi

5.4 Core Curriculum Competencies

KNOWLEDGE

1. Knowledge of professional, ethical, personal and client related values and conflicts.

2. Knowledge of human systems: individual, group, family organization, community, and society and their interaction.

3. Explore the psychodynamic, behavioral, humanistic, cognitive and eclectic approaches to working with the individual.

4. Knowledge of diversity in our society.

5. Knowledge of future trends and career choices available to the human service worker.

6. Knowledge of client populations served by human service workers.

7. Knowledge of human service related community resources.

8. Reasons logically, analyzes objectively, generates new ideas, and makes reasoned choices.

9. Express a working knowledge of the historical development of human services and the profession.

10. Distinguish a wide range of intervention techniques and roles that are appropriate to their level of knowledge.

11. Recognize various psychotropic drugs, side effects and reasons for use.

12. Understand various treatment models, strengths and weaknesses.

SKILLS

1. Read, listen, write and speak effectively.

2. Assess and evaluate psychosocial conditions reflecting current individual/participant functioning.

3. Recommends modifications to support optimal human functioning.

4. Demonstrates the ability to select appropriate strategies, services, or interventions and assist in the evaluation of outcomes.

5. Demonstrate information management skills including observations, communication assessment, evaluation and documentation.

6. Demonstrate an understanding of prevention, intervention and resolution skills.

7. Use a wide range of interpersonal skills to include clarifying expectations, dealing effectively with conflict, establishing rapport, maintaining behavior that is congruent with expressed values and empowerment of others.

8. Demonstrate an understanding about the mission and practices of the support organization (agency) with which they are affiliated and participates in the life of the organization.

9. Demonstrates knowledge and application of human intervention skills.

10. Identify and use the skills involved in creating a helping relationship and environment.

ATTITUDES

1. Cooperates and collaborates with others.

2. Communicates the major human service values and attitudes in or to promote understanding of human service ethics and their application in practice.

3. Examine and develop awareness of one's own values, personalities, reaction patterns, interpersonal styles and limitations.

5.5 Minimum Competency List

The following six criteria must be met by all students registered for Human Services classes (HSE), for all HSE Group Processes classes and for all WBL/field experience courses. Failure to do so may result in a grade of F, a removal from a course, and/or denial of permission to register for a course.

<u>CRITERIA</u>

1. The student can be "counted on;" he/she demonstrates reliable, dependable, and punctual behavior.

2. The student extends good will to others: accepting, courteous and friendly.

3. The student appropriately meets the safety needs of others: emotional and physical safety.

4. The student is willing to examine his/her own feelings, values and behaviors, and listens to the feedback of others.

5. The student realizes the effects of his/her verbal and nonverbal behavior on others and makes adjustments in this behavior which are consistent with Program and work-based learning agency policies.

6. Faculty would feel comfortable with the student providing care for their significant others.

The following are examples of meeting and not meeting the minimum competencies. It is our hope that these examples will assist the student in understanding the objective data that we use to make a subjective decision. These examples do not form an exhaustive list; students are still accountable to the spirit of the minimum competencies.

1. The student can be "counted on;" he/she demonstrates reliable, dependable, and punctual behavior.

<u>Ways a student can demonstrate minimum Competency #1 is by:</u>

a. Being "on time" for classes, work-based learnings and appointments
b. Being well prepared for class, lab and work-based learning education.
c. "Pitching in" and helping when a need arises (don't have to be asked to pitch in).
d. Always checking with staff before leaving the area with a client.
e. Handing in assignments on time.
f. Having a plan for an alternative mode of transportation to work-based learning education in case of car trouble.
g. Using only the minimum number of absences allotted per class.
h. Notifying program chair in writing of any changes in your status as a Human Service student.
i. Not leaving class after it has begun. Making sure telephone calls and rest room breaks are taken before class.

<u>The following are examples of failing to meet minimum Competency #1:</u>

a. Failing to read the Human Services handbook, "Everything You Wanted To Know" and then using the excuse that you "didn't know."
b. Leaving a work-based learning without permission.
c. Not following a direct request of faculty or agency staff.
d. Not following the chain of command at PCC or work-based learning education sites.
e. Falling asleep or doing other work during class, lab, or work-based learning time.
f. Taking an unauthorized break.
g. Having knowledge of the unethical/illegal behavior of another and not sharing it with proper person.
h. Not attending scheduled registration advising.
i. Forging an instructor's /advisor's name on a registration, drop/add, or any other form.
j. Fidgeting, taking off shoes.

2. The student extends good will to others: accepting, courteous and friendly.

Ways a student can demonstrate minimum Competency #2 is by:

a. Introducing people who do not know each other.
b. Assisting a visitor to PCC who appears lost.
c. Verbally and in writing express thanks for assistance given you.
d. Greeting people, using person's name.
e. Asking a staff member if this is a good time to talk.
f. Cleaning up after self in cafeteria, classroom and work-based learning site.
g. Being careful about who might overhear a conversation.
h. Waiting to put away materials until after class is dismissed.
i. Maintaining confidentiality unless an illegal activity or harm to self or others in involved.
j. Consistent use of attending skills during class and work-based learning education.

The following are examples of failing to meet minimum Competency #2:

a. Glaring at faculty, fellow students and work-based learning staff/clients.
b. Demanding an immediate meeting with a faculty member.
c. Gossiping about others, tearing people down by distorting or by sharing other than "need to know" information.
d. Using sexist, racist, ageist or any other biased language or jokes.
e. Monopolizing a class or work-based learning meeting.
f. Calling a faculty, peer or work-based learning education staff at home without their permission.
g. Whispering in class or at a work-based learning education site.
h. Never speaking up or sharing in class.
i. Approaching faculty as your peer or friend.
j. Sharing irrelevant data about yourself of a sensational or disturbing nature.
k. Pressuring others to adopt your view beyond the limits of normal conversation.
l. Raising voice, using angry tones of voice.
m. Treating men and women differently based upon biases; in particular, reluctance or refusal to take direction from a faculty or staff member based on sex or age.

3. The student appropriately meets the safety needs of others: emotional safety and physical safety.

Ways a student can demonstrate minimum Competency #3 is by:

a. Referring a fellow student who is having a personal crisis to counseling.
b. Cleaning up spills/food/debris on the floor that could lead to a fall.
c. Reporting sexual harassment and/or assault of another student or staff to PCC officials (law enforcement, if necessary).
d. Following the dress code of the program/agency.

e. Following agency approved physical intervention.
f. Following rules regarding "No Smoking" areas.
g. Using sound judgment regarding physical and emotional safety of clients during work-based learning activities.
h. Committing to memory and applying significant client health related safety issues, i.e., not giving brittle diabetics candy.
i. Using proper care when taking heat sensitive clients out of doors.
j. Never giving a client one of your cigarettes.
k. Making sure that medication you take does not fall into the hands of a client.

<u>The following are examples of failing to meet minimum Competency #3:</u>

a. Not following universal precaution.
b. Serving as a counselor to a fellow student.
c. Taking a client away from the agency without their supervisor's permission.
d. Pressuring a client to exercise or perform range of motion exercises beyond their ability; causing pain.
e. Trimming a client's nails or hair.
f. Using pressure to persuade a fellow student to date you.
g. Moving, lifting or in any way changing the physical position of a client without explicit instructions from staff or instructor to do so.
h. Encouraging another to stop taking medication ordered by their doctor.
i. Taking on a task you are not prepared for or have knowledge or are skillful in.
j. Carrying a weapon or threatening to use force.
k. Coming to work-based learning with a hangover.
l. Getting insufficient sleep to be alert.
m. Using aggressive gestures; pointing at someone, pounding your fist on a table, invading people space with your gestures.

4. The student is willing to examine his/her own feelings, values and behaviors, and listens to the feedback of others.

<u>Ways a student can demonstrate minimum Competency #4 is by:</u>

a. Using active listening skills to understand what is being said to you.
b. Using "I" statements and taking responsibility for your own thoughts, feelings and behaviors.

<u>The following are examples of failing to meet minimum Competency #4:</u>

a. Becoming immediately defensive or offensive about any feedback from staff, peers, and/or agency.
b. Not examining/evaluating the feedback you receive.
c. When receiving feedback, changing the focus of feedback, i.e., deflecting.

5. The student realizes the effects of his/her verbal and nonverbal behavior on others and makes adjustments in this behavior, which are consistent with Program and work-based learning agency policies.

Ways a student can demonstrate minimum Competency #5 is by:

a. Developing an approachable demeanor - looking friendly, receptive in most situations.
b. Using non-verbal and verbal reinforcers.
c. Following dress code appropriate to site.
d. Modeling professional behavior.

The following are examples of failing to meet minimum Competency #5:

a. Using closed posture, arms crossed, leaning back.
b. Frowning continually even though you say you are not mad/sad.
c. Moving physically away from a person based on bias or sex, age, race, class, size, appearance, sexuality or life-style, disabilities, religion or any other form of oppression.
d. Touching someone without their permission or in violation of agency's rules.
e. Shunning and intentionally ignoring appropriate communication of others.

6. Faculty would feel comfortable with the student providing care for their significant others; the student displays common sense and has the ability to control their emotions without being unemotional; the student is committed to doing good, not harm.

   This competency is considered in conjunction with minimum Competencies 1-5 and in itself would not be used to dismiss a student although it is subjective. Most people can identify who they trust and who they do not trust after a relatively short contact with that person. Observe other students in your class; who would you trust to babysit or house sit for you?

   The question is not focused on advanced intervention or counseling skills. What we are attempting to do is to identify who is basically trustworthy and will do no harm to others.

5.6 Curriculum Competencies

I. KNOWLEDGE	Courses Where Competency is Addressed
A. Knowledge and Awareness of One's Own Self and One's Own Potential	
1. Awareness of how I think and feel about myself	All courses
2. Awareness of how I deal with my own fundamental needs	
3. Awareness of my value system, and how does it define my behavior and my relationships with other people	
4. Awareness of how I relate to the society in which I live and work	Work-based learning
5. Awareness of my life cycle	
6. Awareness of my basic philosophy	Group Process I, II
B. Knowledge of Determinants of Human Behavior	
1. Knowledge of various passages of human psychological development using a wide range of theoretical frameworks	General Psychology Gerontology Developmental Psychology Sociology of the Family
2. Knowledge of the variables of learning, its antecedents and consequences	General Psychology
3. Knowledge and recognition of different types of symptoms of people needing counseling or therapy	Addictive Process Abnormal Psychology
4. Knowledge of various psychotropic drugs, side effects, and reasons for use	Health Care I Abnormal Psychology Crisis Intervention
5. Knowledge of the significance of socio-economic, ethnic, and cultural factors in the selection and meaning of various assessment tools	Sociology of the Family Abnormal Psychology
6. Knowledge of the "helping relationship" and the referral process	Interviewing Techniques Counseling SAB Case Management
7. Knowledge of diagnostic and labeling procedures	Abnormal Psychology Intake and Assessment
8. Knowledge of various treatment models strengths and weaknesses	Counseling SAB Counseling

9. Knowledge of characteristics about various client populations	Gerontology, Addictive Behavior, Introduction to Exceptionality, Intro to Human Services, Abnormal Psychology, Crisis Intervention, SAB Counseling, SAB Issues in Patient Services
C. Socialization Into Profession	
1. Knowledge of the following prerequisites for human service workers	
a. Acceptance of the worth of all people	Group Processes
a. Willingness to listen to new ideas	Group Processes
b. Awareness of one's own fallibility	Group Processes
c. Respect for individual privacy and confidentiality	Intro to Human Services, Interviewing Techniques, Group Processes
d. Respect for agency privacy	Intro to Human Services, WBLs
e. Belief in self determination of people	Group Processes
f. Refusal to knowingly discriminate against anyone	Interviewing Techniques, Counseling, SAB Issues in Patient Services
2. Understand Community Resources	Intro to Human Services
a. Knowledge of available community services	Human Services Issues
b. Knowledge of services offered by various agencies.	SAB Case Management
c. Knowledge of contacts for each agency	
d. Knowledge of how agencies are linked with their clients and other agencies	
e. Knowledge of how agencies are funded and how funding influences services and delivery	
f. Knowledge of various helping techniques being used in community	
3. Understand how your training fits into the human service career ladder	Intro to Human Services, Human Services Issues
a. Know the name of the job positions you could hold in state agencies	
b. Know the procedures for job application, who to contact, phone number, location	
c. Explore various private agencies where you might be employed	
d. Demonstrate the use of job seeking strategies	

II. SKILLS

A. Be prompt	All courses
B. Meet deadlines	All courses
C. Use time effectively	All courses
D. Obtain cooperation from other agency workers	WBLs, Intro to Human Services
E. Willingly assume new duties	WBLs
F. Work in organized manner	All courses
G. Make and record observations	SAB Case Management, Interviewing Techniques, Group Processes, Case Management
H. Write behavioral objectives	WBLs
I. Write a behavioral contract	Case Management
J. Conduct a social history interview	Interviewing Techniques
K. Conduct a behavioral interview	Interviewing Techniques
L. Conduct a mental status assessment	Interviewing Techniques, Counseling
M. Conduct a process recording and transcript demonstrating interviewing and counseling skills	Interviewing Techniques
N. Construct an individual program plan and goals for the client on the basis of appropriate measures of the client's functioning with other suitable professions and the client whenever possible. Work effectively using group problem solving techniques	Activities in Human Services, Behavior Modification, Group Processes
O. Use the vocabulary of human services	All courses
P. Speak clearly, write clearly and concisely	Expository Writing, Professional Research and Reporting, Activities in Human Services, Human Service Issues
Q. Get the impact on the listener that you intended to communicate	Group Processes, Interviewing, Counseling, SAB Case Management
R. Recognize your listening filters as well as the other person's which may distort your message	Group Process, Interviewing Techniques, Counseling
S. Identify nonverbal communication	Group Processes Interviewing Techniques, SAB Case Management

T. Recognize the difference between assertive and aggressive behavior	Group Processes Interviewing Techniques SAB Case Management
U. Exhibit assertive behavior	Group Processes WBLs, SAB Case Management
V. Respond to conflict constructively	Group Processes
W. Be able to carry out a "loving confrontation"	Group Processes
X. Recognize co-dependent issues in oneself and to establish healthy helping attitudes and actions	Group Processes Addictive Processes
Y. Be able to make decisions rationally using various problem solving strategies	Group Processes, Crisis Intervention, General Psychology, SAB Issues, In Patient Services
Z. Use the following communications skills for effective listening; paraphrasing, perception checking, interpretation, confrontation, and facilitation	SAB Case Management, Family Therapy, Group Processes, Interviewing Techniques, Intro to Human Services
AA. Demonstrate case management skills	Interviewing Techniques, SAB Case Management, Abnormal Psychology, Gerontology
BB. Apply behavior modification skills	General Psychology
CC. Assist elderly residents in reality therapy	Gerontology
DD. Work with child of all ages and abilities	Development Psychology
EE.Facilitate in the rehabilitation of substance abusers	Abnormal Psychology, Addictive Process, Crisis Intervention, Family Counseling, SAB Counseling
FF. Provide personal care and perform basic nursing assistant skills	Health Care I, Intro to Human Biology
GG. Write an effective resume	Professional Research and Reporting, Human Service Issues
HH. Write a letter requesting a job interview	Human Service Issues
II. Develop own portfolio	Human Service Issues
JJ. Complete an accurate/correct job application	Human Service Issues
KK. Make appropriate referrals and follow-up procedures, SAB Case Management.	Intro to Human Services, Abnormal Psychology
LL. Set up various types of audio-visuals	Human Service Issues

MM. Tutor and facilitate another's learning	All courses
NN. Awareness of need to change strategies and the ability to make appropriate adaptations during counseling	Group Process, Interviewing Techniques, SAB Counseling
OO. Skill of labeling client's accurately	Abnormal Psychology, Addictive Process, Intro to Exceptionality, Gerontology
PP. Initiate and conduct various techniques in Activity Therapies	Interviewing Techniques, Crisis Intervention
QQ. Facilitate and support a client in the grief process, and bereavement process	Gerontology, Developmental Psychology
RR. Conduct a workshop or presentation demonstrating design process that will improve client's physical, social, and emotional functioning	Human Service Issues, Counseling
SS. Co-lead or participate in group session designed to deal with personal and interpersonal problems and/or enhance interactional and socialization skills	Group Processes, WBLs

ATTITUDES

A. Develop his/her interpersonal skills with clients, co-workers, and supervisors	Introduction to Human Services, SAB Issues in Client Services, Interview Techniques Counseling, Group Processes, WBLs, SAB Counseling, Family Therapy
1. Clarify expectations 2. Deal effectively with conflict 3. Establish rapport with clients 4. Maintain behavior that is congruent with expressed values 5. Deal honestly with other 6. Use the interpersonal relationship as a tool for producing growth in others	
B. Transmit major human service values and attitudes to others in order to promote understanding of human service ethics and their application in practice	Crisis Intervention, Intro to Human Services, WBLs, Interviewing Techniques, SAB Issues in Client Services, SAB Counseling, SAB Case Management

1. Value the least intrusive intervention in the least restrictive environment
2. Appreciate client self-determination
3. Respect client's personal values
4. Maintain confidentiality of personal information
5. Work with other professions on client's behalf
6. Personal commitment, conscientiousness, and willingness to fulfill all aspects of a job

C.	Accept responsibility and accountability for decisions and actions	All courses
D.	Conduct frequent examinations of own methods, effectiveness and own personal growth	Group Processes, Counseling, Addictive Processes, SAB Issues/Client Services
E.	Acquire new knowledge and learn skills or improve old skills to maintain and insure efficiency	All courses

6.0 Work-Based Learning Facilities

6.1 Work-Based Learning Experience

The opportunity to work in a human services agency is an invaluable experience providing the means to put into action the knowledge, skills, and attitudes acquired in curriculum courses while exploring future job opportunities. The student will be placed in a human service facility for 10 hours per 16 weeks under the direction of an agency supervisor and qualified faculty member. The student will have two required placements and attend seminar/supervision classes to integrate classroom work with the field placement

Before a student is placed in WBL experience, he/she must meet the following requirements:

1. Successful completion of 12 semester hours in the HSE program.
2. Maintain a minimum grade point average of 2.00 cumulative total GPA for Human Services.
3. Copy of health care in student's file (TB test and Hepatitis B waiver or Heptovac series).
4. Understands and demonstrates the ability to follow the Ethical Standards of Human Services Professionals.
5. Meet minimum competency criteria for Human Service workers as outlined in the Human Services Student Handbook.
6. Obtains permission from instructor.
7. Upon completing early registration, meet with the work-based learning designated coordinator to discuss placement options for the next semester. Begin process at beginning of semester prior to start.

6.2 Pending Criminal Charges, Drug Screening, Criminal Background Check

It is important to note that students who have pending criminal charges may not be eligible for work-based learning placement until the semester after charges have been reconciled with the court. Also, be aware that work-based learning sites have the right to conduct drug screen analysis on students prior to and during the work-based learning. If you have pending charges, consult with the designated coordinator. See Ms. Civils for General Human Services, Mrs. Herrington for Substance Abuse Concentration, and Mrs. Barber for Gerontology Concentration.

Students who have criminal convictions may also be ineligible for work-based learning placements depending on the nature and dates of the charge (s). Work-based learning sites will probably require a criminal background check prior to student place at the site.

Listed below are two examples of places that students may obtain their background checks:

- Certifiedbackground.com
- M&K Record Researchers, 3219 Landmark Street, Suite 2-A, Greenville, NC.

6.3 Refer to the Human Services Department Work-Based Learning Manual for information.

6.4 Possible Work-Based Learning Experience Agencies

American Cancer Society
Ayden Senior Center
Beaufort County DSS
Boys and Girls Club
Carolina Pregnancy Center
Caswell Center
Council on Aging
Creative Living Center
Cypress Glenn
East Carolina Vocational Center
Farmville Development Day Care
Greenville Community Shelter (Homeless Services)
Greenville Housing Project - Neighborhood Services Resource Center
Greenville Recreation
Greenville Villa
Howell's Center
Le Chris
LIFE – Lifestyle Innovations for Empowerment
Little Willie Center
Martin Community Action
Mary Frances Center
Mediation Center of Eastern NC
Mental Health Association
New Directions
Operation Sunshine
Pamlico Legal Services
PICASO-AIDS Service Organization

Pitt Community College
    Literacy Volunteer
    Compensatory Ed. Program
Pitt County Child Development Center
Pitt County Department of Social Services
Pitt County Group Home
Pitt County Schools
    Special Ed Classrooms
    Tutoring (K-High School)
PORT Human Services- various locations
Project Outreach
Public Health Center-Multiple Programs
Nurturing Program – Becky Brewster – 816-0199
Real Crisis Intervention Center
Ronald McDonald House
Skill Creations, Inc.
United Cerebral Palsy Center
University Health Systems of Eastern North Carolina – Behavioral Health Services
Vidant Medical Center
Walter B. Jones Substance Abuse Treatment Center

7.0 Expenses (Subject to Change)

Students should prepare for the following expenses while enrolled in the HSE 215 Health Care I course leading to NAI upon successfully passing NACES examination:

- Tuition and Student Fees
- Malpractice Insurance [covered by the College]
- Criminal Background Check
- Textbooks
- WBL Uniforms/Shoes
- WBL/Laboratory Supplies
- WBL Travel
- NAI State Exam

7.1 Malpractice Insurance

Provided by the College with full-time enrollment status

7.2 Immunizations

Record must be provided within one week of start-up of HSE 215 course or student can be officially withdrawn from the course.

8.0 Admission

8.1 Admission Requirements

Completion of PCC application with identification of one of the Human Services Programs selected as major and official acceptance are the first steps. Arrange an interview with the department chair or a faculty member.

9.0 Progression

9.1 Evaluation and Guidance

Student evaluation begins prior to admission when the application to enter College, the admission test scores, and the high school and college transcripts of the applicant are reviewed by the Public Service and Fine Arts.

A planned program for regular evaluation of each student's progress is instituted at the beginning of the academic year. Students are required to participate actively in the process of evaluation, which is done at least at the end of each course. As part of the evaluation process, students are required to take comprehensive achievement tests and/or assessment tests at times designated by the faculty.

Provision for student guidance is made in the area of academic and personal counseling. An advisor is designated for each student upon entrance to the program. Students are encouraged to meet with their advisor soon after admission and then on a regular basis for either personal or academic advising. Guidance is also available through the Student Services Division.

9.2 Academic Progression

An overall grade point average of 2.0 is required in major, related, and general education courses for a student to progress, re-enter, or graduate. A student whose cumulative average falls below 2.0 at the end of any semester will be allowed one semester in which to raise his/her cumulative average to 2.0.

STUDENTS NEED TO KEEP ALL COURSE SYLLABI, ALL INTERVIEWS, AND ANY SPECIAL PROJECTS. During the two-year educational program, begin collecting these materials for the portfolio required in the Program capstone course HSE 210 - Human Services Issues.

ENG 112, Writing/Research in the DISC and HSE 123, Interviewing Techniques are offered Spring Semester. ENG 112, HSE 123 are designed to be taught together. If the student is not ready to take ENG 112, HSE 123 will not be placed on the student's schedule.

HSE 123 – Interviewing Techniques must be taken before enrollment in courses WBL 111, 115, 121, 125.
In order to receive financial aid, 12 credit hours is considered full-time, although the 5 semester suggested course schedule is usually 15-17 credit hours per semester.

9.3 Grading System

All human service courses utilize a 10-point scale. For example, 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, < 60 = D.

9.4 Withdrawal

During the first twelve weeks of a semester, a student may withdraw from standard 16-week courses without penalty. For all courses other than standard 16-week courses, the 75% point of the class will be the official withdrawal deadline. For standard 16-week courses, no official withdrawals will be permitted during the last four weeks of any semester. For all courses other than standard 16-week courses, no official withdrawals will be permitted during the last 25% of the class. Any exceptions to this policy must be agreed upon by both the Public Services and Fine Arts Division Dean and the Vice-President of Student Development.

Students applying for an official withdrawal during the official withdrawal period must use the following procedure:

- Obtain a withdrawal form from the Counseling Office located in Goess building.
- Complete and have advisor sign the form.
- Have the form signed by appropriate office if receiving financial assistance (Pell, VA, WIA, etc.).
- Submit completed form to the Office of the Registrar.

After the deadline for official withdrawal, the student must see the Public Services and Fine Arts Division Dean and Vice-President of Student Development.

Students who officially withdraw from courses will not receive grades for those courses. Only the course(s) for which they registered and the official withdrawal designation will appear on the transcript. For more information, see the Human Services Technology Department Chair or the Office of the Registrar.

9.5 Procedures for Registration

1. Review list of courses, semesters offered, and suggested course sequence.
2. Before you see your advisor for registration:
   a. Prepare a preliminary course schedule.
   b. Attend scheduled registration advising.
   c. If you are unable to complete preliminary schedule before meeting with your advisor, attend another scheduled registration advising.
3. Consult instructions located on the Pitt Community College homepage.

10.0 Attendance

10.1 Class Attendance

Class attendance is not only expected, but ***Required***. Faculty are required to keep an accurate attendance roster to meet federal financial aid mandates. It is up to the individual faculty member to implement an effective attendance policy. Students are expected to be present when class officially begins and to remain in class until class is finished. Faculty members may choose to not allow students entry in the class once class begins.

10.2 Work-Based Learning Attendance (see Human Services Department Work-Based Learning Manual)

10.3 Inclement Weather

The program follows the schedule of the College during times of inclement weather. Announcements will be made on the radio and television as to the closing of the College, however students should exercise personal judgment concerning highway conditions regardless of College announcements, particularly those commuting to outlying areas for work-based learning practice. Students should notify the Work-Based Learning supervisor of their absence during times of inclement weather.

When time is missed due to inclement weather, makeup days will be added to the semester to ensure that students receive the full contact hours of instructional time required for each course.

11.0 Evaluation

11.1 Student and Course Evaluations

In order to improve student performance and course improvement, regular student evaluation will occur throughout the course and usually identified on the course syllabus. Students will be invited to participate in course evaluation at the end of a course.

11.2 Work-Based Learning Evaluation (See Human Services Work-Based Learning Manual)

12.0 Work-Based Learning Guidelines

12.1 Professional Guidelines

The following are professional guidelines that all students are expected to follow at all times during work-based learning practice. The student will:

- Comply with all policies of the College, Department, and work-based learning facilities, state and federal laws, and the Patient's Bill of Rights.
- Follow the Department dress code.
- Keep patient information confidential. Discussion of patient information will take place only in work-based learning conferences or in private conversations with work-based learning instructors.
- Be punctual in arriving to the work-based learning facility and report to the work-based learning instructor when leaving the work-based learning area.
- Report patient situations accurately, regardless of reflection upon self. If the situation requires an incident report, the student will complete the report according to the work-based learning facility's policy.
- Ask for supervision and assistance when needed and as directed.
- Utilize time efficiently and constructively.
- Demonstrate self-confidence in administering patient care.
- Complete all written work on time.
- Interact professionally with College faculty, work-based learning instructors, and members of the health care team, patients, and peers.
- Address all work-based learning instructors, members of the health care team, patients, and peers with their appropriate title.
- Performs self-evaluation of attainment of work-based learning practice objectives.
- Avoid the use of tobacco products in areas other than those designated.
- Avoid the use of profane or obscene language and unprofessional behaviors.
- Avoid chewing gum.

12.2 Student Appearance

The purpose of these guidelines is to define the image of professionalism and to promote student and patient safety, comfort, and professional impression. This policy balances the expectations of professionalism with student desires for comfort and individual expression.

Students will comply with these guidelines, which are minimum standards for professional dress and appearance appropriate for today's quality healthcare workplace environment. Students will also adhere to dress standards established by the Department as appropriate for the job duties and profession. Faculty and work-based learning instructors reserve the right to determine at its discretion what is and is not appropriate workplace attire and to address issues as they arise.

Name badges (and identification badges, if required by a work-based learning facility) are essential to dress as they identify students to patients, patient's family members, visitors, and members of the healthcare team. Students are required to wear their badges at all times while in work-based learning practice. Badges must be worn above the waist and displayed so that the information noted on the badge is always visible (not covered or reversed). Badges should not be covered with pins, ornaments, stickers, or any other objects. Work-based learning instructors may prohibit a student from participating in work-based learning practice without their badge(s).

Personal hygiene is critical to the professional appearance and perception of a healthcare professional. Particular attention should be given to skin, fingernails, hair, bathing, proper oral hygiene, and use of deodorant as needed. Students must keep their hair clean, well groomed, and away from the face in an orderly fashion, that does not present a safety hazard. Beards, mustaches, and sideburns are to be neatly trimmed and groomed. The use of excessive makeup and strong fragrances should be avoided. Tattoos must be covered.

Student uniforms where applicable should only be worn while performing work-based learning practice and while traveling to and from the work-based learning facility. The uniform may not be worn at any other time except while on the College campus and then it must be covered with a lab coat. The student uniform shall consist of a uniform pantsuit (as specified by faculty). Females may choose to wear a uniform dress (as specified by faculty), which shall be no shorter than mid-knee. All students are required to wear a white lab jacket at all times while performing work-based learning practice. All uniforms should be clean, fit properly, be in good repair, and pressed or ironed as needed. Students must wear appropriate undergarments to avoid an unprofessional appearance. Leather (other than shoes) and sheer garments should be avoided.

Low heeled white leather shoes are required of all students. Shoes should be clean, in good repair, and coordinated with the dress attire. Open toed shoes, casual footwear, and beach footwear is not permitted. Socks are required to be worn with uniform pantsuits. Hosier is required to be worn with uniform dresses.

Jewelry and accessories should be kept to a minimum. Excessive jewelry and accessories can create an unsafe environment and distractions. Jewelry and accessories that are distracting in size and number are to be avoided. Offensive jewelry and accessories are not permitted. Visible body piercing, except for earrings is not permitted. Fashion headwear should be avoided.

Students should not wear sunglasses inside work-based learning facilities unless for medical reasons. The use of cell phones, earphones, headphones, or iPod/MP3 device are not permitted in the work-based learning areas.

12.3 Impaired Thinking

Impaired thinking constitutes a risk to patient safety. Impaired thinking is evidenced by an inability to make appropriate judgments and carry out functions in relation to the delivery of patient care. Impaired thinking may be the result of fatigue, anxiety, sleeps deprivation, medication use, illegal drug use, alcohol use, etc.

Any faculty member or work-based learning instructor who determines that a student is exhibiting evidence of impaired thinking will ask the student to leave the work-based learning area and consult with the Director of work-based learning Education. The student may be given a work-based learning absence and/or unsatisfactory work-based learning grade.

12.4 Student Health Reporting Policy

All students must notify the work-based learning Coordinator of any and all contracted diseases or health problems that might or could jeopardize the health of work-based learning instructors, members of the health care team, and persons at the work-based learning facilities.

13.0 Legal and Ethical Standards

13.1 Professional Code of Ethics for Human Service Professionals

ETHICAL STANDARDS OF HUMAN SERVICES PROFESSIONALS

National Organization for Human Service Education
Council for Standards in Human Service Education

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 seeks 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.

13.2 Confidentiality

Patient information, employee information, and work-based learning facility information (whether printed, written, spoken, or electronically produced) is confidential. Students may see or hear confidential information on:

- Patients and/or family members: such as patient records, conversations, and financial information.
- Employees, volunteers, other students, contractors, and partners: such as salaries, employment records, and disciplinary actions.

- Business information: such as financial records, reports, memos, contracts, and work-based learning facility computer programs and technology.
- Third parties: such as vendor contracts.
- Operations improvement, quality assurance, and peer review: such as reports, presentations, and survey results.

Students are obligated to protect and keep confidential information with which they come into contact at the work-based learning facilities.

- Students should only access patient information, including the work-based learning facilities' computer systems, for appropriate purposes such as patient care and records processing.
- Students should not disclose their password used for computer access to another or use another's password.
- Students should not make unauthorized copies of confidential information.
- Students should not dispose of any confidential information unless instructed to do so. If instructed to do so, students must follow correct departmental procedure for disposal (such as shredding paper before throwing it away).

Any violation of confidentiality or unauthorized computer access may result in disciplinary action by the work-based learning facility and/or Department Chair, revocation of the ability to perform work-based learning practice, revocation of computer access, and other disciplinary action up to and including dismissal from the program. Federal and state laws also govern unauthorized access and use of confidential information, including access to a computer system for an unauthorized purpose.

13.3 HIPAA

HIPAA is an extension of confidentiality. HIPAA stands for the Health Insurance Portability and Accountability Act. HIPAA requires health care providers, including students, to follow certain rules to protect patient information. Protected health information is any health information that could identify a particular person, such as name, address, phone or fax numbers, social security number, date of birth, email addresses, employer, photos, insurance account numbers, etc. The person could be living or deceased. The information could be about the past, present, or future health of a person. The information could be written on paper, displayed or stored in a computer, or it could be spoken. Examples include patient charts, reports, x-rays, billing systems, health care provider notes, and conversations about patients…even some kinds of trash.

HIPAA requires students to limit internal use of protected patient information to the minimum necessary. If the information is not part of the students' work-based learning practice, it is not part of their business. Students should not look up information for or disclose information to strangers, friends, family members, or other students or health care providers that are not involved in the patient's care. Students should never give information to outside sources or ask for information from outside sources.

Any violation of HIPAA may result in disciplinary action by the work-based learning facility and/or Department Chair, revocation of the ability to perform work-based learning practice, revocation of computer access, and other disciplinary action up to and including dismissal from the program. There may also be legal penalties, including fines and imprisonment for violating HIPAA.

13.4 Licensure

"The Center for Credentialing & Education (CCE) announces a new Human Services-Board Certified Practitioner (HS-BCP) exam process that offers students the opportunity to sit for the required examination while still in school. This process is for students who will have completed the majority of the academic requirements in the program participating with CCE." www.nationalhumanservices.org

14.0 Student Conduct

14.1 Student Code of Conduct Policy (PCC Student Handbook)

14.2 Cheating

The faculty has the responsibility for seeing that all students receive credit for work in which they have completed. All students are expected to be honest in all dealings with members of the staff and faculty of the College and staff members and patients in all work-based learning facilities. Students are also expected to report any observed instances of dishonesty to the instructor in charge. Failure to do so makes the observer as guilty as the one who is cheating. Students will not receive credit for work which is not their own.

Any faculty who discovers possible cheating or to whom cheating is reported will investigate the matter fully. If after careful consideration of all evidence, the faculty feels that cheating has occurred, the evidence will be presented to the Department Chair who will review the information. If the Department Chair concurs, a recommendation will be made to the Dean of Students that the student be dismissed from the program. Refer to the College catalog for additional information regarding disciplinary action.

14.3 Plagiarism

Plagiarism is the use of someone else's words, writings, thoughts, or ideas without giving proper credit. Taking a section of a book or a magazine article and copying it essentially word for word without giving proper credit to the author is one example of plagiarism. The faculty who detects plagiarism will review with the student the circumstances, which constitute plagiarism. The student will be required to re-submit the work to receive credit and the student's grade will be adjusted accordingly. A second instance of plagiarism during any time thereafter will be considered cheating and treated as such.

14.4 Drug/Alcohol Use

The Public Service and Fine Arts Division intends to maintain a drug and alcohol free environment. It is our belief that students impaired by use of mind-altering substances are harmful to themselves, the mission of the College and programs, the safe care of patients, the performance of the student role, and the well-being of fellow students. Under no circumstances will student possession or use of any mind-altering substances be tolerated at the College or any work-based learning facility.

SUBSTANCE ABUSE STATEMENT

PCC prohibits the use, sales, or possession of alcoholic beverages or illegal substances, as defined by the North Carolina Controlled Substance Act, on college property or at college sponsored events. Any student violating this policy will be subject to disciplinary action up to and/or including expulsion from the College and possible criminal prosecution.

For more detail regarding student conduct:
http://www.pittcc.edu/academics/admissions/Student_Conduct.pdf

Mind-altering substance (MAS) abuse is defined as any chemical, natural or manufactured, which when taken into the body causes alterations of personality, emotion, cognition, or behavior. MAS may also be more commonly referred to as alcohol, drugs, substances, or chemicals. As used in this policy, the term "abuse of mind-altering substance" means the presence or use of MAS, which results in impairment during the hours spent in the student role. Examples include:

- Use of any illegal drugs.
- Presence of a blood alcohol content equal to or greater than 0.04 percent.
- Use of non-prescribed controlled drugs.
- Improper or excessive use of prescription or over-the-counter medication, which result in impairment.
- Use of other mind-changing chemicals, which result in impairment.

The following situations may indicate that a student is abusing MAS and should heighten the awareness of the faculty, work-based learning instructors, and other students to that possibility.

- Smelling of alcohol.
- Bringing on the premises or being in the possession of alcohol, illegal drugs, or other non-prescribed controlled substances.
- Behavioral indications of performing as a student while under the influence of MAS.
- Deteriorating patterns of performance or personal conduct.
- Information from a credible source, which indicates the student is abusing MAS.
- An accident.
- Stealing or diverting medications.

- Conviction of violating a drug statute.
- Criminal charges involving MAS.
- Two known DWI's in the last five years.

At any time, a student may be required to provide a urine or blood sample for testing to validate or disprove use of MAS. Failure to provide body fluid samples will be interpreted as supportive of impairment. Test values indicating use of such MAS will be grounds for dismissal from the program. Additional information on this topic is located in the College Catalog.

14.5 Professional Activities

Students will conduct themselves as adults and in a manner, which will reflect positively upon Pitt Community College and the Human Services Technology Program at all times while attending and/or participating in professional activities.

When the activity involves a professional conference, students must participate in the meetings and workshops, as well as other official conference activities. Students must abide by the rules of the conference, the hotel in which they are a guest, and the program during the course of the conference. Failure to do any of the above may result in a student being asked to leave the conference, appropriate disciplinary action taken by the College, and being denied future conference participation.

14.6 Laboratory Security

Equipment and supplies located in the laboratory are property of the College. Removal of the equipment and supplies from the laboratory without direct supervision and instruction by faculty or written consent from the appropriate College representative will be handled in accordance with North Carolina statutes.

14.7 Computer Use

Students enrolled in the program may use the computer lab located in the C.W. Everett Building. Students who do not adhere to the following guidelines, will lose the privilege of using the computer lab and in some cases may also be subject to disciplinary action by the College.

- Students are expected to conduct themselves as responsible adults while using the computer lab.
- Students should use care when operating the equipment and not try to use force if a computer or printer does not function properly.
- Students should not play games, or have food or drink in the computer lab area.
- Children are not permitted in the computer lab.
- Tablets should only be used if it is a part of Human Services class assignments.
- Students may only access email if it is part of a Human Services assignment.

- Computers in the LRC are available for students needing to check their personal email, work on assignments for classes other than Human Services classes.
- Downloading programs is illegal and is definitely not permitted in the computer lab. Loading personal software onto computers is not permitted.
- Changes to computer settings, such as screen savers, appearance of screens, arrangement of desktop, etc., should not be made by students unless it is a learning activity given during class under the direction of faculty.
- Work areas should be left neatly arranged with the chair pushed in under the table.
- Paper for printers is to be provided by the student.
- Computers should be shut down after use. Be sure to use the correct technique and once the CPU is off, be sure and turn off the monitor before leaving the computer lab.
- If a computer, printer, or other piece of equipment fails to operate correctly, please notify the faculty.
- If another class is in session when a student is using the computer lab, students should work quietly. If sound is required, a headset must be worn. If a test is being given or the faculty requests, students should leave the computer lab area.

14.8 Electronic Recording Devices

It is the policy of the Human Services program that no electronic recording devices be used to record classroom or work-based learning practice experiences. Students assessed by the Student Services Division and determined to qualify under the Americans with Disabilities Act will be appropriately accommodated.

14.9 Cell Phones

Cell phones must be set on vibration mode during class and comply with work-based learning site expectations in the work-based learning.

15.0 Student Insurance

15.1 Medical Insurance

All students are strongly encouraged to carry hospitalization and medical insurance. Accident insurance is available through the College and information regarding this insurance may be obtained from the Student Services Division.

15.2 Malpractice Insurance

All Human Services Technology students are required to carry student professional malpractice insurance through Pitt Community College. The College covers the costs involved for malpractice insurance coverage. The College has arranged for a blanket coverage policy through American Casualty Company of Redding Pennsylvania. Some key points of this coverage are:

- Limit of Liability. “Pay up to $2,000,000 for each claim to a total of $4,000,000 in any one year.”

This malpractice insurance is mandatory for all students participating in a work-based learning experience without exception. Students without insurance will not be allowed in the work-based learning area and will receive an unexcused work-based learning absence. Enrollment in a course requiring direct patient or consumer contact covers the student with liability malpractice insurance.

16.0 Student Guidance

16.1 Student Transportation and Housing

Students are responsible for their own transportation to and from the College and all work-based learning facilities. Student car pools are the responsibility of the individual student and not the responsibility of the College or program. Arrangements for transportation should be made prior to entering the program.

Living arrangements are also the responsibility of the individual student. All students must keep the College advised of their current address and phone number. For assistance in locating housing, contact the Student Services Division.

16.2 Student Employment

Employment during the course of study is strongly discouraged. The student who must work in addition to attending College should consider the effect that working may have on the grade point average. No absences or tardiness will be allowed for work conflicts. No student may work any shift just prior to a work-based learning rotation.

If the student is employed by a facility, which is used as a work-based learning facility by the Public Services and Fine Arts Division, the student should be aware that the nature of those responsibilities should in no way be related to their responsibilities as a student and the student uniform may never be worn while functioning in roles outside of work-based learning practice. The employing facility takes full responsibility for the student employee’s actions while working and neither the Public Services and Fine Arts Division administration and faculty nor Pitt Community College will be responsible for any student’s activities while functioning in the role of an employee.

16.3 Student Health Services

The College maintains no health care facilities other that first-aid equipment, which is located in the office of the Dean of Students. The responsibility for medical services rests with the student.

Emergency facilities are available at Vidant Medical Center in Greenville. However, before entering the program, students who do not have a local physician should make contact with a physician who will treat them when they are ill.

16.4 Reporting an Incident

A student involved in an incident during class, work-based learning practice, or traveling to and from class or a work-based learning facility should report the incident immediately. The student should also notify the Department Chair within one hour of the incident. The student will document the incident according the following guidelines.

- Incident involving a patient. An incident report form must be completed according to the guidelines of the work-based learning facility in which the incident occurred.
- Student injury at a work-based learning facility. An incident report form must be completed according to the guidelines of the work-based learning facility in which the incident occurred and the Dean of Students notified within 24 hours.
- Student injury at the College campus. Notify the Dean of Students within 24 hours.
- Student injury during travel to and from class or a work-based learning facility. Notify the Dean of Students within 24 hours.

The student should submit a narrative about the incident within two business days to the Department Chair to determine if additional action is warranted.

16.5 Learning Resources

Human Services students are expected to consistently use outside resources in the learning process. The College has an excellent Learning Resources Center (LRC) on campus. The LRC provides students with current literature via professional journals, audiovisual learning resources, and current editions of the most relevant texts, reference books, and supplementary books. Human Services students should consider learning resources of a work-based learning nature, which are more than five years old, outdated and not acceptable for use. Also available for use by human services students is the Health Sciences Library located in the Brody Medical Science Building adjacent to Vidant Medical Center.

17.0 Student Organizations

17.1 Student Government Association

Student participation in the Student Government Association (SGA) is encouraged. The SGA serves to promote interest in student activities on and off campus. Recommendations from the SGA may be made directly to the administration. An advisor to the SGA serves as an intermediary communicating with the administration officials on behalf of the SGA. The SGA is composed of elected representatives from each curriculum. The SGA meets on a regularly scheduled basis.

17.2 Gamma Beta Phi

Gamma Beta Phi is a national honor educational service organization chartered at Pitt Community College in 1975. The primary purpose of the society is to encourage scholastic efforts and reward academic merit, and to foster, disseminate, and improve education through appropriate community service.

Eligibility is determined based on the top 20% of cumulative grade point averages from the previous semester of those students who are in a degree granting programs and have completed at least 12 semester hours.

17.3 Professional Organizations

The department encourages student mentorship and participation in three professional organizations:

- North Carolina Organization of Human Services (NCOHS),
- Southern Organization of Human Services (SOHS), and
- National Association of Human Services (NOHS).

17.4 Department Organizations

Pitt Community College Association of Human Service Students.

18.0 Grievance

18.1 Grievance Board

The Grievance Board exists to provide a method for resolving conflicts between the health sciences students and members of the health sciences faculty, which cannot be satisfactorily solved by the individuals involved. The Grievance Committee is a subgroup of the Grievance Board, which sits in review of a grievance. Either students or faculty members may bring matters of concern to the board, including but not limited to, those matters set forth in appropriate student guidelines. MATTERS PERTAINING TO WORK-BASED LEARNING PERFORMANCE AND GRADES ARE NOT HEARD BY THE GRIEVANCE COMMITTEE. THESE ISSUES ARE RESOLVED BY PROCEDURES WITHIN THE INSTRUCTIONAL DIVISION OF THE COLLEGE.

Students should follow appropriate lines of communication when problems or concerns arise. The organizational chart will assist students in following appropriate lines of communication.

18.2 Grievance Committee

A grievance committee shall be selected from the grievance board to sit in review of each grievance. The committee shall consist of eleven members, including the chair and a

counselor who acts as a student advocate. The balance of the committee is as follows; selection will be by the chair:

- All faculty and student board members of the department from which the grievance arose.

- Random selection from the remaining student board members to achieve a total student representation of four.

- Random selection from the remaining faculty board members to achieve total health sciences faculty representation of four.

If the grievance is by or against any member of the committee, that member shall be replaced by random selection from remaining members of the board. This selection shall be from the equivalent board level, faculty level, or student level. Students may elect to have the student members of the committee excluded from the deliberations.

18.3 Voting Rights

All members of the committee have one vote with the chair voting only in the case of a tie.

18.4 Grievance Procedures

The committee follows the following procedures in receiving and reviewing complaints and in handing down decisions.

Initial Report. The individual must file a written report of the incident with the Public Services and Fine Arts Division Dean within three (3) school days of the occurrence to guarantee consideration. Group grievances should be presented to the Dean by one representative but must be signed by all who wish to be considered as part of the group. No retroactive inclusion into a group will be allowed. The report should state the facts of the incident or complaint and what potential solutions the parties have proposed. Since a student has the right to exclude the student members of the committee, the written report must state whether or not they are to be included in the deliberations.

Review. Copies of the report will be distributed to the appropriate committee members at least forty-eight hours before the scheduled meeting for their review. Hearing of the grievance shall be scheduled within seven school days of the date on which the written grievance was filed.

Presentation. During the presentation of the grievance to the committee, the student(s) and faculty involved shall have the opportunity to be heard and to produce and examine witnesses and every other requirement relating to procedural due process. Group grievances must be presented by only one member of the group. Students, if they have previously requested to do so, may exclude student members of the committee from the hearing. Only individuals actually involved may be present in the hearing room. Parents,

spouses, and/or friends may be called as witnesses, but they cannot address the committee extemporaneously.

Minutes. Notes on the proceeding will be taken by a faculty member designated by the chair. Following the meeting, other committee members may review these notes which form the basis of the minutes. The minutes will be typed and then signed by one student and one faculty member of the committee. These minutes, along with a signed copy of the decision, will be filed in a sealed envelope identified by the student's name, student identification number, and the date in a special file in the office of the Public Services and Fine Arts Division Dean. Only the Public Services and Fine Arts Division Dean and the Dean of Students will have access to these files, which will be kept for a minimum of five (5) years following the hearing.

Decision. Following the presentation of the grievance and in the closed session, the committee will make a decision, which will be verbally communicated at that time to all concerned. The decision is made by majority vote of the committee. Two copies of the summary of the decision will be forwarded by the chair to the individual(s) involved within two (2) school days. Acceptance of the committee decision is signified by signing and by returning one (1) copy of the decision to the chair within 24 hours. If it is an individual's intention to appeal the decision, it must be so noted on the copy that is returned to the chair. The student(s) may appeal the decision to the Dean of Students, if the matter is of a disciplinary nature, by filing a written appeal within three (3) school days of the receipt of the written summary of the committee's decision. Faculty members may also appeal a decision as set forth in the Pitt Community College Organizational Staff and Faculty Manual.

CSHSE