Human Services Program

Handbook

Updated February 2019
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Program at Baker College</td>
<td>3</td>
</tr>
<tr>
<td>Mission, Philosophy, and Vision</td>
<td>3</td>
</tr>
<tr>
<td>Conceptual Framework for Human Services</td>
<td>3</td>
</tr>
<tr>
<td>Ethical Standards for Human Service Professionals</td>
<td>7</td>
</tr>
<tr>
<td>Program Descriptions</td>
<td>12</td>
</tr>
<tr>
<td>Human Services Workers &amp; Occupational Titles</td>
<td>13</td>
</tr>
<tr>
<td>Program Courses, Degree Requirements &amp; Academic Standards</td>
<td>14</td>
</tr>
<tr>
<td>Academic Activity &amp; Professional Conduct</td>
<td>16</td>
</tr>
<tr>
<td>Human Services Student Club</td>
<td>17</td>
</tr>
<tr>
<td>Internship Section</td>
<td>18</td>
</tr>
</tbody>
</table>

## Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A: Example of Suggested Academic Plan (SAP)</td>
<td>26</td>
</tr>
<tr>
<td>Appendix B: HUS 2710 &amp; HUS 4710 Student Learning Outcomes</td>
<td>29</td>
</tr>
<tr>
<td>Appendix C: Internship Application</td>
<td>31</td>
</tr>
<tr>
<td>Appendix D: Internship Learning Contract</td>
<td>33</td>
</tr>
<tr>
<td>Appendix E: Internship Letter of Understanding</td>
<td>36</td>
</tr>
<tr>
<td>Appendix F: Agency Affiliation Agreement</td>
<td>38</td>
</tr>
<tr>
<td>Appendix G: Internship Record of Hours</td>
<td>39</td>
</tr>
<tr>
<td>Appendix H: Internship Evaluations</td>
<td>40</td>
</tr>
</tbody>
</table>
Human Services Program

Welcome to the Human Service Program (HUS) at Baker College. All faculty and staff within the program and the College extend our best wishes for a successful academic and professional career. We are pleased that you have chosen the HUS program and look forward to helping you as you progress through the program. This handbook provides you with information about the program and outlines the curricula. It is a reference guide to answer questions about program requirements, policies, and courses.

Mission
The mission of Baker College Human Services Program is to train and prepare students to value and appreciate the uniqueness of human life and diversity. Students will be prepared to work as professional members of a multidisciplinary team understanding that, as helping professionals, they will often serve the underserved.

Philosophy
Baker College Human Services Program embraces a tradition of excellence in training professionals grounded in mental health, counseling, and social services theory. Principles of evidence-based practice are woven into the coursework. The curriculum is designed to develop awareness, knowledge, and culturally relevant skills necessary to work with a diverse clientele in a variety of settings and situations. The philosophical underpinnings of the curriculum’s focus are in the practical principles of social work, counseling, and psychology to prepare students for direct care services. The conceptual framework of the Baker College Human Services curriculum emphasizes the development of the human services students to be career ready.

Vision
Human Services is a helping profession, consisting of agents of change who understand the cultural needs of individuals and promote professionalism, emotional wellness, and social justice. As agents of change, human services professionals improve the human condition through knowledge, theory, application and practice.

Conceptual Framework
Introduction

The Human Services vision illustrates belief that we are part of a continuum of learning where there is a flow between and among several dimensions: culture, promoting professionalism, emotional wellness, and social justice. The Human Services faculty members strive to offer students a variety of academic and professional experiences that prepares each student for the goal of securing an entry-level position in the field of human services and for advanced studies in the field. We accomplish this goal by equipping students with knowledge, theory, application and practice. Four key elements woven throughout the Human Services Program include the following:

- **Knowledge** of the human condition and community
- Current and emerging evidenced based **theory**
- **Application** of knowledge and theory with the intent of improving the human condition
- Effective and ethical **practice**

Through continual emphasis on integrating knowledge, theory, application and practice, students grow to understand that these elements are not separate, but intricately woven into the fabric of the human services professional. We emphasize that growth in each element is important to the overall development of each student’s professional identity.

**Knowledge of the Human Condition and Community**

The integration of knowledge in the Human Services Program begins with our faculty, as they assist the learner in examining the various approaches to the field of human services. Our faculty provides many decades of collective experience from a diverse range of community agencies committed to improving the human condition. This experience enriches the student learning process. We recognize the importance of acknowledging the client’s community and the role it plays in clients’ lives and decision-making process.

Community is a broad concept that includes but is not limited to family, local and state organizations, religious organizations, service programs, charitable organizations, for-profit and nonprofit organizations. The student is instructed in the evaluation and utilization of appropriate community resources. Students, through classroom instruction and internships, learn to research and access these resources to improve the lives of their clients. It is our belief that it is important for the emerging professional to have an in-depth understanding of not only their strengths and weaknesses, but also the ability to reflect on their belief system and how beliefs can impact their performance as Human Services Professionals. Essential to an effective human services program, the professional must be cognizant of how biases, values, experiences, and emotions impact decision making and interactions with others. Providing the knowledge of the human condition and community is foundational to the Baker College Human Services Program.

**Current and Emerging Evidence Based Theory**

A goal of the Human Services Program is to cultivate a human services professional who is knowledgeable in the social, emotional, psychological, and theoretical underpinnings to human services. Human Services Professionals must be prepared to utilize their knowledge and theory in the workforce. We believe it is essential to expose students to theory that supports evidence based practices in the field of Human Services. Students learn theory and practical strategies in how to implement these. The components of human services, psychology, administration and other mental health courses are taught as foundational knowledge. We believe in differentiated instruction for teaching students from diverse academic, environmental and socioeconomic backgrounds. In order to reach client-systems/populations, one must understand oneself, the historical perspective of human services, the community, service learning, social justice, and essential theories to the profession.
Baker College’s Human Services Program offers students a wide variety of theoretically based courses designed to examine the foundation of the profession. These courses are designed to build the competency of students in a multidisciplinary manner. Students receive theory-based instruction in counseling, social work, and psychology disciplines.

These courses include historical analysis, current applications of the theories, and future trends of the profession. These courses are both theoretical and practical in approach and deal with a wide range of modalities including but not limited to existential/client centered, psychodynamic, gestalt, and cognitive behavioral approaches. We teach students how to think critically and apply current research to theoretical foundations in order to produce effective and meaningful outcomes.

**Application of Knowledge and Theory with Intent of Improving the Human Condition**

Baker College students acquire the knowledge and theory necessary to apply these elements in various human services arenas. Students have an opportunity to demonstrate their mastery of the concepts and apply them to hypothetical and to real world situations. As the students matriculate through their courses, they demonstrate their understanding of concepts and learned skills as faculty members incorporate case studies, role-plays, individual and group projects, exams, case file composition, and other instructional techniques linking classroom experience to real world application. Students also have an opportunity to utilize theory and knowledge in real world settings during community internships. The sequence of course work interspersed with field placements allows students exposure to current best practices.

A key component of the Human Services Program is to provide students with hands-on day-to-day experiences in appropriate community agencies through internships/practical experience. These experiences allow the student to link the knowledge and theory gained in the classroom to the application and practice in a wide variety of human services delivery systems. The internship program is viewed as a capstone experience that solidifies students' understanding of the day-to-day experience of clients and professionals in the field. The two internship placements scaffold the learning with increasing levels of responsibility and application to provide students an opportunity to demonstrate their mastery of classroom content. The internship program provides an experiential component which allows the student to demonstrate skill mastery through service delivery.

**Effective and Ethical Practice**

Professionals are expected to be lifelong learners and reflective practitioners practicing what they have learned during their academic experience when employed in the workplace. The Human Services faculty coach human services students with this vision when they enter the program and throughout their journey in the Human Services Program. Faculty members strive to teach knowledge and theory necessary while applying these elements during the capstone experience. This foundation is the basis of the professional who enters the workforce. The element *practice* indicates that learning never ceases. Long after the student graduates and enters the workforce as a helping professional, they must continue to upgrade their knowledge of the human condition and intervention skills. The fourth element, practice, is a real world extension of what students are capable of demonstrating once they complete the Human Services Program at Baker College.

In summary, the Baker College Human Services Program is a conceptual framework based on an emerging Human Services Professional who is developing in four inter-related elements: knowledge, theory, application, and practice. Knowledge includes knowledge of self, clients, community, and continued personal development. Theory reflects the program goal to cultivate a Human Services Professional, who is knowledgeable in the social, emotional, psychological, and theoretical underpinnings to human services. Application is demonstrated through a wide range of pedagogical techniques designed to train the future Human Services Professional.
Additionally, students are engaged in their learning while linking classroom experiences to real world application. The sequence of course work interspersed with field placements allows the students exposure to current best practices. Finally, practice indicates that learning never ends. Graduates enter the work force as learners who continue to upgrade their knowledge and skills. Understanding the importance and value of continuous learning is rooted within our students as part of their educational process in the Baker College Human Services Program.

We believe that Human Services Professionals improve the human condition through their knowledge, theory, application and practice of the guiding principles foundational to the profession. This initial belief guides the Baker College Human Services Program to achieve our mission: to train and prepare students to value and appreciate the uniqueness of human life and diversity.
Ethical Standards for Human Service Professionals

National Organization for Human Services Adopted 2015

http://www.nationalhumanservices.org/ethical-standards-for hs-professionals

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, and 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 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.
PROGRAM DESCRIPTION

Bachelor of Human Services

This program prepares students to enter into jobs as case managers, mental health team members, in-home programs, state social service workers, direct care providers or supervisors in residential settings, shelter personnel, and other mental health or social service positions. This program combines general education with training for competency in the field of human services in order for graduates to be prepared in their chosen field of study and to continually enhance their own personal and professional growth.

Program Outcomes

1. The graduate will be prepared to serve clients and carry out other supportive human services agency functions.

2. The graduate will be able to extend knowledge of the historical development of human services and its impact on change, diversity, and culture.

3. The graduate will be able to evaluate the differences between individual, group, family, organization, community, society and their interactions as human systems.

4. The graduate will be able to evaluate the conditions that promote or limit optimal human functioning.

5. The graduate will be able to construct systematic analyses of a service problem situation in order to make appropriate referrals, interventions, and evaluate outcomes.

6. The graduate will be able to practice appropriate human services related documentation, record keeping, and information management.

7. The graduate will be able to apply appropriate human services intervention skills.

8. The graduate will model interpersonal skills with clients, co-workers, and supervisors.

9. The graduate will model human services values and attitudes in order to promote ethical application.

10. The graduate will be able to appraise self-awareness of values, personalities, reaction patterns, interpersonal styles, and limitations.

11. The graduate will be able to formulate a plan for implementing administrative aspects of service delivery.

12. The graduate will be able to evaluate alternative funding sources and interpret the applicability to various situations.
Human Service Professionals

Individuals who are in human services hold professional and paraprofessional jobs in such diverse settings as:

- Group homes and halfway homes
- Correctional facilities and probation departments
- Community-based agencies and residential care facilities for the developmentally disabled
- Mental health and substance abuse agencies
- Nursing homes and care facilities for the elderly
- State agencies that provide services to children

Depending on the employment setting and the type of clients served, job titles and duties vary a great deal.

Examples of Occupation Titles for Human Services Workers

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

Human Services students are required to satisfy all college requirements listed in the undergraduate catalog. The bachelor degree in Human Services requires 120 semester hours. Specific education requirements can be found in the Baker College Catalog.

Generally, the Human Service classes are offered one time a year during specified semesters. This requires careful attention when registering for HUS courses. Please see the semesters as laid out in the Suggested Academic Plan (SAP), an example is provided in Appendix A. Some required classes, such as General Education classes in Sociology, Math and Science are offered online as well as on ground. Students are strongly encouraged to speak with their Program Director if you have questions about the SAP or registration.

Criminal Background Checks

Students entering the Human Services Program are required to complete a criminal background check. Students will be required to complete other criminal background checks throughout the program, including one required prior to their first internship. The student will be responsible for paying for all criminal background checks.

Criminal background checks are required because certain offenses may jeopardize a student’s ability to secure an internship and ultimately a position in Human Services. Baker College does not permit students with a felony on their record to enter the Human Services Program. Misdemeanor offenses are reviewed on a case-by-case basis. Students with a past offense or any offense during their time in the program are responsible for reporting this to their Program Official and must subsequently meet with their Program Official regarding the continuation in the program.

Academic Standards in the Human Services Program

The Baker College Human Service program requires two internships of 180 hours each. To progress in the Human Services program and complete required internships, students must:

- Have a “C” or better in all HUS classes
- Have a cumulative GPA of 2.5 or better

Grading System

Grades are computed at the end of each course. Students may access final grades through the learning management system.

Grades Letters and Meaning

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
</tbody>
</table>
All academic policies and procedures related to grades, behavior, dismissals, and appeals can be found in the student handbook.

**Grade Definitions**

**A = Outstanding Achievement**
The student demonstrates exceptional mastery of the content. An “A” is an exceptional grade indicating distinctly superior performance. The student demonstrates unusually sharp insight regarding the content, and every aspect of performance is exemplary.

**B = Commendable Achievement**
The student demonstrates above average mastery of the content. A “B” is an above average grade indicating achievement of a high order. The student has exceeded the stated requirements. The student demonstrates commendable insight regarding the content, and overall performance is above average.

**C = Acceptable Achievement**
The student demonstrates average mastery of the content. A “C” is an average grade indicating that a student has performed satisfactorily in all aspects of the work. The student has adequately met the stated requirements. The student demonstrates acceptable insight regarding the content, and overall performance is average.

**D = Marginal Achievement**
The student demonstrates below average mastery of the content. A “D” is a below average grade indicating that a student has marginally met the stated requirements. The student demonstrates minimal insight regarding content, and overall performance is marginal.

**F = Failing**
The student demonstrates little or no mastery of the content. An “F” is a failing grade indicating that a student has not met the stated requirements. The student demonstrates insufficient insight regarding content and overall performance is not worthy of credit.

*Note: A plus (+) or minus (-) indicates performance at the higher or lower end of the grade range.*
ACADEMIC ACTIVITY

Baker College is not an attendance taking institution; however, students must maintain academic activity in their courses. Being actively engaged in learning has a direct bearing on students’ academic performance, financial aid, and future employability. Students are expected to remain regularly active in every course for which they are registered, except in case of illness or emergency.

Academic Activity is defined as:
- Physically attending class
- Assignment submission
- Assessment completion, participation in an interactive tutorial, or computer-assisted instruction
- Attending a study group (as assigned by faculty/in course)
- Engaging in online course discussions
- Initiating contact with faculty regarding the course

Students who do not initiate academic activity during the first week of a course may be withdrawn.

Students may also be administratively withdrawn due to limited academic activity in a course. This is based on faculty recommendation and approved by the Director/Vice President of Student Affairs.

Reinstatement to a course is up to the discretion of the Director/Vice President of Student Affairs in consultation with the faculty member.

PROFESSIONAL CONDUCT

In addition to Student Responsibilities as outlined in the current Baker College Catalog, the Human Services Program expects that students in the program demonstrate professional behaviors and interpersonal skills indicative of helping professionals. This includes treating other students, staff and faculty with respect and working together in a positive, professional manner to solve problems. Students are expected to demonstrate behaviors conducive to a positive learning environment that facilitates the growth and learning of all participants. Students are expected to follow the Code of Ethics of the National Organization of Human Services. When students fail to comply with these expectations, a behavioral contract may be initiated to identify specific expectations necessary to correct the problem behavior in order to remain in the program. Failure to comply with expectations may also result in a delay of completion of the internship(s).

Additional expectations are as follows:

Confidentiality
During the course of pursuing a human services education, it is only natural that certain cases, agencies, clients and situations be discussed in class or explored in written assignments. Students are expected to disguise the name and any identifying information of clients and individuals in order to protect their confidentiality. Further, any information presented in class of a sensitive or confidential nature is not to be discussed outside of the class.
**Dress Code**
A professional presentation is required for all extra-curricular activities in which students are representing Baker College, including all volunteer and/or service learning activities. This professional presentation includes appropriate speech/language as well as appropriate dress in which there are no offensive logos or messages on clothing.

**Diversity & Inclusion**
As human services professionals we expect our students to have an appreciation for diversity and inclusion that is reflective of the diverse client populations that we serve. We believe in a culture of inclusion that puts diversity into action by creating a safe environment of involvement, respect and engagement of all of our students.

**Plagiarism**
Plagiarism is representing the work of another as your own. Taking a single sentence from a website and using it in the body of your paper without proper citation constitutes plagiarism. The accepted format for citing sources in the Human Services Program is APA. Papers are routinely checked for plagiarism and when identified will be referred to the Academic Office for investigation and may result in failing the assignment and potential expulsion. Refer to the APA Manual or Academic Resource Center (ARC) for more information.

**Support**
When students encounter difficulties or problems within the program, the first step is to discuss the matter with the instructor involved. If the situation is unresolved, or not specific to a certain course, students are directed to the Human Services Program Director. If the matter is unresolved, the Department Chair or Dean should be consulted.

Similarly, faculty members with concerns about a student’s performance or behavior are expected to follow the same procedures and discuss the matter privately with the student. In addition, an Early Alert can be sent regarding the concern. The faculty member would then contact the Human Services Program Director or Dean, if necessary. The Human Services Program may require the student to discuss the program/concerns with the Director of Academic Affairs, so that an understanding can be reached and expectations to correct the problem established. Should the problem persist, the matter may be referred to the Director of Student Affairs and a behavioral contract initiated.

**Human Services Student Club**
Students are encouraged to participate in the Human Services Student Club, which organizes volunteer activities, fundraisers, and other community oriented events. Student clubs and organizations are an important element in the College’s total educational program. In order to enrich student's educational growth and personal development, the College will encourage and support student organization activities which will provide the following experiences:

1. Development of professional ideals and standards.
2. Intellectual development, particularly in fields related to classroom experiences.
4. Leadership development.
5. Dialogue about current social, economic, and cultural issues and challenges.
6. Service Learning projects and activities, on or off campus.
INTERNSHIPS

It is Baker College’s belief that all parties involved in an internship benefit from the internship experiences.

Students benefit through hands-on experiential learning and the personal and professional growth that it engenders. In addition, some students may acquire satisfying and rewarding jobs as a result of their internship placements.

The agency benefits through the time and energy that the student brings, as well as having opportunity to pre-screen potential job applicants. The experience of working with students may enhance the motivation and skills of agency staff, provide fresh ideas, and keep staff informed of current knowledge and new information. Students may also help the agency in meeting its mission and workload requirements.

Baker College can benefit by being able to provide learning experiences to its students that it would otherwise be unable to provide without the external agency cooperation and support.

The following internship section provides students, agency contact personnel, and agency educational liaison staff with information regarding the internships that are required in the Human Services Program, at the bachelor degree level. The internship section is also intended to clarify expectations and roles of students, agency staff, and the College in respect to internships in human services.

Terminology

Agency: A human services organization, agency, or institution in the community that delivers services to clients.

Agency Director: The staff member designated by the agency to be the contact person for possible student placement(s). The agency contact person should be familiar with the agency, clientele, and staff in order to determine the best possible fit for an intern within an agency.

Field Site Supervisor (agency): A staff member at an agency, unrelated to the student intern who has been assigned the responsibility of being the day-to-day contact and mentor for one or more student interns. This includes providing orientation, coordinating work assignments, giving feedback on progress, answering questions on a regular and on-going basis, and evaluating performance. The supervisor is responsible for reviewing and signing all case documentation completed by the student interns.

Internship: Students placement in a community agency or organization for purposes of simulated “on-the-job” training in the field of the student’s career interest. Such placements are called by a variety of names including placement, field placement, field instruction, field experience, field study, fieldwork, internship, and practicum. Students earn academic credit for their work in internships, but they are not usually paid.

Program Official: A member of Human Services Program at Baker College who is responsible for placing students in internships, maintaining communication with agency personnel and students, and monitoring student progress and problems. The Program Official will make supervisory visits to the agency during the semester.

Program Instructor: A faculty member who is responsible for delivering the seminar portion of the internship. The instructor assigns final grades for internship and seminar experience.
**Student Intern:** The Baker College student who is in an assigned internship.

**Internship Overview**
The Human Services Program at Baker College integrates hands-on internship experiences with required campus-based coursework. Students complete two internships while earning their bachelor degree. Internship placements within students’ programs are expected to have increasing levels of responsibility and involvement in agency functions, and to provide opportunities for students to utilize the skills that they have developed in their coursework.

The Student Intern, the Fieldwork Supervisor (agency), and the Program Official will develop the learning activities and objectives to meet the Student Learning Outcomes for the internship.

While in their internships, students participate in a seminar that consists of at least 20 hours online that provides opportunities to process their own experiences and to learn from other students. The seminar classes are facilitated by a Human Services program instructor.

The integrated nature of the internship and the seminar allows for continued skill development appropriate to the internship placement, as well as for rich learning through reflection on the hands-on experience. Students focus on capturing their skills and experiences in their Human Services Professional Portfolios, which incorporate elements produced in their coursework and are further developed during the internship seminars.

Students are required to complete two internships internship consisting of a minimum of 180 hours (HUS 2710 and HUS 4710) concurrently with a seminar. The internship/seminar is a 3-credit hour course. Students are encouraged to plan for their internships.

- Prerequisites for HUS2710 (Internship I) are HUS2110 and ENG1020 and 18 HUS course credit hours. Additionally, students must have completed or be concurrently enrolled in HUS 2210. Students must have a minimum grade of C in each HUS class and an overall GPA of 2.5.
- Students will have completed and cleared a (second) criminal background check prior to their HUS 2710 placement.
- Prerequisites for HUS4710 (Internship II) are HUS2710 and 60 HUS & PSY course credit hours or be in their final year of the HUS program. Students must have a minimum grade of C in each HUS class and an overall GPA of 2.5.

**Goals**
The goals of an internship experience are:

1. To assist the student in gaining first-hand knowledge of the diverse problems encountered in the field.
2. To help the student in understanding the organizational structure, protocol, relationships, and working conditions in agencies.
3. To assist the student in developing an awareness of services available within the agency and community and the importance of collaborative staff working relationships.
4. To enable the student in developing and utilizing knowledge and techniques, under supervision, to enhance skills, develop competence, and gain confidence in providing needed services to clients.
5. To stimulate student self-awareness, insight, growth, positive attitudes, and identification with professionals and other practitioners on the job.
Procedures

Agency Approval Process
Agencies, organizations, and institutions interested in hosting Human Services interns must complete an Affiliation Agreement with the appropriate Baker College campus. This includes identifying position descriptions for potential interns, confirming qualifications for possible Field Site Supervisor (agency), and accepting responsibility for integrating interns into the overall administrative structure of the agency. The approval process is the responsibility of the Program Official and the Agency Director or assigned Site Supervisor, and must be completed prior to an internship placement being confirmed.

Internship Placement Process
Students must complete the application procedures during the semester prior to the semester in which they plan to begin their internships. Deadlines for HUS Internship applications are as follows:
Fall: April 1
Spring: October 1
Summer: February 1

There may be a mandatory internship meeting the semester before the scheduled internships. This meeting provides an opportunity for students to meet with the Program Official and discuss their placements and expectations.

Placement
Students will be placed in an internship upon completion of the internship application, having met the requirements for internship, including completion of the required second Criminal Background Check and following discussion with the Program Official regarding available internship sites.

Registration
Once placement within an agency is confirmed and a Field Site Supervisor (agency) is identified by the Baker College Program Official and upon all internship documents being completed, the Program Official will approve application and register the student in the appropriate internship class.

Roles and Responsibilities
Student Intern:

1. Completes all prerequisite coursework, maintaining an overall GPA of at least 2.5 and at least a C in all HUS classes.
2. Completes all applications, forms, and other requirements of the college and the agency.
3. Completes the pre-placement agency interview and is accepted by the agency.
4. Keeps the Program Official informed of all relevant information regarding the placement.
5. Initiates and completes the Internship Learning Contract and Letter of Understanding, in collaboration with the Field Site Supervisor (agency) and Program Official.
6. Attends the seminar component of the internship and completes all assignments required by the instructor.
7. Carries out the job functions as planned and coordinated by the Field Site Supervisor (agency).
8. Functions as member of agency staff, including attending staff meetings and collaborating with colleagues.
9. Contacts the Field Site Supervisor (agency) first, and the Program Official second, in case of an illness or other unexpected absence.
10. Successfully completes and documents the hours required for the internship.
11. Submits weekly timesheets.
12. Complies with all applicable agency and professional policies, procedures, and standards of conduct within the field of Human Services.
13. Accepts responsibility for his/her own learning and growth during the internship experience.

Appropriate Agency Director:

2. Provides a job description of the position to the Program Official and to the Intern.
3. Designates a Field Site Supervisor (agency), with the necessary qualifications, to work with each Intern.
4. Provides orientation and observation activities similar to those provided for new employees of the Agency.
5. Assures that the Intern will have meaningful work experiences, which will increase in difficulty and responsibility as the Intern demonstrates readiness.
6. Supports the Program Official in making agency site visits.

Field Site Supervisor (agency):

1. Assists the Intern in completing a Learning Contract that includes the learning objectives that the Intern is to perform and demonstrate.
2. Provides day-to-day direct guidance and support, assisting with problem solving as necessary.
3. Monitors work expectations and performance of the Student Intern.
4. Contacts the Program Official promptly in the event of any problems, whether of omission or commission, with the student’s internship at agency.
5. Completes an end of term evaluation of the Intern, which includes specific documentation of each outcome.

Program Official:

1. Completes Affiliation Agreements with agencies accepting students in internship placements.
2. Orients the Agency Site Supervisor to the philosophy of the Human Services Program and Baker College expectations.
3. Assigns Interns to appropriate placements following interviews and agency approval.
4. Informs qualified Interns of potential placements.
5. Assists the Intern in completing a Learning Contract and Letter of Understanding that includes the learning objectives that the Intern is to perform and demonstrate.
6. Makes agency visits to each agency during the term the Intern is in placement.
7. Meets with Field Site Supervisor (agency) to clarify expectations within each Student Learning Outcome.
8. Monitors progress and supports continued professional development.
9. Responds to Intern and/or agency needs for assistance as appropriate.

POLICIES

Attendance Policy
A minimum of 180 hours is required for each internship assignment. Students are to submit weekly timesheets to the Program Official and to maintain a cumulative total of hours completed. In addition, the following policies apply:

1. Interns are required to report all absences at least one hour prior to the time they are scheduled to be at the
These reports are to be made to the Field Site Supervisor (agency) or other designated person, and to the Program Official. If students are going to be late, they should notify their Field Site Supervisor (agency), according to the agencies’ policies.

2. Any change in a student’s schedule must be approved by the Field Site Supervisor (agency), the Agency Director, or an agency designee. The student is responsible for notifying the Program Official promptly of any such change.

3. Internship hours are calculated by actual contact hours, excluding holidays.

4. Interns are required to make up time missed to ensure that they have at least the minimum number of hours for internship. Excessive absences, tardiness or unauthorized schedule changes may be grounds for withdrawal from the internship placement and the grade of “F” for the course.

5. Interns are not to leave the agency placement during their assigned duty hours unless they have followed appropriate agency policy to arrange it. This may include assigned duties that they will be completing such as going to a client’s home to provide services or attending a meeting with another agency on problem cases.

Agreement between Agencies and Baker College
Agencies hosting student interns are required to sign an Affiliation Agreement with Baker College. Each agreement shall be in effect until the parties sign a new agreement. A copy is kept on file at the agency, with the original maintained at Baker College in the Human Services Program Office. This agreement will be required at least every two years.

Background Checks
All students in the Human Services Program at Baker College are required to have a clear criminal history background check or an approved appeal, to remain in the program. If the latter is the case, Interns are required to inform potential internship agencies as to the circumstances surrounding their convictions or incidents. If required by the agency, a Central Registry background check will be completed through MDHHS prior to placement.

All students in the Human Services Program understand that potential internship agencies may require additional background checks and may deny placement based on the results of a background check.

Confidentiality
Interns in the Human Services Program will be working with clients receiving treatment and care in their agency placement. They may encounter records that are governed by state and federal regulations regarding access, confidentiality, and dissemination. In addition, they may receive indirect information about current or former clients from other agency employees, students, or faculty. It is absolutely essential that the confidentiality of any such information be maintained.

Interns enrolled in a Human Services internship who reveal confidential information about current or former patients or clients other than in an authorized manner, place, or to an authorized person, shall be subject to dismissal from the internship with a grade of “F” and, depending upon the circumstances, shall be reviewed for continuation in the Human Services Program.

Direct Services
A major objective of the internship component of the Human Services Program is to enable students to enhance skills, develop effectiveness, and gain confidence in providing services. They begin primarily as observers, but it is anticipated that they will progress with assignments that place increasing responsibility on them for meeting client and/or agency needs. The Field Site Supervisor (agency) should increase Interns’ responsibilities to the degree that each individual is ready to handle the additional duties assigned in responsible manner.
Dress Code
Interns will comply with agency dress codes. Inappropriately dressed Interns may be sent home at the discretion of the Agency Director or Field Site Supervisor (agency). Any time lost for this reason will have to be made up. The Program Director should be informed as soon as possible if Interns are sent home due to this cause.

Ethical Guidelines
Interns are expected to abide by all ethical guidelines of the Human Services profession. These include, but are not limited to, maintaining confidentiality regarding any communication or issues discussed at that agency; establishing and maintaining appropriate boundaries; maintaining limits between professional and personal lives; and not transporting clients in personal vehicles.

Liability Insurance
Baker College carries an umbrella liability insurance policy for all student interns.

Records
Interns must follow all policies and procedures of the agency related to agency records, charts, forms, or other materials, such as computer program records, in which they are authorized to make entries. Failure to maintain this standard may result in Interns being withdrawn from their placements and receiving a grade of “F” for the course.

Interns should develop professional practices in establishing and maintaining their own records related to their performance, work history and experience.

Second Internship in the Same Agency
As a general rule, it is the policy of the Human Services Program that internships are to be done at different agencies and at increasing levels of responsibility, in order to maximize the student’s learning opportunities. In order for additional placements to be considered at an agency where a student has already completed an internship, students must submit clear documentation as to how the proposed internships would require a more advanced set of skills than that of the previous internship. This also applies to situations in which students have been awarded experiential credit for their first internship in agencies at which they would like to complete a subsequent internship.

Withdrawal from Internship
Any problem that develops relating to a student’s internship placement will be dealt with promptly. Resolution of any such problems will require the cooperation of all parties involved. Consequently, it is essential that the Program Official be informed of any developing problems at the earliest possible opportunity.

Student Appeal
In the event a student is withdrawn from, or denied a placement pursuant to any provision of this handbook, the student has the right to appeal according to the provisions of the College Catalog and the Student Handbook.

Request from the Agency for Removal of a Student
If the appropriate Agency Director requests that a student be removed from the agency, they must contact the Program Official. The request for removal must be communicated to the Program Official, preferably in writing, including all relevant information from the agency regarding the student’s removal. The Program Official will communicate to the student the rationale for the removal from the agency.
Removal from the internship placement may result in the student receiving a failing grade (F) for the course. It is at the discretion of the College if any accumulated internship hours will count for the required minimum 180 hours. Depending on the reason the intern is removed, the College will decide about the intern starting over or earning some of the completed hours.

**Evaluation**
Interns must successfully complete both components of the internship: field experience and seminar, in order to successfully complete the internship. The field experience component of the internship is assessed based on the submission of documentation of at least 180 hours, and satisfactory evaluations from the Field Site Supervisor (agency).

**Fieldwork**
The instructor is responsible for compiling the information from the Field Site Supervisor’s evaluation by using the appropriate rubric. The process for compiling the final evaluation should reflect input from all perspectives. The completed fieldwork evaluation is electronically signed by the Field Site Supervisor and/or Agency Director.

**Seminar**
The Human Services Seminar is designed to assist students with the knowledge, skills and dispositions that are unique to human service professionals. The seminar component consists of assignments completed in an online format in which the instructor also offers feedback and guidance. In order to meet the requirements set by the Council for Standards in Human Services Education (CSHSE) and the SLOs unique to each HUS internship, it is recommended that seminars not be combined and that each seminar be limited to 15 students.

The seminar component of the internship is assessed based on the submission of required assessments as well as in-class activities during the seminar. Assessments are designed that are appropriate to the internship level. All internships (HUS 2710 and HUS 4710) require common assessments: a portfolio, reflection papers, and the Field Site Supervisor’s evaluation. While these may appear to be similar in nature, each common assessment increases in rigor and relevance as the student progresses from HUS 2710 to the capstone course HUS 4710.

Following the completion of their first internship (HUS 2710), students will continue to refine these common assessments in preparation for the second internship. A rubric is provided for each common assessment that details the unique characteristics required for HUS 2710 and HUS 4710. In addition to these common assessments, each internship requires additional assessments to assist the student with meeting all student learning outcomes (SLOs) and program outcomes.

**Portfolio**
HUS students will be expected to develop an electronic portfolio where all professional documents are to be kept throughout their programs. This will include all relevant documents from HUS 2710 and HUS 4710.

**Potential Internship Agencies by Area of Interest**
Drawing on your experience in the Human Services Program, here is a list of some of the agencies and organizations that you might like to explore for potential internships.

**CHILD WELFARE SERVICES**
Children’s Protective Services
Children’s Foster Care
Children’s Adoption Services
Children/Youth Delinquency
Abuse/Neglect Prevention
Children’s Alternative Placement Services

SERVICES TO VULNERABLE ADULTS
Adult Protective Services
Adult Home Services
Adult Alternative Care Services
Elderly Services

MENTAL HEALTH AND DEVELOPMENTAL DISABILITIES
Services to Adults
Services to Children
Services to Families

COMMUNITY SOCIAL SERVICES AGENCIES
Homelessness Poverty Substance Abuse
# 2018 - 2019

## Human Services

### Bachelor of Science Degree

### Fall Year 1

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1010 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HUS 1010 Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>MTH 1050 Quantitative Reasoning I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1110 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2010 Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring Year 1

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1020 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HUS 1210 Family Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>HUS 1410 Abuse and Neglect in the Family</td>
<td>3</td>
</tr>
<tr>
<td>HUS 1510 Ethics and Issues in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>SPK 2010 Oral Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

### Fall Year 2

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 2110 Assessment, Recording, and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>HUS 2350 Trauma Informed Care in Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HUS 2610 Theory of Group Dynamics for Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2210 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2410 Theories of Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring Year 2

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 2010 Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HUS 2210 Case Management I</td>
<td>3</td>
</tr>
<tr>
<td>HUS 2710 Human Services Internship I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2010 Cognitive Behavioral Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2110 Psychology of Death and Dying</td>
<td>3</td>
</tr>
</tbody>
</table>

Valid for 2018 - 2019 Academic Year
<table>
<thead>
<tr>
<th>Fall Year 3</th>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 3510</td>
<td>Child Welfare Services</td>
<td>3</td>
</tr>
<tr>
<td>MTH 2750</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3110</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3210</td>
<td>Psychology of Disability</td>
<td>3</td>
</tr>
<tr>
<td>WRI 1150</td>
<td>Workplace Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Year 3</th>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 3010</td>
<td>Research Methods in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3610</td>
<td>Application and Practice of Group Dynamics for Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4110</td>
<td>Institutional Treatment and Alternative Settings for Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3350</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3210</td>
<td>Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 4</th>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 4210</td>
<td>Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4010</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4110</td>
<td>Clinical Methods in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SCI 4510</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose 1 Course from the Following:</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>HUS</td>
<td>Human Services Group</td>
<td>3</td>
</tr>
<tr>
<td>NPMG</td>
<td>Non-Profit Management Group</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology Group</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Year 4</th>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 4010</td>
<td>Philosophy of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4310</td>
<td>The DSM System and Mental Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4710</td>
<td>Human Services Internship II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4050</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose 1 Course from the Following:</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>HUS</td>
<td>Human Services Group</td>
<td>3</td>
</tr>
<tr>
<td>NPMG</td>
<td>Non-Profit Management Group</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology Group</td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Total** 120
**ELECTIVES: Select 6 credits from one group only**

<table>
<thead>
<tr>
<th>Human Services Group:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 2920 Family Support Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4120 Case Management II – Working with Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Profit Management Group:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPMG 3010 Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>NPMG 3310 Fund Development</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychology Group:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3410 Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3510 Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4150 Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>
BAKER COLLEGE
STUDENT LEARNING OUTCOMES
HUS 2710  Human Services Internship I
3 Semester Hours

Student Learning Outcomes

1. Explain the client base, type of agency, and community agency representatives with whom they interact.
2. Examine the organizational hierarchy of the agency.
3. Explain the methods of documentation of the assigned agency.
4. Discuss the Ethical Standards for Human Service Professionals.
5. Identify personal values and beliefs and how these can impact conflicts and ethical dilemmas at the agency.
6. Analyze a variety of challenges human services professionals encounter.
7. Demonstrate sensitivity, commitment, and an understanding of working with diverse client systems.
8. Demonstrate professionalism including timeliness, appropriate dress, and personal boundaries.
9. Demonstrate professional oral and written communication skills.
10. Discuss the impact the human services profession has on the community.
11. Apply knowledge, values, and skills in working with clients, including various aspects of diversity.
12. Evaluate the process of termination and how it affects both the client and human services worker.

Required Elements

REQUIRED: 180 hours of field experience

These SLOs are not approved for experiential credit.

Effective: Fall 2017
BAKER COLLEGE
STUDENT LEARNING OUTCOMES

HUS 4710 Human Services Internship II
3 Semester Hours

Student Learning Outcomes

1. Apply knowledge and management skills to assigned caseload or set of administrative responsibilities.
2. Demonstrate appropriate intervention and termination skills.
3. Assess interventions utilized in the internship agency.
4. Formulate recommendations for improving various aspects of the organization.
5. Demonstrate ethical decision-making in professional practice.
6. Synthesize course material and fieldwork experience as it applies to your future career goals.
7. Compare and contrast the various types and uses of assessments used within the internship agency.
8. Demonstrate an appropriate level of self-awareness of personal and professional performance through integration of observation, reflection, and theory.
9. Develop appropriate skills for case management to effectively help the client within the agency.

Required Elements

REQUIRED: 180 HOURS OF FIELD EXPERIENCE

These SLOs are not approved for experiential credit.

EFFECTIVE FALL 2017
Human Service Program
Internship Application

Name: ____________________________________________

Last    First    Middle    Maiden/Other

UIN: ______________________________________ Preferred E-Mail: ______________________________________

Address: ____________________________________________

Number    Street    Apt.#    City    State    Zip

Phone: Day________________________ Evening______________________ Cell ____________________________

Indicate the semester in which you plan on completing your internship:

- Fall
  Deadline April 1

- Spring
  Deadline October 1

- Summer
  Deadline February 1

Check the internship for which you are applying:

<table>
<thead>
<tr>
<th>HUS 2710 Human Service Internship</th>
<th>HUS 4710 Human Service Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td><strong>Pre-requisites:</strong></td>
</tr>
<tr>
<td>Background Clearances will</td>
<td>Background Clearances or</td>
</tr>
<tr>
<td>be required prior to interning.</td>
<td>Appeal Approval on file</td>
</tr>
<tr>
<td>Students will be required to</td>
<td>Minimum grade of C in each</td>
</tr>
<tr>
<td>pay for this service.</td>
<td>HUS class</td>
</tr>
<tr>
<td>Minimum grade of C in each HUS</td>
<td>Overall GPA at least 2.5</td>
</tr>
<tr>
<td>class</td>
<td>Completed HUS 2110, ENG 1020 and 18</td>
</tr>
<tr>
<td>Overall GPA at least 2.5</td>
<td>credit hours of HUS courses.</td>
</tr>
<tr>
<td>Completed HUS 2110, ENG 1020 and 18</td>
<td>Additionally, must have completed</td>
</tr>
<tr>
<td>credit hours of HUS courses.</td>
<td>or be enrolled in HUS 2210.</td>
</tr>
<tr>
<td>Meeting with Program Official</td>
<td>Meeting with Program Official</td>
</tr>
</tbody>
</table>

Minimum grade of C in each HUS class
Overall GPA at least 2.5
Completed HUS 2710. Must be in your final year of the HUS program.
**Additional Information Required:**

Provide a current resume and statement of interest in pursuing a career in the human service field. Indicate agencies that you believe would meet your internship needs in your area of interest:

For HUS 4710, list previous internship site and date/year:

Highlight prior work experience or volunteer work relevant to your area of interest:

Special skills (or accommodations) relevant to an internship in your area of interest (i.e. physical limitation or lack of reliable transportation):

---

**Certification Statement**

I certify that all information provided on this application is accurate and complete.

I understand that I must abide by the ethics and standards accepted by human service professionals. This includes issues related to appropriate dress, personal conduct, professional attitude, and confidentiality.

I have read and understand the policies set forth in the Human Service Internship Manual and agree to abide by these requirements and appropriate agency requirements.

I understand that I have responsibilities as a student in this program and that I may be dismissed from the internship placement and possibly the human service program if I disregard these policies or ignore my responsibilities as a student in the educational process.

I understand that my campus must have my background check results on file. If my background check indicates any conviction, pending court action, or recorded event, I must have completed a successful appeal to remain in the program. I confirm that I will immediately report in writing any conviction, pending court action, or other recorded event that has not yet been reported or that subsequently occurs to my campus program official. I understand that additional background checks may be required, and that I will be responsible for all costs associated with my background checks.

Please sign/type your name: ____________________________ Date: ____________________________
<table>
<thead>
<tr>
<th>Internship:</th>
<th>HUS2710</th>
<th>HUS4710</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating Student:</td>
<td>___________________________</td>
<td>UIN: ___________________________</td>
</tr>
<tr>
<td>Phone:</td>
<td>___________________________</td>
<td>E-mail: ___________________________</td>
</tr>
<tr>
<td>Participating Agency:</td>
<td>___________________________</td>
<td></td>
</tr>
<tr>
<td>Agency Address:</td>
<td>___________________________</td>
<td></td>
</tr>
<tr>
<td>Agency Director:</td>
<td>___________________________</td>
<td>Phone: ___________________________</td>
</tr>
<tr>
<td>Fieldwork Supervisor’s Name:</td>
<td>___________________________</td>
<td>Phone: ___________________________</td>
</tr>
<tr>
<td>Fieldwork Supervisor’s Fax:</td>
<td>___________________________</td>
<td>E-mail: ___________________________</td>
</tr>
<tr>
<td>Start Date:</td>
<td>___________________________</td>
<td>Completion Date: ___________________________</td>
</tr>
<tr>
<td>Internship Position/Job Title: (attach job description if available)</td>
<td>___________________________</td>
<td></td>
</tr>
<tr>
<td>Check the appropriate internship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HUS2710 Human Services Internship I

Discuss anticipated learning outcomes/activities through which the following will be developed and demonstrated. Attach additional sheets as necessary.

1. Knowledge of the client base, type of agency, and community agency representatives.
2. Understanding of the organizational hierarchy.
3. Awareness of and ability to use the agency’s methods of documentation.
4. Awareness of ethical standards for the human service profession.
5. Sensitivity and commitment to working with diverse client systems.
6. Ability to develop and monitor personal learning goals.
7. Ability to engage in self-assessment and direction of personal professional development.

HUS4710 Human Services Internship II

Discuss anticipated learning outcomes/activities through which the following will be developed and demonstrated. Attach additional sheets as necessary.

8. Ability to apply knowledge and management skills to assigned case load or set of administrative responsibilities.
9. Demonstration of appropriate intervention and termination skills.
10. Ability to assess the effectiveness of treatment modalities utilized in internship agency.
11. Ability to formulate recommendations for improving various aspects of the organization.
12. Integration of ethical decision making into professional practice.
13. Evaluate methods of responding to unique, difficult, or crisis situations in practice.
Main Job Duties:

Key Skills Required:

Skills to be developed during the internship:

Scheduling Restrictions or Preferences:
Please specify below the schedule that will reflect the accumulation of these hours. (Example: Mondays and Wednesdays 10am - 5pm).

We agree to the learning plan as outlined above. The student and the agency agree to a minimum commitment of 180 hours for this internship. Please contact the Internship Coordinator if there are any questions and/or concerns during the internship.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Appropriate Agency Director Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Baker College Internship Signature/Phone/E-mail</td>
<td>Date</td>
</tr>
<tr>
<td>Baker College Official Signature/Phone/E-mail</td>
<td>Date</td>
</tr>
</tbody>
</table>

For Baker College use:

Learning Activities are Appropriate for ___________ HUS2710 ___________ HUS4710

Name of Reviewer: ______________________________ Date __________________
Appendix E

Human Services
Program Internship/Fieldwork Experience
Letter of Understanding

Internship: HUS2710_______ HUS4710_______

Participating Student: ________________________________ UIN: _______________________
Phone: ________________________________ E-mail: _______________________

Participating Agency: __________________________________________________________
Agency Address: ________________________________
Agency Director: ________________________________ Phone: _______________________
Fieldwork Supervisor’s Name: ________________________________ Phone: _______________________
Fieldwork Supervisor’s Fax: ________________________________ Email: _______________________

Start Date: ______________________ Completion Date: ______________________

The Human Services Internship (Fieldwork Experience) at Baker College is the integration of classroom studies and practical experience. It is a planned program in which students participate for specific periods of time. This program is a required academic course and is designed to provide qualified Baker College students with the opportunity to gain work experience as a valuable supplement to their classroom instruction and as a bridge to employment. We believe that it is in the best interest of the Student Intern, the College, and the Internship Agency to agree and to clearly understand the responsibilities of parties involved.

Student Responsibilities

1. Pay for the appropriate work experience course as determined by Baker College.
2. Perform to the best of his/her ability in the Internship/Fieldwork Experience position, and not perform procedures beyond individual capabilities.
3. Abide by the terms in the Baker College Student Handbook in regards to Personal and Professional Conduct (i.e. alcohol, illegal or over-the-counter drugs, and social media).
4. Report to the assigned agency on time each day as scheduled. In case of illness, the fieldwork supervisor is to be informed prior to the start time of the day of the absence.
5. Fulfill requirements as described in the course outline including all required agency hours and class assignments. If this does not occur, you may be withdrawn from the course.
6. Abide by Internship/Fieldwork Experience agency’s rules, regulations, and dress code as they apply to the student.
Fieldwork Experience (Agency) Responsibilities

1. Provide an orientation to each student including a discussion of the rules and regulations of the agency and the anticipated learning outcomes and activities to be accomplished.
2. Provide the students with a learning experience through practical application with regular employees in meaningful tasks related to the student’s field of study.
3. Provide supervision and assure safe and suitable working conditions. The supervisors of the Associate’s degree students must have a Bachelor’s degree or higher in an appropriate field.
4. Communicate comments and questions to the Human Services Internship Coordinator as they occur.
5. Evaluate the student’s performance utilizing the evaluation form(s) provided by Baker College.
6. Ensure the student completes the agency hour requirements (180 hours).
7. Encourage the completion of the student’s educational objectives at Baker College.
8. Abide by requirements for credentials and degrees for the Fieldwork Supervisor.

College Responsibilities

1. Maintain the educational integrity of the Internship/Fieldwork Experience program.
2. Coordinate communication between Baker College, the student intern, and the Internship/Fieldwork Experience agency.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Appropriate Agency Director Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Baker College Internship Signature/Phone/E-mail</td>
<td>Date</td>
</tr>
<tr>
<td>Baker College Official Signature/Phone/E-mail</td>
<td>Date</td>
</tr>
</tbody>
</table>
Human Services Program
Affiliation Agreement between
Baker College and Fieldwork Agency

This agreement between the Human Services Department of Baker College and the host fieldwork agency is for the purpose of providing internship placements for students as part of the Human Services curriculum.

1. The Agency agrees to provide opportunities for practical learning and to enable students to meet the objectives of the Human Services internship as stated in the internship section of the HUS Handbook.
2. The Agency will identify potential internship placements on a quarterly basis, and make information regarding upcoming placements available to the College in a timely manner.
3. The Agency will appoint a qualified staff member to serve as a Fieldwork Supervisor of one or more interns. Qualifications include a person with a person with a Master’s degree in an appropriate field for a bachelor-level intern.
4. The College will assign a faculty member to serve as Internship Coordinator, who serves as a liaison between the College and the Agency. The Internship Coordinator/Program Director will be responsible for maintaining contact (through visits, by phone and email) in regards to a student's progress.
5. The College will select students to be interviewed by the Agency and share with the Agency, prior to placement, students’ goals for the proposed internships and past work and internship experiences.
6. The Agency reserves the right to reject any student who, in the Agency's judgment, does not meet the criteria for acceptance.
7. The Agency will provide students with sufficient hours of internship experience, and such assignments and client contacts as are appropriate to meet the objectives of the specific internship for which they are placed.
8. The Agency agrees to inform the Internship Coordinator of any changes in policies, procedures and/or staffing that might affect the quality or nature of the Internship experience.
9. The Agency will provide the use of office space, including privacy for interviewing, and such equipment and supplies as are necessary for the accomplishment of the interns' learning objectives.
10. The Fieldwork Supervisor will be responsible for directing and supervising the student's fieldwork experience, and for verifying the hours students have worked.
11. The Fieldwork Supervisor will provide a structured orientation within the first week of field work experience.
12. The Fieldwork Supervisor will complete and send to the college an overall evaluation of each intern’s performance during the internship.
13. Interns are required to follow agency hours and office procedures. Interns will be required to maintain confidentiality, with respect to any information acquired during the fieldwork experience.
14. Dismissal of student from an Agency will be a mutually agreed upon decision made between Fieldwork Supervisor, Internship Coordinator/Program Director and Department Chair or Dean.
15. This agreement will remain valid until canceled by either or both parties. Such cancellation must be in writing to the other party prior to the start of the academic semester.

Agency

Fieldwork Supervisor

Signature

Date

College

Program Official

Signature

Date
# Human Services Program

## Internship Record of Hours

**Internship:** HUS2710 HUS4710

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Code(s)</th>
<th>Activity Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Total**

**Total from Previous Week**

**Cumulative Total of Hours for Semester**

---

**Student Intern Signature**

**Fieldwork Supervisor**

---

**Activity Coding**

- **DC** Direct client contact
- **OB** Observation
- **AD** Administration
- **DO** Documentation

- Face-to-face or telephone contact directly with or about the client
- Student passively watching/observing the interaction of others
- Orientation, learning policies and procedures, attending agency meetings and other administrative duties
- Time for all written documentation regarding clients, including correspondence
We value and rely on the feedback we receive from our fieldwork supervisors. To this end, an electronic evaluation will be sent to each fieldwork supervisor via email during the semester. We ask for the electronic evaluation to be completed toward the end of the student’s required hours and for this feedback to be reviewed with the student. If you wish to review the evaluation questions in advance, please find them listed below.

Complete each statement by selecting Yes, No, or Not Applicable (N/A). The standards for your Industry should be considered when completing the evaluation. When rating the student, call to mind instances that are typical of his/her way of acting. Do not be influenced by some unusual instance.

1. The student demonstrates effective listening and oral communication skills.
   Example: Listens to others in an active and attentive manner, comprehends and follows verbal instructions, participates effectively in meetings or group settings
   ○ Yes
   ○ No - If no, please provide examples:
   ○ N/A
   Comments:

2. The student’s written communication skills are appropriate for the industry.
   Example: Communicates ideas and concepts clearly in writing, pays attention to accuracy and detail
   ○ Yes
   ○ No - If no, please provide examples:
   ○ N/A
   Comments:

3. The student exhibits a positive and constructive attitude and brings a sense of value and integrity to the position.
   Example: Exhibits a positive and constructive attitude, brings a sense of value and integrity to the position, seeks to serve others, and respects the diversity (religious/cultural/ethnic/gender) of others
   ○ Yes
   ○ No - If no, please provide examples:
   ○ N/A
   Comments:
4. The student displays strong interpersonal skills as evidenced by positive working relationships with others.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

5. The student demonstrates positive interactions with others.
   Example: Relates to others effectively, manages and resolves conflict in a team atmosphere, supports and contributes to a team atmosphere, controls emotions in an appropriate manner
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

6. The student displays a well-groomed appearance and appropriate, modest dress.
   Example: Reports to site as scheduled, dress and appearance are appropriate for the organization
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

7. The student reports promptly to work as scheduled.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

8. The student avoids frequent absences and reports necessary absences according to policy.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

9. The student makes appropriate decisions when faced with ethical or confidential matters. Example: Maintains confidentially, refrains from unprofessional discussions, respects the privacy of others, behaves in an ethical manner
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:
10. The student demonstrates critical thinking and problem solving skills.  
Example: Seeks to comprehend and understand the big picture, breaks down complex tasks/problems, brainstorms options and ideas  
☐ Yes  
☐ No - If no, please provide examples:  
☐ N/A  
Comments:

11. The student demonstrates professional knowledge/skills of his/her field of study.  
Example: Demonstrates required job related skills, uses appropriate resources (manual, policy manuals, etc.)  
☐ Yes  
☐ No - If no, please provide examples:  
☐ N/A  
Comments:

12. The student understands the equipment/software needed to be successful in the field of study.  
☐ Yes  
☐ No - If no, please provide examples:  
☐ N/A  
Comments:

13. The student demonstrated observable improvement/growth during the work experience.  
☐ Yes  
☐ No - If no, please provide examples:  
☐ N/A  
Comments:

PROGRAM SPECIFIC

14. The student applies the Ethical Standards for Human Services Professionals in all aspects of the field experience.  
☐ Yes  
☐ No - If no, please provide examples:  
☐ N/A  
Comments:

15. The student relates to others effectively, manages and resolves conflict in a team atmosphere, supports and contributes to a team atmosphere, and controls emotions in an appropriate manner.  
☐ Yes  
☐ No - If no, please provide examples:  
☐ N/A  
Comments:
16. The student accepts positive feedback and constructive criticism in a mature and professional manner.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

17. The student follows organizational policies and procedures.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

18. The student demonstrates sensitivity, commitment, and an understanding of working with diverse clients.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

19. The student applies knowledge, values, and skills in direct work with the clients.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

20. The student applies knowledge and management skills to assigned caseload or set of administrative responsibilities.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

21. The student demonstrates appropriate intervention and termination skills.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

22. The student respects professional boundaries.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:
23. The student practices recordkeeping, information management, and the completion of appropriate agency documentation.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

CAREER SERVICES QUESTIONS (The following evaluation questions will provide Baker College with feedback on student employment and future internship needs. (If applicable)

24. Did the organization have a position available for the student in their chosen profession? YES/NO
   a. If yes, did the organization extend an offer of employment to the student? YES/NO
   b. If no, would you have hired this student? YES/NO
   c. If yes, did the student accept the offer of employment? YES/NO
   d. If yes, is the position: □ Full-time OR □ Part-time
   e. Hours per week?

25. Would you hire a Baker College student/graduate in the future? YES/NO Supervisor additional comments:
We value and rely on the feedback we receive from our fieldwork supervisors. To this end, an electronic evaluation will be sent to each fieldwork supervisor via email during the semester. We ask for the electronic evaluation to be completed toward the end of the student’s required hours and for this feedback to be reviewed with the student. If you wish to review the evaluation questions in advance, please find them listed below.

Complete each statement by selecting Yes, No, or Not Applicable (N/A). The standards for your Industry should be considered when completing the evaluation. When rating the student, call to mind instances that are typical of his/her way of acting. Do not be influenced by some unusual instance.

1. The student demonstrates effective listening and oral communication skills.
   Example: Listens to others in an active and attentive manner, comprehends and follows verbal instructions, participates effectively in meetings or group settings
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

2. The student’s written communication skills are appropriate for the industry.
   Example: Communicates ideas and concepts clearly in writing, pays attention to accuracy and detail
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

3. The student exhibits a positive and constructive attitude and brings a sense of value and integrity to the position.
   Example: Exhibits a positive and constructive attitude, brings a sense of value and integrity to the position, seeks to serve others, and respects the diversity (religious/cultural/ethnic/gender) of others
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:
4. The student displays strong interpersonal skills as evidenced by positive working relationships with others.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

5. The student demonstrates positive interactions with others.
   Example: Relates to others effectively, manages and resolves conflict in a team atmosphere, supports and contributes to a team atmosphere, controls emotions in an appropriate manner
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

6. The student displays a well-groomed appearance and appropriate, modest dress.
   Example: Reports to site as scheduled, dress and appearance are appropriate for the organization
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

7. The student reports promptly to work as scheduled.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

8. The student avoids frequent absences and reports necessary absences according to policy.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

9. The student makes appropriate decisions when faced with ethical or confidential matters. Example: Maintains confidentiality, refrains from unprofessional discussions, respects the privacy of others, behaves in an ethical manner
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

10. The student demonstrates critical thinking and problem solving skills.
    Example: Seeks to comprehend and understand the big picture, breaks down complex tasks/problems, brainstorms options and ideas
    □ Yes
11. The student demonstrates professional knowledge/skills of his/her field of study.
Example: Demonstrates required job related skills, uses appropriate resources (manual, policy manuals, etc.)
☐ Yes
☐ No - If no, please provide examples:
☐ N/A
Comments:

12. The student understands the equipment/software needed to be successful in the field of study.
☐ Yes
☐ No - If no, please provide examples:
☐ N/A
Comments:

13. The student demonstrated observable improvement/growth during the work experience.
☐ Yes
☐ No - If no, please provide examples:
☐ N/A
Comments:

PROGRAM SPECIFIC
14. The student applies the Ethical Standards for Human Services Professionals in all aspects of the field experience.
☐ Yes
☐ No - If no, please provide examples:
☐ N/A
Comments:

15. The student applies knowledge and management skills to assigned caseload or set of administrative responsibilities.
☐ Yes
☐ No - If no, please provide examples:
☐ N/A
Comments:

16. The student demonstrates appropriate intervention and termination skills.
☐ Yes
☐ No - If no, please provide examples:
☐ N/A
Comments:
17. The student maintains confidentially, refrains from unprofessional discussions, respects the privacy of others, and behaves in an ethical manner.
   - Yes
   - No - If no, please provide examples:
   - N/A
   Comments:

18. Communicates ideas and concepts clearly in writing, which is organized, concise, professional, and grammatically acceptable. Pays attention to accuracy and detail.
   - Yes
   - No - If no, please provide examples:
   - N/A
   Comments:

19. The student relates to others effectively, manages and resolves conflict in a team atmosphere, supports and contributes to a team atmosphere, and controls emotions in an appropriate manner.
   - Yes
   - No - If no, please provide examples:
   - N/A
   Comments:

20. Displays critical thinking and problem-solving skills, seeks to comprehend and understand the big Picture.
   - Yes
   - No - If no, please provide examples:
   - N/A
   Comments:

21. Displays self-awareness of non-verbal communication and exhibits professional non-verbal communication habits.
   - Yes
   - No - If no, please provide examples:
   - N/A
   Comments:

22. The student applies knowledge, values, and skills in direct work with the clients and demonstrates appropriate intervention and termination skills.
   - Yes
   - No - If no, please provide examples:
   - N/A
   Comments:
23. The student follows organizational policies and procedures, demonstrates required job related skills, and utilizes appropriate resources.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

24. The student applies knowledge and management skills to assigned caseload or set of administrative responsibilities.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

25. The student practices record keeping, information management, and the completion of appropriate agency documentation.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

26. The student’s improvement/growth observed during the work experience.
   □ Yes
   □ No - If no, please provide examples:
   □ N/A
   Comments:

CAREER SERVICES QUESTIONS (The following evaluation questions will provide Baker College with feedback on student employment and future internship needs. (If applicable)

27. Did the organization have a position available for the student in their chosen profession? YES/NO
   a. If yes, did the organization extend an offer of employment to the student? YES/NO
   b. If no, would you have hired this student? YES/NO
   c. If yes, did the student accept the offer of employment? YES/NO
   d. If yes, is the position: □ Full-time OR □ Part-time
   e. Hours per week?

28. Would you hire a Baker College student/graduate in the future? YES/NO Supervisor additional comments: