



**Baker
College**

**Human Services
Program Handbook**

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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 the 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 profession. 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 work force 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 interrelated elements: knowledge, theory, application, and practice. Knowledge includes knowledge of self, clients, community, and continued personal development. Theory reflects the program's 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 workforce 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 2024

Preamble

The field of human services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The human services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.

Ethics Code Purpose

The purpose of this ethics code is to establish a set of principles and standards to guide decision-making and conduct for all human services professionals. It serves to safeguard the well-being of clients, uphold the integrity of the profession, and foster trust and respect in all professional relationships. This code is designed to promote excellence in service delivery, ensure ethical practice in diverse social contexts, and address ethical dilemmas with professionalism and moral clarity. By adhering to this code, members commit to the highest standards of ethical behavior of their field which transcend legal requirements, foster enduring trust and respect, and advance the principles of human dignity, social justice, and responsible stewardship of the care placed in them by clients and society towards making profound contributions to their well-being.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, practitioners, employers, supervisors, and others in community agencies who identify with the human services field (henceforth all are referred to throughout this code as human service professionals). The ethical standards are organized according to defined professional domains.

This ethics code emphasizes our unwavering commitment to ethical decision-making, a cornerstone of the human services profession. This commitment obliges all human service professionals to engage in continuous reflection, prioritize the welfare and rights of service recipients, and navigate complex ethical landscapes with diligence and moral clarity. It mandates the seeking of counsel and adherence to established ethical guidelines when confronting

dilemmas, and ensures decisions are made with integrity and transparency.

Responsibility to Clients

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

STANDARD 2 At the beginning of the helping relationship, human service professionals obtain informed consent for services from clients. Clients should be informed that they may withdraw consent at any time and can ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally responsible for them review an informed consent statement document and provide appropriate consent. In the case of mandated services, human service professionals explain to clients their right to consent, including limitations to confidentiality and privacy, and possible consequences from service refusal.

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 When a human service professional suspects a client's behavior may endanger themselves or others, they must take appropriate and professional actions to ensure safety, which may include consulting, seeking supervision, or, in accordance with state and federal laws, breaching confidentiality.

STANDARD 5 Human service professionals recognize the potential harm and impaired judgment resulting from dual or multiple relationships with clients. If such relationships cannot be avoided, professionals must assess whether to limit or forego the professional relationship and make appropriate referrals as needed.

STANDARD 6 Human service professionals must not engage in sexual or romantic relationships with current clients. In the case of former clients, their friends, or family, professionals must thoroughly assess any potential harm or exploitative dynamics before considering such relationships.

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

STANDARD 8 Human service professionals are responsible for safeguarding the integrity, safety, and security of client records. Client information, whether in written or electronic form, can only be shared with other professionals with the client's prior written consent, unless required or allowed by law or during professional supervision.

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 are committed to delivering services equitably, ensuring inclusion and accessibility, and respecting diversity by valuing and affirming differences in age, ethnicity, culture, race, ability, gender, gender identity, gender expression, language preference, religion, sexual orientation, socioeconomic status, nationality, and other identities associated with historically marginalized groups.

STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of diversity in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12 Human service professionals have a duty to be informed about relevant local, state, and federal laws. They bear the responsibility to advocate for amendments or changes in regulations and statutes when they conflict with the ethical standards and/or the rights of clients.

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, comprehend their effects on clients, and recognize how the impact of such issues vary among individuals from diverse backgrounds.

STANDARD 15 Human service professionals must establish processes to identify client needs and assets, actively draw attention to them, and facilitate planning and advocacy at individual, community, and societal levels to address them.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness about systems of discrimination and inequity that affect historically minority and marginalized groups and advocate for systemic change to address these inequalities within their workplace, communities, and legislative systems.

STANDARD 17 Human service professionals accurately represent the effectiveness of their treatment programs, interventions, and techniques, substantiating claims with empirical data and/or sound theoretical inferences whenever feasible.

Responsibility to Colleagues

STANDARD 18 Human service professionals avoid duplicating another professional's helping relationship with a client. With written permission from their client, human service professionals 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.

STANDARD 19 When human service professionals have a conflict with a colleague, they first seek out the colleague 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 20 Human service professionals have a duty to respond appropriately to unethical behavior of colleagues. This generally means first discussing the issue directly with the colleague in question, unless there are extenuating circumstances, such as concerns about repercussions due to an existing power relationship. If a satisfactory resolution is not reached or extenuating circumstances exist, the professional should report the colleague's behavior to a supervisor. If the potential unethical behavior is seen as egregious, then the individual should report the behavior to the colleague's professional association, credentialing board, police, and/or other administrators or boards, as appropriate.

STANDARD 21 Clients have a right to information discussed between their helper and other professionals, except when state or federal law notes otherwise. All information discussed among professionals should be kept confidential from all others, except when withholding information would lead to harm to clients, others, or communities.

Responsibility to Employers

STANDARD 22 Human service professionals honor their commitments to employers to the fullest extent possible.

STANDARD 23 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 24 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 25 Human service professionals seek the training, experience, education, and supervision necessary to ensure their effectiveness in working with culturally diverse individuals, families, and communities.

STANDARD 26 Human service professionals provide services only within their expertise and scope of practice,

recognizing the limits to their knowledge and skills.

STANDARD 27 Human service professionals must accurately represent their qualifications, encompassing, but not limited to, their skills, education, credentials, training, and areas of expertise, to the client, colleagues, and members of the public. When any intentional or accidental misrepresentation is discovered, they must take immediate action to rectify the situation.

STANDARD 28 Human service professionals must pursue relevant consultation and supervision to guide their decision-making in the face of legal, ethical, or other complex dilemmas.

STANDARD 29 Human service professionals promote cooperation across related disciplines, aiming to enhance professional development and maximize the benefits of inter-professional collaboration for clients at all levels.

STANDARD 30 Human service professionals are committed to the continued development of the field. They promote professional association memberships, support research initiatives, foster educational advancement, advocate for appropriate legislative actions, and engage in other professional development activities.

STANDARD 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are 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 and gain client consent for their usage.

STANDARD 32 Human service professionals engage in research that upholds ethical standards, meets institutional standards, and maintains scientific integrity. Such research accounts for cross-cultural and diversity bias and is reported with transparency regarding its limitations.

STANDARD 33 Human service professionals exercise discretion in sharing personal information on social media, knowing that they reflect the profession of human services. They also reflect on how their public behavior might impact their personal reputation and the perception of their professional community.

Responsibility to Self

STANDARD 34 Human service professionals maintain awareness of their own cultural and diverse backgrounds, beliefs, values, and biases. They recognize the potential impact of these factors on their relationships with others and commit to delivering culturally competent services to all clients.

STANDARD 35 Human service professionals are committed to their personal growth and well-being to ensure they provide the highest quality service to clients. Should they become aware of any physical, emotional, or psychological impediments to their ability to serve clients effectively, they direct clients to appropriate alternative services and seek measures for personal remediation of such impediments via consultation, treatment, or education.

STANDARD 36 Human service professionals are dedicated to lifelong learning, consistently seeking to enhance their knowledge and skills to better serve their clients.

Responsibility to Students

STANDARD 37 Human service educators develop and implement teaching methodologies that are culturally sensitive, using pedagogical approaches that recognize student's diverse backgrounds and perspectives.

STANDARD 38 Human service educators commit to fostering equity and inclusion, actively employing measures to ensure educational accessibility for students of all abilities.

STANDARD 39 Human service educators uphold high standards of scholarship in their academic, pedagogical, and professional engagements. They remain abreast of developments in the field through active participation in professional associations, attendance at workshops and conferences, and engagement in both the review and conduct of research.

STANDARD 40 Human service educators recognize and acknowledge the contributions of students to their work including, but not limited to, 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, the supervisory experience, and that the educational outcomes align with the objectives of personal, professional, academic, career, and civic development of the student. When students experience potentially harmful situations during field placements, educators provide appropriate investigations and respond as necessary to safeguard the student.

STANDARD 42 Human service educators establish and uphold appropriate guidelines regarding student disclosure of sensitive or personal information. This involves providing students with advance notice of any activities requiring self-disclosure, offering students the option to opt-out of in-depth self-disclosure when reasonable, and ensuring that there are processes in place to discuss and debrief these activities.

STANDARD 43 Human service educators acknowledge the inherent power imbalance in their relationships with students and are committed to defining and upholding clear ethical and professional boundaries. This commitment includes avoiding any behavior that is demeaning, embarrassing, or exploitative. Human service educators are dedicated to treating all students with fairness and equity, actively working to eliminate discrimination in all forms, and ensuring a respectful and inclusive educational environment.

STANDARD 44 Human service educators ensure that students are familiar with, guided by, and held accountable to the ethical standards and policies established by their academic program or department, the specific guidelines outlined in the course syllabus by the instructor, the expectations of their advisors, 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 for 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

By the end of the program, students will...

1. Examine the historical development of the field of human services, including the impact of theory, legislation, policy, and sociopolitical influences affecting human service delivery. (Standard 11, 12a, 13e)
2. Demonstrate how to serve clients and carry out supportive human services functions by integrating the theories and principles of cultural competence, diversity, equity, and social justice. (Standard 8)
3. Evaluate the different levels of and interactions between human systems including, individual, group, family, organizational, community, and societal, in order to impact social change and policy. (Standard 12)
4. Model the human service code of ethics, incorporating human service values and attitudes in practice. (Standard 19)
5. Model professional interpersonal skills with clients, co-workers, supervisors, and as members of interdisciplinary teams. (Standard 17, 19)
6. Evaluate administrative management of budgetary needs and alternative funding sources and applicability to various situations. (Standard 18)
7. Analyze principles of leadership and supervision required for the administrative aspects of human services delivery, including risk management, legal, and ethical issues. (Standard 18)
8. Demonstrate self-awareness of values, strengths/limitations, biases, personality styles, reaction patterns, interpersonal styles, and a clarification of personal and professional self. (Standard 20)
9. Evaluate the personal characteristics and systemic conditions that promote or limit human functioning. (Standard 12, 13)
10. Demonstrate appropriate case management, referral, and intervention skills based on systematic analyses of service problems and possible outcomes. (Standard 15, 16)
11. Model professional information management and communication using the standards of the discipline. (Standard 14)

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 working with individuals with developmental and intellectual disabilities
- 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 Work
- 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 your Academic Plan (AP), an example is provided in Appendix A. Students are strongly encouraged to speak with their Program Director if they have questions about their academic plans 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 each internship experience. 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

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

A = 93 - 100

A- = 90 - 92

B+ = 87 - 89

B = 83 - 86

B- = 80 - 82

C+ = 77 - 79

C = 73 - 76

C- = 70 - 72

D+ = 67 - 69

D = 63 - 66

D- = 60 - 62

F = 0 - 59

WF = Withdrawal/ Failing

CR = Credit/ Passed

NC = No Credit

All academic policies and procedures related to grades, behavior, dismissals, and appeals can be found in the Baker College 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 Dean of Students..

Reinstatement to a course is up to the discretion of the Dean of Students, in consultation with the faculty member.

PROFESSIONAL CONDUCT

In addition to 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.
3. Development of personal and professional friendships, associations and networks.
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 the opportunity to prescreen 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.

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. Supervisors are required to provide at least one hour of hands-on supervision each week. Supervisors are required to have at least a Bachelor's degree in a human services related field, a Master's degree is preferred though.

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 the Human Services program at Baker College who is responsible for placing students into 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 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 must have completed or be concurrently enrolled in HUS 2210A. Students will have completed and cleared a (second) criminal background check prior to their HUS 2710 placement.
- Prerequisites for HUS4710 (Internship II) have taken HUS 2710 and be in their final year of the HUS program. Students will have completed and cleared a (third) criminal background check prior to their HUS 4710 placement.

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 15

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 complete an electronic application that starts the beginning of the placement process. Within that application, students certify that they will request a background check, provide contact information, and interests/availability for potential placement opportunities. Within that application, students also identify a faculty member to serve as a character reference to complete a disposition statement on their behalf. Once the program director receives the completed application, an electronic disposition link is generated and sent to the faculty member. Upon completion and receipt of the disposition, the student is then sent to meet with a member of the Career Resource Center team to complete a mock interview and resume review to prepare to meet with sites. The program official, often the internship coordinator, will also reach out to the student to confirm placement options and schedule availability. The student and program official will work together to contact sites and the student will be responsible for setting up an interview to discuss placement within the agency. After the student has secured a placement, the student is responsible for reaching out to the program director to have the internship contract generated. The student receives a link to complete their portion of the contract, from there subsequent links are generated for the site supervisor, agency director, and program director to

all sign off on the placement. Successful completion of the contract will prompt registration for the internship seminar class.

Registration

Once placement within an agency is confirmed by a completed/signed contract, the Program Official will approve the application and register the student in the appropriate internship class.

Roles and Responsibilities of the Student Intern

1. Completes all prerequisite coursework.
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. Completes the Internship Contract, in collaboration with the 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 Site Supervisor (agency).
8. Functions as a member of agency staff, including attending staff meetings and collaborating with colleagues.
9. Contacts the Site Supervisor (agency) first, and the Program Official second, in case of an illness or other unexpected absence.
10. Submits weekly timesheets.
11. Complies with all applicable agency and professional policies, procedures, and standards of conduct within the field of Human Services.
12. Accepts responsibility for his/her own learning and growth during the internship experience.
13. Completes a self-evaluation in preparation for final evaluation completed.

Appropriate Agency Director

1. Completes the internship contract with Baker College.
2. Provides a job description of the position to the Program Official and to the Intern.
3. Designates a 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.

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. Completes the internship contract with Baker College.
3. Provides day-to-day direct guidance and support, assisting with problem solving as necessary.
4. Monitors work expectations and performance of the Student Intern.
5. Contact the Program Official promptly in the event of any problems, whether of omission or commission, with the student's internship at the agency.
6. Completes an end of term evaluation of the Intern, which includes specific documentation of each outcome.

Program Official

1. Completes the internship contract with Baker College.

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 the internship contract.
6. Makes agency visits to each agency during the term the Intern is in placement.
7. Meets with 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 internship agency. These reports are to be made to the Site Supervisor (agency) or other designated person, and to the Program Official. If students are going to be late, they should notify their Site Supervisor (agency), according to the agencies' policies.
2. Any change in a student's schedule must be approved by the 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 "NC" 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 "NC" 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 Site Supervisor (agency) should increase Interns' responsibilities to the degree that each individual is ready to handle the additional duties assigned in a 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 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. However, student interns are never allowed to drive a client/consumer or agency representative around in their vehicle or an agency vehicle. Liability insurance does not cover the student driving for internship purposes.

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 "NC" 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 Baker College Catalog and the Baker College 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 (NC) 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 work experience component of the internship is assessed based on the submission of documentation of at least 180 hours, and satisfactory evaluations (a score of 70% or better) from the Site Supervisor (agency).

Work Experience

The instructor is responsible for compiling the information from the Site Supervisor's evaluation by using the appropriate rubric. The process for compiling the final evaluation should reflect input from all perspectives. The completed work experience evaluation is electronically signed by the 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 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 DISABILITIES

- Services to Adults
- Services to Children
- Services to Families

COMMUNITY SOCIAL SERVICES AGENCIES

- Homelessness Poverty Substance Abuse

Appendices

Appendix A: [HUS Program plan](#)

Appendix B: [HUS 2710 Student Learning Outcomes](#)

Appendix C: [HUS 4710 Student Learning Outcomes](#)

Appendix D: [Internship Application/Disposition/Contract](#)

Appendix E: [Background Check](#)

Appendix F: Work Experience Evaluations ([HUS 2710](#), [HUS 4710](#))