



Department of
Human Development
& Family Studies

Human Services Student Handbook 2015 – 2016

<http://www.hdfs.udel.edu/>



The Human Service program at the University of Delaware is accredited by
The Council for Standards in Human Service Education
(www.cshse.org/)

Strengthening recognition of the unique and valued role of human services professionals
(National Organization for Human Services)

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I. HDFS Mission Statement

The Department of Human Development and Family Studies (HDFS) is an interdisciplinary, applied academic unit that prepares undergraduates for practice or graduate studies; and graduate students to be scholarly and professional leaders in the human services, broadly defined. Our faculty and students integrate theory, research, practice, policy and service into all we do. We believe in excellence, diversity, inclusion and the positive development of all children and adults in the rapidly changing contexts in which they live.

HDFS:

- 1) Prepares scholarly and professional leaders and practitioners who design, implement and evaluate practices, programs and policies that enhance the development of all children, adults and families;
- 2) Engages in activities that build, strengthen and improve supports and services for all people;
- 3) Sensitizes and prepares students for the rapid globalization of our world; increases awareness and sensitivity; and provides tools for our graduates to effectively interact with an increasingly diverse American population as well as the cultures and diversity of other nations;
- 4) Will remain a leader in developing educational approaches and programs that stress new and emerging models of teaching, learning and service which serve as examples to others;
- 5) Incorporates actual contemporary problems and issues for children, adults and families in our teaching, learning, research and service and translates research into practice.

II. Human Services Major: An overview

The mission of the Human Services program is to better understand, respond to, and support the social, psychological, educational and physical demands of individuals and families in a contemporary global society. Our program aims to educate developing human service professionals who will strengthen human systems; enhance health, education and social services; improve service delivery systems; and encourage effective public policies. The Human Service program at the University of Delaware is recognized nationally and accredited by the Council for Standards in Human Services Education (CSHSE).

Course work and field placements in the Human Services (HS) program prepare students for human service careers. Each practical experience provides a strong background in child, family, and adult development as well as the structure and functioning of human services in the community; the delivery of services to children and families; and research, evaluation, and policy process. Student organizations and study abroad opportunities further enhance the undergraduate experience.

Human Services majors join the fields of human services, psychology, human resources, public policy, social work, and related professionals in helping to support individuals and families in their communities and work places. They learn to provide direct services as well as develop programs and policies that can make a difference in communities and public policy. There is a great need for professionals who can work with diverse children and their families in a variety of settings, including nonprofit organizations, schools, hospitals, human resource departments, legal aid and advocacy organizations, and public policy. Students:

- learn about supporting the development of children, youth, adults and their families over the life span;
- individualize their program of study so that they can focus on one select area of emphasis such as counseling, adults with disabilities, juvenile justice, youth development, health, parenting and many other areas;
- select, when appropriate, an academic minor in such areas as psychology, disabilities studies, Black American studies, Spanish, public administration, sociology, legal studies and criminal justice. This major has the flexibility to make a minor a real possibility.
- participate, if eligible, in the University Honors Program, and may also work with HDFS faculty in their research, earning a Degree with Distinction.
- secure jobs in state and local government agencies and programs, community agencies, hospitals, schools, and the private sector;
- pursue graduate work in social work, counseling, public administration, human development and family studies, law, public health, and many other disciplines.
- have the choice of pursuing one of four concentrations:
 - Administration and Family Policy
 - Clinical Services
 - Community Education
 - Family and Consumer Sciences

A. Human Services Concentrations

1. Administration and Family Policy students

- a. learn about the development and management of community-based, school, and human resource programs that support children, adolescents, adults, and families;
- b. learn skills about how to support staff, evaluate programs, and initiate and pursue legislative advocacy.
- c. prepare themselves for a variety of careers in public service that involve providing leadership in government, public policy, profit, and non-profit organizations;
- d. identify an area of emphasis such as youth development, disabilities and inclusion in schools, health promotion, juvenile justice, alcohol and substance abuse prevention, domestic violence prevention, and many other areas.
- e. have field placements which emphasize service-learning in human services programs in their interest areas; and can even engage in a legislative internship in the state capital (Dover);

- f. have the opportunity to take graduate course work while still completing their undergraduate degree and (if qualified), can pursue a 4+1 Masters Program in Human Services Leadership (<http://www.hdfs.udel.edu/4plus1hs/>). See section V for details.
2. Clinical Services Concentration students
 - a. gain first-hand experience working directly with children, adolescents, adults, and their families.
 - b. identify an area of emphasis such as positive youth development; disabilities; health; juvenile justice; alcohol and substance abuse prevention; domestic violence prevention; or counseling.
 - c. complete a total of 450 experiential hours over two field placements in human service programs related to their interest area. During their senior year the second of the two field experiences involves a semester-long, 400 hour internship in a setting related to their area of emphasis.
 - d. are better prepared to take advantage of post-undergraduate options such as
 - o entering the workforce in challenging jobs working directly with children, youth, and families;
 - o pursuing graduate studies in a wide range of programs including psychology, counseling, social work, early childhood intervention, law, human development and family studies, public health, and more.
 - e. have the opportunity to take graduate course work in Public Policy while still an undergraduate, and (if qualified), can pursue a 4+1 Masters Program in Human Services Leadership (<http://www.udel.edu/hdfs/4plus1hs/>). See section V for details.
 3. Community Education students
 - a. are typically interested in developing and administering educational programs for children, youth, and their families in a variety of community-based setting.
 - b. are exposed to a wide range of career options, including positions working with children and their families in settings such as after school programs, camps, early intervention, outreach and cooperative extension, and preventive, asset building community based programs. Graduate school is recommended for many students in this track.
 - c. may have been attracted to the idea of the education of young children but were interested in doing so beyond the classroom. Community Education is an exciting and innovative option for students who start their career at UD thinking they want to be a classroom teacher (e.g., as an Early Childhood Education major in HDFS or Elementary Teacher Education in the School of Education) because they can easily transfer into this concentration to better meet their interests. Community Education incorporates many of the core courses of the ECE and ETE majors, as well as educates students in human service approaches with children, families, and communities.

4. Family and Consumer Sciences students

- a. are prepared for teaching family and consumer sciences in middle and high school settings with an emphasis on early childhood and human services, along with apparel and food services education;
- b. interested in developing and administering Family and Consumer Sciences Education programs in schools or in the community with organizations such as Cooperative Extension might find this an attractive option. Given the nationwide shortage of Family and Consumer Sciences teachers who prepare individuals for the challenges of living and working in a diverse global society while strengthening the well-being of individuals and families across the life span, this can be an attractive option.
- c. who successfully complete all requirements will be eligible for certification as a Family and Consumer Sciences teacher in Delaware middle schools and high schools under Title 14 of the Delaware Administrative Code (<http://regulations.delaware.gov/AdminCode/title14/1500/1554.shtml>)

B. What makes The Human Services Major at UD unique:

The Human Services program prepares human service practitioners to

1. be culturally competent;
2. value family diversity; and
3. integrate theory, research, and recommended practices.

A contextual, multidisciplinary perspective guides the curriculum. Students learn multiple prevention and intervention approaches which enable them to develop skills that support a diverse population of individuals and families in pursuing and maintaining a higher quality of life.

We believe that a training program for human services professionals must provide a strong foundation in lifespan and family development. We encourage our students to respect and understand the wide range of families in our culture, to value these differences, and to develop culturally competent practices. We also stress the fact that all of us are an integral part of the global community, and therefore we must foster understanding of other cultures and peoples. Knowledge of the diverse histories, cultures, values of families and communities is critical to developing and delivering effective human services. Through this foundation, students are encouraged to understand children, families, and adults from a strengths perspective, as well as in terms of their needs, risks, and challenges. Moreover, this foundation fosters an understanding of diversity in terms of acceptance rather than as pathology. Training in human services must also involve mentoring relationships with faculty and supervisors which encourage and support self-development. We assume that human services can be provided in a variety of settings and by different interventions using multiple modalities. Therefore, students need to be taught to be reflective, thoughtful, and exposed to many intervention approaches, at multiple levels (e.g., individual, family, group, community).

C. Internal Transfer Admission Policy

We welcome transfer students. It is the policy of the University of Delaware that no person shall be subjected to discrimination on the grounds of race, color, religion, sex, national or ethnic origin, age, handicapped or veteran status.

We require that you first contact the HDFS Department to meet with an Advisor to discuss your interests, career plans, and any special needs. We want to ensure that our majors are a good fit with your academic goals

1. General Information: Applying for Internal Transfer for Human Services (HMSV), Clinical Services (CLSV) or Administration and Family Policy (AFP) or Community Education (CE) or Family and Consumer Sciences (FCS) concentrations:
 - a. Current University of Delaware students must contact the HDFS Department to request an appointment to discuss departmental transfer policies with the appropriate person.
 - b. Applications can be submitted any time and are available on line (<http://www.hdfs.udel.edu/wp-content/uploads/2014/02/Internal-Transfer-Application-7-2014.pdf>) or in the Department office (111 Alison Hall West)
 - c. All supporting materials must be submitted with the application.
 - d. Students are notified of review committee's decision usually within one week of the application's receipt.
2. Minimum requirements for submitting an application for internal transfer into all Human Services majors:
 - a. 2.0 GPA minimum
 - b. A statement of your educational and career goals.
 - c. A current transcript (available on UD-SIS).
3. The Process:
 - a. The HDFS Undergraduate Program Committee reviews applications and, based on availability of space, admits students who show the most promise of successfully completing the degree. The principle criterion for selection is academic performance. If accepted, students must process the electronic change of major forms and, once completed, are assigned to an academic advisor.
 - b. The number of students who can be accepted into the Department of Human Development and Family Studies is limited by the current student enrollment in a particular major, course demands, availability of advisors/supervisors, and clinical placements.
 - c. Not all students meeting the minimum requirements are guaranteed admission.
 - d. Given the recent demand for the department's courses, non-majors may have difficulty accessing HDFS courses. Under no circumstances will a non-major be admitted to a "majors only" course. Students are encouraged to explore alternative majors since enrollment in HDFS courses in the hope of gaining admission may not lead to admission into an HDFS major.
4. Transfer credit exemptions
 - a. No credit by examination is available for HDFS courses.

- b. Transfer credits are not accepted for the following courses:
 1. HDFS 412: Early Childhood Inclusive Math Curriculum and Assessment
 2. HDFS 413: Early Childhood Inclusive Science Curriculum and Assessment
 3. HDFS 435: Programs for Children with Exceptionalities
 4. HDFS 449: Internship in Family and Community Services
 5. EDUC 400: Student Teaching

D. Expected Achievements by Time of Graduation

Depending on the student's concentration, the program has the following expected competencies for students:

1. Understand and discuss the ethical issues facing human service professionals.
2. Understand how to work effectively with diverse populations in terms of ethnicity, ability, economic background, and wellness, in the context of communities.
3. Understand development across the lifespan, normative developmental transitions, and at-risk situations.
4. Understand family processes, family diversity, and family transitions, and the risk and resiliency factors of healthy family functioning
5. Identify different approaches to intervention, including prevention, promotion/empowerment, and treatment.
6. Develop the ability to integrate field experience with academically acquired knowledge and skill as well as related professional literature.
7. Demonstrate self-development regarding personal values, motivation, orientation toward human services work and interpersonal relations.
8. Demonstrate information management skills such as obtaining, organizing, disseminating, and evaluating information using computer skills throughout placement activities and the completion of course requirements.
9. Understand the relations among theory, research, and practice.
10. Demonstrate skills for working with people in groups, helping to establish clear goals and achieve optimum results.
11. Have the skills of a counselor, helping clients resolve problems in a manner that promotes growth and independence.
12. Able to function as a community liaison, working with sectors of the community to identify community needs and deliver services to meet those needs.
13. Able to function as a supervisor, encouraging and enabling other workers to make best use of their abilities on behalf of the clients.
14. Act as a change agent – planning, researching, and promoting programs to improve human service delivery.
15. Understand the structuring and functioning of human service agencies.
16. Know how to assess needs of populations at different stages of the life cycle.
17. Able to function as a researcher or policy analyst, dealing with individual and family related issues in governmental, business, legal or social service settings.

E. Study Abroad

Many HS students participate in Study Abroad. They consistently return saying that this was one of the most worthwhile experiences of their undergraduate careers!

Whether you take advantage of these programs for a full semester or during Winter or Summer Sessions, they will provide you with a new perspective on your world view of “difference.” You will be challenged to think more broadly and enjoy life-altering experiences that you will always treasure.

Study abroad opportunities are currently offered through more than 70 programs in 45 countries. Students seeking to complete their Experiential Education course (HDFS 334) in non-traditional settings may be able to do so in study abroad programs in Barbados or South Africa. For more information about study abroad opportunities, contact your academic advisor, or the Institute for Global Studies, Elliott Hall, 26 East Main Street, 302-831-2852 (<http://www.udel.edu/global/studyabroad/>).

F. Honors Degree, Dean’s Scholar, Senior Thesis for a Degree with Distinction

Advanced students may pursue an Honor’s Degree with Distinction offered with the University Honors Program (<http://www.udel.edu/honors/>). They may also conduct a Senior Thesis for a Degree with Distinction with the Undergraduate Research Program (<http://sites.udel.edu/honors/degree-options/>). Advanced students who desire greater flexibility within their program may apply to become a Dean’s Scholar (<http://www.udel.edu/deansscholar/>).

III. Human Services Course Work

A. Graduation Requirements

1. Students must meet the graduation requirements specified by the University, the College of Education and Human Development, and the Department of Human Development and Family Studies.
2. See current major sheet for specific course requirements.
3. To satisfy University general education requirements, students are advised to access UD’s electronic undergraduate and graduate catalog to ensure that they are taking courses that satisfy those requirements. These general education courses are classified as
 - a. Group A: Creative Arts and Humanities
 - b. Group B: History and Cultural Change
 - c. Group C: Social and Behavioral Sciences
 - d. Group D: Mathematics, Natural Sciences, and Technology.

See the following link for a listing of each of the breadth requirements:

<http://academiccatalog.udel.edu/>

- B. With respect to the Human Services major, the course work provides a strong background in child, family, and adult development as well as the structure and

functioning of human services in the community, the delivery of services to children and families, and research, evaluation, and policy process.

1. A grade of **C- or better** must be earned in all HDFS courses and Restricted Electives. A student failing to meet the minimum required grade of C- when taking a major course for the second time will not be permitted to remain in an HDFS major requiring that course. The student may present a letter of appeal to his or her advisor who will forward the case to the appropriate screening committee.
2. The required courses for each of the four concentrations are detailed on their respective program planning guide forms:
 - a. Administration and Family Policy
 - b. Clinical Services
 - c. Community Education
 - d. Family and Consumer Sciences Education

C. Field Placements

Students engaging in a field placement must clear background check procedures prior to starting their placement. Details about the process are available through the Office of Clinical Studies (<http://www.ocs.udel.edu/student-teaching/criminal-background-clearances/>)

1. Experiential Education (HDFS 334)
 - a. All HS students are required to successfully complete a 50 hour service-learning placement in HDFS 334 (Experiential Education).
 - b. With the exception of those taking HDFS 334 in a study abroad context, students should identify a minimum of three (3) human service organizations as potential sites for completing the 50-hour service-learning component of the course prior to the beginning of the semester.
 - c. A placement site database is available on the HDFS site to help students find suitable potential placement sites. The user name and password for the database will be provided by the course instructor. Students are advised to go on-line as well as visit these sites in order to determine their suitability, based on student interest and area of emphasis. Exploring potential placement agencies on-line and in person will increase the probability of securing a placement that matches the student's interests and area of emphasis. Students should be prepared to finalize their site selection within the first week of the semester in which they are registered for HDFS 334. (See the separate section on "Where can I do my internship/placement?")
2. Internship (HDFS 449/465)
 - a. During the senior year, students with a Clinical Services concentration enroll in HDFS 449 (10 credit hours, pass/fail), for which they engage in a full semester, 400 hour (minimum) field experience in a community setting. In addition, the student intern must concurrently enroll in HDFS 465 (a two credit seminar related to the field experience).

- b. It is recommended that students take no other courses at this time or limit themselves to a maximum of one additional evening or distance learning course (with advisor's approval).
 - c. For information on choosing a placement site, see the separate section on "Where can I do my internship/placement?"
3. Field Experience (HDFS 364) for AFP students
 - a. Students pursuing the Administration and Family Policy Concentration are encouraged to take Field Experience courses (HDFS 364) (up to 9 credits) during their junior and senior years.
 - b. These credits would count toward completion of a student's Restricted Electives. However, students might instead elect to take the full semester internship and seminar (HDFS 449 and HDFS 465).

IV. Restricted Electives

All HS Majors also take Restricted Electives (REs) which are designed to develop a student's competencies in an "Area of Emphasis." It is imperative that students develop a fairly clear-cut professional objective or "Area of Emphasis" when selecting the REs.

A. Identifying Restricted Electives (REs)

1. REs should be selected by the end of the sophomore year.
2. REs are determined in consultation with a representative of the department's advising center in 111 ALW during the hours of 10:00 – 3:00, Monday to Friday. Typically, this form is completed as part of HDFS 235 (Survey in Child and Family Services) but it can also be done prior to this course.
3. All students, including transfers, must make this decision and complete the "Application for Restricted and Developmental Electives."
4. If a student changes the proposed courses, a new form must be completed at the department's advisement center (111 ALW) and approved by the student's advisor to ensure timely completion of graduation requirements.

B. Completing the form

1. The "Application for Restricted and Developmental Electives" form should be completed electronically using a PDF form that can be downloaded from the Department website, under "Forms," and/or accessed at computers in the Advisement Center at 111 Alison Hall West. The name of the form is: "Application for Restricted and Developmental Electives."
2. The PDF form is an interactive document that is to be completed using Adobe Acrobat Professional.
3. If you do not have Adobe Acrobat Professional, you can come to 111 Alison Hall West and use the computers in the Advisement Center to complete your form.
4. If you would like, you can highlight fields in the PDF form by toggling the purple highlight icon on the top of the form. If the highlight icon is not visible

at first, toggle the purple form icon on the top of the selections on the left of the screen.

5. Using the form, you are to declare a concentration in either “Clinical Services” or “Administration and Family Policy,” along with your selection of Restricted Elective courses to fulfill the concentration.

C. Recommended Concentrations

There are 8 Recommended Concentrations within the Human Services major. We recommend that you choose one and then select courses that best match your interests. However, you can create your own Concentration with your advisor’s approval. The Recommended

Concentrations are:

1. Program Leadership and Policy Development
2. Children & Families
3. Counseling Interest
4. Criminal Justice and Legal Studies
5. Social Work Interest
6. Cultural Diversity and Society
7. At-Risk Populations
8. Medical Social Services
9. Other: Students can create their own concentration in collaboration with their Advisor.

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| <p>SBS = Social and Behavioral Science breadth HCC = History and Cultural Change Breadth CAH = Creative Arts and Humanities</p> |
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The recommended courses to satisfy these areas of concentration follow:

Related Courses by Topic Area

| Topic Area | Related Courses | Additional Information and Classifications: SBS = Social and Behavioral Science breadth HCC = History and Cultural Change Breadth CAH = Creative Arts and Humanities |
|--|--|---|
| Program Leadership and Policy Development | BUAD100: Introduction to Business | |
| | BUAD301: Introduction to Marketing | SBS; requires sophomore status |
| | BUAD309: Organizational Behavior | SBS |
| | COMM200: Human Communication Systems | SBS |
| | COMM309: Introduction to Public Relations | |
| | COMM350: Public Speaking | |
| | LEAD100: Leadership, Integrity and Change | SBS |
| | LEAD101: Global Contexts for Leadership | HCC |
| | LEAD341: Decision Making and Leadership | Requires LEAD100 |
| | LEAD404: Leadership in Organizations | Requires LEAD100 |
| | PHIL 202: Contemporary Moral Problems | CAH |
| | UAPP110: Changing the World and Public Policy | SBS; Not for AFP concentration |
| | UAPP325: Public Policy Analysis | |
| | UAPP423: Urban Society and Public Policy | |
| HDFS403: Adult Disability Issues | | |
| Children and Families | COMM330: Communication and Interpersonal Behavior | SBS |
| | EDUC230: Introduction to Exceptional Children | Disability Studies Minor |
| | HEPP 465: Senior Seminar in Disabilities Studies | Disability Studies Minor; requires HDFS470 and EDUC230 |
| | HDFS220: Child Development I (prenatal to age 3) | SBS; Requires criminal background check/PPD |
| | HDFS221: Child Development II (ages 3 to 10) | SBS; Requires criminal background check/PPD |
| | HDFS 222: Inclusive Curriculum: Birth – Grade 2 | Requires 221 or instructor permission |
| | HDFS 224: Practicum in Inclusive Curriculum: Birth – Grade 2 | |
| | HDFS270: Families and Developmental Disabilities | SBS |
| | HDFS 329: Adolescent Development | SBS; Requires HDFS201 or EDUC205 |
| | HDFS333: Development of Human Relationships | SBS |
| | HDFS 401: Foundations of Human Sexuality | SBS |
| | HDFS 408 (Domestic Violence Policy and Prevention | Prereq: 200 level WOMS |
| | HDFS 409 (Domestic Violence Services) | Junior/Senior Classification |
| | HDFS427: Parenting through the Lifespan | SBS; Requires HDFS201 or PSYC350) |
| | HDFS472: Substance Abuse and the Family | |
| | PSYC 325: Child Psychology | SBS |
| SOCI308: The Family | SBS; Requires SOCI201 | |
| WOMS212: Motherhood in Culture and Politics | | |
| Counseling Interest | COMM330: Communication and Interpersonal Behavior | SBS |
| | COMM341: Theories of Interpersonal Communication | SBS |
| | EDUC230: Introduction to Exceptional Children | Disability Studies Minor |
| | EDUC 240: Legal and Ethical Issues in American Education | CAH |
| | HDFS330: Mentor and Helping Relationships | SBS |
| | HDFS332: Counseling Theories | Not for Clinical Concentration |
| | HDFS346: Counseling in Human Services | Not for Clinical Concentration; Requires HDFS325 and HDFS334 |
| | HDFS401: Foundations of Human Sexuality | SBS |

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| | HDFS 408: Domestic Violence Policy and Prevention | |
| | HDFS409: Domestic Violence Services | SBS |
| | HFDS472: Substance Abuse and the Family | |
| | PSYC334: Abnormal Psychology | SBS |
| | PSYC420: Mental Illness Historical and Critical Perspectives | Requires PSYC100; Juniors and Seniors |
| | SOCI313: Mental Health and Well-Being | |
| Criminal Justice and Legal Studies | BAMS381: Understanding Black Men in the Streets and in Prison | SBS |
| | CRJU110: Introduction to Criminal Justice | SBS |
| | CRJU302: Social Deviance | SBS |
| | CRJU303: Juvenile Delinquency | SBS; Requires SOCI201 |
| | CRJU350: Gender and Criminal Justice | |
| | CRJU355: Inequity, Crime and Justice | |
| | CRJU489: Crime Victims and Victims' Rights | |
| | HDFS 401: Foundations in Human Sexuality | |
| | HDFS408: Domestic Violence Policy and Prevention | Prereq: 200 level WOMS |
| | HDFS 409: Domestic Violence Services | Junior/Senior Classification |
| | LEST301: Introduction to Legal Studies | |
| | SOCI209: Social Problems | SBS |
| | SOCI 304: Criminology | SBS; Requires SOCI201 or SOCI209 |
| | WOMS240: Women and Violence | SBS |
| Social Work Interest | COMM204: Gender and Communication | SBS |
| | COMM330: Communication and Interpersonal Behavior | SBS |
| | HDFS 427: Parenting through the lifespan | |
| | HDFS339: Adult Development and Aging | SBS; Requires HDFS201 |
| | HDFS 401:Foundations of Human Sexuality | |
| | HDFS405: Aging and the Family | SBS |
| | HDFS 438: Leadership Development in Human Sexuality | Must register for 3 credits/instructor's permission |
| | SOC209: Social Problems | SBS |
| | SOCI311: Sociology of Health and Illness | SBS |
| | SOCI313: Mental Health and Well-Being | |
| | SOCI341: Welfare and Society | |
| | SOCI343: Society, Politics and Healthcare | |
| | SOCI348: Theories of Social Work Practice | |
| Cultural Diversity and Society | BAMS110: Introduction to Black American Studies | HCC |
| | BAMS204: Urban Communities | |
| | BAMS205: Contemporary African American Issues | SBS |
| | BAMS215: Race in Society | SBS |
| | EDUC258: Cultural Diversity, Schooling and the Teacher | |
| | EDUC259: Cultural Diversity in Community Contexts | |
| | HDFS 401:Foundations of Human Sexuality | |
| | PHIL202: Contemporary Moral Problems | |
| | UAPP423: Urban Society and Public Policy | |
| | WOMS200: Cultural Introduction to Sexualities and Gender Studies | HCC; Cross listed with SGST200 |
| | WOMS201: Introduction to Women's Studies | SBS |
| | WOMS202: Women's Studies in a Global Context | HCC |
| | SGST308: Theories of Sexuality and Gender | HCC |

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| | SOCI418: Race, Gender and Poverty | Requires SOCI201; cross listed with BAMS/WOMS418 |
| At-Risk Populations | BAMS204: Urban Communities | |
| | BAMS205: Contemporary African American Issues | |
| | BAMS215: Race in Society | |
| | CRJU 303: Juvenile Delinquency | Pre req: SOCI 201 or 209 |
| | EDUC230: Introduction to Exceptional Children | Disability Studies Minor |
| | HDFS270: Families and Developmental Disabilities | SBS; Cross listed with PSYC/SOCI 270 |
| | HDFS331: Youth-At-Risk | SBS |
| | HDFS 401: Foundations of Human Sexuality | |
| | HDFS403: Adult Disability Issues | |
| | HDFS408: Domestic Violence Policy and Prevention | Prereq: 200 level WOMS |
| | HDFS 409: Domestic Violence Services | Junior/Senior Classification |
| | HDFS 438: Leadership Development in Human Sexuality | |
| | HDFS472: Substance Abuse and the Family | |
| | HEPP465: Senior Seminar in Disability Studies | Disability Studies Minor; requires HDFS270 or EDUC230 |
| | HLPR233: Introduction to Global Health | SBS; Cross listed with UAPP233 |
| SOCI313: Mental Health and Well-Being | | |
| SOCI418: Race, Gender and Poverty | | |
| Medical Social Services | EDUC230: Introduction to Exceptional Children | Disability Studies Minor |
| | HDFS 339: Adult Development and Aging | |
| | HDFS 349: Aging and Society | |
| | HDFS 401: Foundations of Human Sexuality | |
| | HDFS 403: Adult Disability Issues | |
| | HDFS 405: Aging and the Family | |
| | HDFS 472: Substance Abuse and the Family | |
| | HLPR233: Introduction to Global Health | SBS; Cross listed with UAPP233 |
| | SOCI311: Sociology of Health and Illness | |
| | SOCI313: Mental Health and Well-Being | |
| | SOCI343: Society, Politics and Healthcare | |
| | SOCI348: Theories of Social Work Practice | |
| | NTDT Elective | |
| BHAN 332: Health Behavior Theory and Models | Pre-req: STAT 200 | |

V. Combined 4+1 B.S. in Human Services / M.S. in Human Services Leadership Program

- A. The four-year curriculum for the Bachelor of Science in Human Services contains required graduate courses that prepare the student for the Master in Science curriculum. With this 4+1 plan and the proper scheduling of M.S. classes, students may enter immediately into the M.S. program full-time with the possibility of completion within one year.
- B. UD Human Services (B.S.) undergraduate majors who are provisionally granted admission to the 4+1 M.S. HDFS program / Human Services concentration and subsequently admitted to the MS HDFS program can waive the requirement with alternate courses as follows:

1. HDFS 601: Theories of Human Development to replace HDFS 470:Families and Children at Risk or HDFS 475: Topics in Human Development and Family Studies (cross-listed with BAMS 476)
 2. HDFS 621: Family Studies I: Empirical and Theoretical Perspectives to replace HDFS422: Capstone in Family Relationships
 3. HDFS 669: Supervised Field Experience and Study (3 credits) to replace HDFS449: Internship in Family and Community Services (3 credits)
- C. For any undergraduate course requirement to be waived, the student needs to earn a grade of B (3.0) or better in the corresponding HDFS graduate course.
- D. In addition, students who are provisionally approved can take up to three additional 3-credit graduate courses, while an undergraduate student, toward the 33 credit MS requirement.
- E. Refer to <http://www.hdfs.udel.edu/> for information about application procedures for provisional admission.

VI. Human Services Portfolio

All Human Service students will create a digital portfolio that documents their developing knowledge, skills and professional values. The portfolio also provides the vehicle for evaluating students' attainment of the University's General Education Goals.

- A. Three primary goals for the portfolio:
1. to facilitate the student's development of an integrated body of knowledge from which to apply to human service practice;
 2. to allow the student to demonstrate her/his growing competency in relevant aspects of human service practice; and
 3. to assist the student in preparing for job searches or application for advanced study.
- B. ePortfolio reflections and artifacts are typically submitted in the following HDFS courses:
1. 235 – Survey in Child and Family Service
 2. 328 – Introduction to the Research Process
 3. 334 – Experiential Education
 4. 402 – Child and Family Policy
 5. 442 – Capstone: Family Relationships
 6. 449/465 – HS Internship/Seminar
- C. ePortfolio components
1. In addition to the student's resume, the following sections are included in the portfolio, based on competencies outlined by the Council for Standards in Human Service Education:
 - a. Human Development and Interactions
 - b. Human Service History and Systems
 - c. Service Provision
 - d. Development as a Professional
 - e. Research and Evaluation

- f. Advocacy and Public Policy
 - g. Promotion of Child Wellbeing
 - h. Field Experience
2. For each competency, students reflect on their current understanding of that aspect of Human Service practice, drawing on knowledge gained from their academic and personal experiences.
 3. In addition, students upload digitally-formatted, course-specific artifacts which serve as evidence of their current mastery level. These artifacts should be free of editorial or evaluation marks.

VII. Internship for the Clinical Services Concentration

The Internship provides with students hands-on, realistic experiences in a community-based agency. This experience is an opportunity for students to apply and evaluate the knowledge and skills they learned in the classroom. Students develop an understanding of the human services delivery system and its relevance to local, state, and national policies, which makes them aware of the skills required to be effective and successful human services professionals. Most of all, it affords students the opportunity to evaluate their appropriateness for the human services profession.

Examples of recent field settings include The Rockford Center; Exceptional Care for Children; Delaware Center for Justice; Supporting Kidds; Department of Services for Children, Youth and Their Families; Easter Seals; Boys and Girls Club; UD Laboratory Preschool; UD Center for Disabilities Studies; Special Olympics; Delaware School for the Deaf; Early Head Start; Ronald McDonald House; Christiana Care; Cecil County (MD) Social Services; Communities in Schools; and Children and Families First.

As of November 6, 2013, all field placement candidates are required to complete the fingerprint version of the federal and state background check. Therefore, any student completing a field placement must complete a mandatory background clearance (<http://www.ocs.udel.edu/student-teaching/criminal-background-clearances/>). Additional details are provided in item C, "Background Check and Drug Screening Procedures."

Human Services students who have completed a minimum of 60 credits will receive an email alerting them of how to prepare for their internship. Once received, they should follow the instructions that specific how to be included in the cohort for their expected internship semester. Failure to follow those guidelines could jeopardize the internship's timing.

- A. General information about the Internship (HDFS 449) and Seminar (HDFS 465)
 1. Students should monitor their academic progress and self-identify their status as a potential intern three semesters prior to their actual expected placement and submit a completed and appropriately signed preliminary "Eligibility for Internship" form.

2. During the senior year, CSC students spend a full semester engaged in a 10-credit, 400 hour minimum field experience in a community setting where they function as much like entry level staff members as possible. Every effort is made to place the student intern in an agency which serves clients who are coping with stressful life experiences that fall within the student's area of interest (see pages 10 – 17).
 3. Once cleared for the internship (i.e., completed background check and meeting academic pre-requisites), HS/CSC students will be registered for HDFS 449 (10 credit hours). During the internship, they are required to complete at least 400 hours (a minimum of 25 – 30 hours per week) over 14 weeks in a selected social service or health agency. The agency supervisor and the student intern will agree upon the exact schedule.
 4. Concurrently, students will be enrolled in HDFS 465 (HS Seminar-2 credit hours). The first hour of the seminar includes a small group processing session lead by advisement professionals and gives students the opportunity to reflect on challenges that may impact their placement experience and explore options for addressing those challenges. The final two hours focus on topics such as:
 - a. the role of a student in a professional setting
 - b. the impact of social issues and problems on social services
 - c. student-colleague relationships
 - d. the supervisory relationship
 - e. problem-solving skills
 - f. ethical issues in human services
 - g. values clarification
 - h. working with diverse populations
 - i. work-place issues such as stress, burn-out, and sexual harassment
 - j. post-undergraduate options (e.g., career search or graduate school).
 5. Students are also required to
 - a. submit a bi-weekly reflective log of on-the-job experience
 - b. complete assigned readings; and
 - c. participate in group presentations.
 6. Attendance at this bi-weekly seminar is required.
- B. Eligibility for Internship
1. Students must attend a mandatory orientation session in the semester immediately preceding their expected internship experience.
 2. In order to be eligible for the Clinical Services internship, students must have an overall cumulative index of 2.5, a major index of 2.75, and earn at least a C- in the following courses:
 - a. CSLV/ Related Courses:
 - i. HDFS 201: Lifespan Development;
 - ii. HDFS 202: Diversity and Families;
 - iii. HDFS 230: Families and Their Communities;
 - iv. HDFS 235: Survey in Child and Family Services;
 - v. HDFS 328: Introduction to the Research Process;

- vi. HDFS 332: Counseling Theories;
 - vii. HDFS 334: Experiential Education;
 - viii. HDFS 346: Counseling in Human Services;
 - ix. HDFS 347: Program Development and Evaluation;
 - x. HDFS 402: Child and Family Policy;
 - xi. HDFS 422: Capstone in Family Relationships;
 - xii. HDFS 470: Families and Children at Risk.
- b. Restricted Electives: A minimum of nine (9) credits of previously approved restricted electives must be taken prior to the internship.
- c. HDFS developmental course related to their area of interest and previously approved by an advisor, chosen from the following options:
- i. HDFS 220: Child Development I: Prenatal to Age 3*
 - ii. HDFS 221: Child Development II: 3 to 10*
 - iii. HDFS 329: Adolescent Development
 - iv. HDFS 339: Adult Development and Aging
 - v. HDFS 349: Aging and Society (cross-listed with SOCI 349)
 - vi. HDFS 405: Aging and the Family
 - vii. HDFS 427: Parenting Through the Lifespan
- *requires criminal background and TB clearances the semester prior to the course term.
- d. At-risk elective related to the area of emphasis and previously approved by an advisor, chosen from the following options:
- i. HDFS 270: Families and Developmental Disabilities
 - ii. HDFS 331: Youth-at-Risk
 - iii. HDFS 403: Adult Disability Issues
 - iv. HDFS 408: Domestic Violence Policy and Prevention (cross-listed with WOMS/CRJU and SOCI 408)
 - v. HDFS 410: The Hospitalized Child
 - vi. HDFS 472: Substance Abuse and the Family
3. In certain instances, there may be compelling reasons why a student cannot meet the academic conditions specified for admission to the Senior Internship. A petitioning process exists for students who believe that they can justify their acceptance despite failure to meet the criteria.
- a. Students with a major cumulative index between 2.5 and 2.74 or students who fail to meet the overall 2.5 cumulative index, can submit a petition letter to his/her advisor who will forward it to the appropriate screening committee—typically her/his academic advisor, the Human Services Internship Coordinator and the Undergraduate Coordinator.
 - b. Students may not petition if their major cumulative index is below 2.5 or if their overall cumulative index is below 2.0.

C. Background Check and Drug Screening Procedures

1. Delaware Placements

Federal Background Clearance – All students enrolling in courses that require field placements in Delaware must have a CBC completed in Delaware. Placements in Delaware require both a federal background check and State of Delaware Clearances. This clearance is done in one process when you complete your Federal Background Check at a Delaware State Bureau of Investigation site. Click here to download instructions, [Criminal Background Clearance Instructions](#). You must take this [authorization form](#) with you.

2. The Criminal Background Check (CBC) should be completed by December 15th (for subsequent Fall placements) and May 15th (for subsequent Spring placements). NOTE: It may take up to 6 weeks to receive the results.
3. Please review the links above carefully. Failure to have a valid Criminal Background Check (CBC) clearance in the Office of Clinical Studies on the first day of classes will mean that you may need to postpone your placement interviews.
4. Students Seeking School Placements: In order to qualify for interviews in the semester prior to your placement, you must notify Dr. Gaines-Hanks of your intention by

- a. Completing your “Internship Eligibility” form not later than the following dates:
 - i. Fall Internships: April 15th of the year prior to the expected internship
 - ii. Spring Internships: December 15th of the year prior to the expected internship
- b. Securing all background clearances PRIOR to the interview process.
 - i. You must forward your name and possible placement sites in which you have an interest (in the HDFS database) to Dr. Gaines-Hanks by **April 15th or December 15th** so that your name can be forwarded to the Office of Clinical Studies (OCS). Until you hear from them **DO NOT CONTACT ANYONE AT ANY SCHOOL** for interviews.
 - ii. The Office of Clinical Studies (OCS) will contact you with information about background clearance procedures which must be completed PRIOR to entering ANY school.
 - iii. Once your clearances have been received, you will be notified of where you may interview and the appropriate contact person. Do not contact anyone whose name is not identified as the ‘contact person.’
- c. All Delaware School Placements require current [TB/PPD Information](#) on file with Student Health. In order to comply with state regulations, it is necessary for interns to show written proof of a negative PPD

(Mantoux) Tuberculin Test before working in the schools. Please note that a Tine or Monovac Test cannot be substituted for the PPD (Mantoux) Tuberculin Test. According to the State Board of Education policy all student in school settings must have a negative TB test within a year of their placement. According to School District Policies all other students in field placements must have a negative TB test within three years of your placements in the field.

- i. OCS will confirm that you have a current TB test on file approximately two weeks prior to the start of a semester.
 - ii. You will not be permitted to go to a field placement if you do not have a current TB test.
 - iii. Students who are assigned to a school placement may be asked to provide a paper copy of the TB testing results to the school nurse. Be sure to keep a copy of your tests for your own records.
5. Students Planning To Work With Children (18 And Under) In Any Site: Consistent with a new policy set forth by the University Council on Teacher Education, **ANY** student working with children (regardless of setting), must secure "clearance." Therefore, once you have indicated your intention to complete your internship at least two semesters in advance, your name will be forwarded to the Office of Clinical Studies which will provide further information about the background clearance requirements. To ensure this happens in a timely manner, all placement preferences must be received by the deadlines specified.
6. Background clearances are available at a special rate of \$30.00. Please check these two links for more information about the clearance process
1. <http://www.ocs.udel.edu/wp-content/uploads/ocs/CBC-Instruct-2-14.pdf>
 2. <http://www.ocs.udel.edu/wp-content/uploads/ocs/AUTHORIZATION-FORM-for-Fingerprinting11.pdf>

D. Drug Screenings.

1. Many agencies now require volunteers/interns to complete a series of clearances including:
 - a. Drug Screenings/Negative Urine Drug Screen ("clean catch")
 - b. Criminal Background and Abuse Registry Checks
 - c. PPD
 - d. This process is to be completed on your own, **not through the Office of Clinical Studies**
2. Students who are required get a **drug clearance** for their placement can get a rapid urine test for marijuana, cocaine, opiates, amphetamines, and PCP at Christiana Care's Occupational Health Clinic for \$28.

- a. The costs for meeting these requirements are the students' responsibilities and are not reimbursable. Allow enough time for all processes to be completed.
- b. An appointment is not needed but **students do need a photo ID.**
- c. The clinic is located across from Christiana Care Center at 200 Hygeia Drive, Suite 1175, Newark.
- d. The phone number is 302-623-0111.

3. Results

- a. If the rapid test shows up negative, students will receive a report confirming their status.
- b. However, if the test comes back positive, it will be sent to a lab for further testing and a review by an MD for an additional \$45.
- c. Students who are on certain ADD drugs, for instance, will screen positive for amphetamines. The MD will talk with the student and look at the test results and determine if the (legal) drugs is the reason for the positive test. Students who are on these medications, then, could save a little money by taking a \$50 lab test/MD review in the first place.

E. Agency selection and Internship Placement

1. Prior to pursuing any interviews, all potential interns must complete a formal background check (as described above). The student must interview with at least two prospective agency supervisors to determine a placement that will best meet his/her needs and interests. This interview provides the Agency Supervisor with an opportunity to get to know the student and to determine whether the placement will be beneficial for everyone involved. It also provides the student with an opportunity to learn about the agency, its purpose, goals, and clients. During the interview, the following questions should be discussed:
 - a. What are the agency's purposes and services?
 - b. Who are the agency's clients?
 - c. Is there any written information on the agency or placement that I should read?
 - d. What will I be doing?
 - e. What kind of training and/or orientation will I receive?
 - f. How will I spend most of my time?
 - g. What work space will I be using?
 - h. Who will be my immediate supervisor?
 - i. How will my work be evaluated?
2. Depending upon the site and structure of the agency, the student will meet with a representative (e.g., volunteer coordinator, director/head of a unit) who may be the Director of the Agency and/or the immediate supervisor.

- a. Meeting both is ideal, but it is more important to meet with the immediate supervisor because this is the individual who will evaluate the student intern's progress and with whom the intern must work.
 - b. Students are advised to use the CHECKLIST FOR HS PRACTICUM SELECTION Form to aid in identifying and selecting appropriate agencies.
3. The HS Coordinator approves final placements based on
 - a. the student's area of emphasis
 - b. the presumed agency compatibility
 - c. the agency's willingness and ability to provide an appropriate supervised internship experience.
4. Students expecting to complete their Internship in the Fall must complete all interviews the previous Spring; those desiring an Internship in the Spring must complete interviews the preceding Fall. Specific dates will be announced during the mandatory orientation session.
5. Each student will prepare a resume to present to the Agency Supervisor during the initial interview. Students are encouraged to use Career Services Center for assistance in drafting their resumes. The resume should include the student's
 - a. general academic background (i.e., major, year, classes relevant to the field work)
 - b. other experiences (volunteer or paid) that relate to the placement
 - c. career goals (as broadly or specifically defined as appropriate)

F. Responsibilities

1. The student intern will
 - a. Prepare and submit a résumé to Agency Supervisor.
 - b. Provide her/his transportation to and from the workplace.
 - c. Follow a work schedule similar to other full-time employees.
 - d. Perform the duties and responsibilities specified by the Agency Supervisor in a professional manner
 - e. Be appropriately dressed.
 - f. Support the Agency's philosophy, methods, leadership, and programs.
 - g. Consult with Agency Supervisor when problems or questions arise.
 - h. Complete required forms and course requirements in a timely manner.
2. The agency supervisor (or her/his designee) will
 - a. Interview and select a student in conjunction with the HUMAN SERVICE Internship Coordinator.
 - b. Interpret the Internship program to the Agency staff and help the Student Intern gain acceptance as a member of the staff.
 - c. Orient, introduce, and identify the Student Intern as a staff member in order to encourage courtesy, consideration, and respect from colleagues and clients of the Agency.
 - d. Provide the student with information and materials about the Agency relative to organization and administration, facilities and equipment, programs, long-range planning, personnel policies, etc.

- e. Provide appropriate opportunities for the student that contributes to her/his growth according to his/her ability and progress.
 - f. Support and guide student during the experience.
 - g. Discuss and evaluate student progress with the student; complete, sign and submit required bi-weekly, mid-term and final evaluation forms to Human Service Coordinator. Discuss progress with student.
 - h. Report any problems and concerns to student (when appropriate) and/or to the Human Service Internship Coordinator before any definitive action is taken.
 - i. Avoid subjecting student to hazards in the workplace.
 - j. Be available for consultation with the student and faculty supervisor.
3. The Human Service Internship Coordinator serves as a major link between agencies and the University. For the most part, her contact is with the Field Supervisor and student. The intent is to provide support in carrying out the educational goals. The Human Service Internship Coordinator will:
- a. Represent the University and the program to the community.
 - b. Determine and approve eligibility of student for Internship.
 - c. Match prospective Interns with cooperating internship agencies based on:
 - Student's area of interest and/or the type of area in which that student is likely to be employed after graduation.
 - Agency's ability and willingness to provide a quality experience.
 - d. Make an official request of the agency to place the student after she/he completes the application and interview process.
 - e. Provide information regarding the student intern's responsibilities with Agency Supervisor.
 - f. Prepare the Student Intern for placement (expected experiences, reports, conduct, evaluation).
 - g. Communicate with site supervisor at least once during the semester; observe when appropriate; confer with the Student Intern and Agency Supervisor; and suggest changes, if appropriate.
 - h. Evaluate the student's internship performance and determine final grade.
 - i. Provide the student with an assessment of his/her strengths and opportunities for growth noted during the Internship and Seminar.
 - j. Provide on-going support and guidance to the student.
 - k. Coordinate Internship with Seminar.
 - l. Communicate to students any change in course offerings that may affect their Human Service Internship completion.
 - m. Maintain up-to-date agency information.
 - n. When necessary, provide in-service training to new Agency Supervisors.

G. EVALUATION OF THE HUMAN SERVICE INTERNSHIP

Evaluation is a crucial component of field experience learning. Because significant variability exists in field experience situations, it is essential that Faculty and Agency

Supervisors have a common understanding concerning evaluation. Therefore, the following minimal policies and procedures are expected:

1. Prior written agreement between the Student Intern and Internship Coordinator (or her designee) as to the nature of the evaluation process as indicated in the course syllabus.
2. Establishment of a regular reporting system between the Human Service Internship Coordinator and the Student Intern prior to beginning the Internship.
3. On-going student assessment between the Human Service Internship Coordinator and the Agency Supervisor through a review of the interns' bi-weekly reports on which the supervisors have identified the intern's progress as "unsatisfactory" (performance is below expectations), "satisfactory" (performance is at expectations), or "outstanding" (performance is beyond expectations).
4. Other communication between the Human Service Internship Coordinator and the Agency Supervisor concerning the Student Intern's progress will occur when such action is appropriate.
5. The weight attached the Agency Supervisor's input and assessment will be at the Human Service Internship Coordinator's discretion.
6. Each student will submit an evaluation of the agency in which she/he has worked. This provides feedback on the quality of the experience and valuable information for future Student Interns who may be interested in the agency.

H. Procedure For Resolution Of Field Problems

1. Context: The Internship can be a rewarding experience, but there may be times when the placement is incompatible with student needs and/or expectations. On the other hand, the Agency Supervisor may have some concerns about the Student Intern's conduct or level of performance. Although such occasions have been infrequent, alternative placement may be possible in order to permit the Student Intern to complete the requirements of the Internship program in a timely manner.
2. Procedure
 - a. The student and field supervisor should attempt to resolve the problem together. If this is not successful, each is to inform the other of his/her intention to seek additional intervention from the Human Service Internship Coordinator, or her designee
 - b. If the Agency Supervisor finds the Student Intern's conduct or work performance less than desirable, the problems should be discussed with the Student Intern. If such difficulties are serious enough to warrant termination of the placement, the Agency Supervisor should contact the Human Service Internship Coordinator and provide written documentation to support the action.

- c. The Human Service Internship Coordinator will examine the situation to determine whether an alternative placement can be made and will confirm the final outcome in writing.
- d. In the event of behavior deemed particularly egregious, the student intern MAY face removal from the internship program, based on recommendations of the site supervisor, Human Service internship coordinator and/or the University of Delaware student conduct code <http://www.udel.edu/stuguide/14-15/index.html>

VIII. Internship-Related Administrative Items

A. Liability Information

1. University policy

- a. The UNIVERSITY warrants that it carries professional and general liability insurance, with single limits of at least \$1,000,000 per occurrence, to protect itself and its participating students and faculty members, from the consequences of bodily injury arising out of negligence, malpractice, error, or mistake in the rendering or failure to render of any professional service by said students or faculty members, with respect to this educational clinical experience program.
- b. The UNIVERSITY agrees to indemnify and hold harmless the sponsoring field placement site and its directors, trustees, officers, and employees from and against all claims and liabilities (including reasonable attorneys' fees and expenses incurred in the defense thereof) relating to personal injury or property damage arising out of the actions or omissions of the UNIVERSITY's students, faculty members, employees or agents in connection with their duties under the program.

2. Liability Coverage and contact information

- a. All University students are insured against third-party liability claims when participating in a Field Experience program. Students are not classified as professionals or employees and cannot be held responsible for a professional/employee level of performance.
- b. Any questions or concerns regarding liability should be forwarded to the Risk Management Office, 220 Hullahen Hall, 302-831-8468.
(<http://www.udel.edu/RM/>)

B. Worker's Compensation

1. Students who receive pay are covered under the Worker's Compensation Law.
2. Information regarding the University's Worker Compensation Policy (#4-11) can be found on-line in the University of Delaware Policies and Procedures Manual at: <http://www.udel.edu/ExecVP/polprod/>.
3. Any questions or concerns regarding Worker's Compensation should be forwarded to the Labor Relations Office, 413 Academy Street, 302-831-2171 (phone) or labor-relations@udel.edu (email).

C. Use of the Student Health Service

1. University policy requires that all full-time students pay the health service fee thereby making them eligible to use all campus health-related services.
2. Some students engaged in Field Experience programs may be exempt from this general policy if they have no opportunity to use the Health Service or Counseling Center during the semester. This would generally apply to students who:
 - a. have no day classes at the Newark campus.
 - b. are engaged in a semester-long study-abroad program.
 - c. are doing all of their course work or research out of state, or at least out of Newark for the entire semester.
3. Interns should consult the Director of Health Service to determine if their program merits an exemption.

D. Field Instruction Hours

1. With the possibility of some exceptions, students follow the same hours as those kept by the agency.
2. Regular schedules are worked out and agreed upon between the student and Field Supervisor.
3. The Field Supervisor, student, and the Human Service Internship Coordinator should work out variations, when necessary.

E. Holidays

1. The Human Service Internship Coordinator outlines school holidays for students and Agency Supervisors. Calendars are sent to Field Supervisors at the beginning of the Internship.
2. Students observe University holidays/breaks that occur during the semester (i.e., Election Day; Thanksgiving break; Spring break) and other instances when UD classes are cancelled.
3. Students in the field observe agency holidays.
4. Students are entitled to observe their own religious holidays but must notify the site supervisor in advance and make appropriate arrangements for missed time.

F. Absences

1. Students are expected to be in the field on a regular schedule and are expected to notify the Agency Supervisor promptly in case of late arrival or absence.
2. The Human Service Internship Coordinator or her designee should also be informed in case of extensive absences or an extended absence.
3. Interns must work out an appropriate plan with the Agency Supervisor for making up any missed time.
4. In the event of a prolonged absence, the intern should notify the Agency Supervisor and the Internship Coordinator.

G. Field Instruction Expenses

1. Students pay their own transportation costs from their local residence to the agency and back again.
2. Agencies are expected to reimburse interns for agency-related transportation costs required by field assignments and such other petty cash expenses as may be incurred in the course of carrying out agency services. Students must follow related agency procedures. If this policy represents a problem, the Field Supervisor should discuss it with the Human Service Internship Coordinator as soon as possible.

IX. Forms

All Department of Human Development and Family Studies forms are available online.

X. Post-Undergraduate Opportunities for Human Service Majors

A. Employment

Many students who graduate with the HS major take social service positions. Their competition in the job market is often the Bachelor of Social Work or Psychology graduate.

The list below indicates the employment of recent graduates:

| | |
|---|---|
| Activities Counselor/Therapist | High School Admissions Counselor |
| Addictions Counselor | Human Resource Representative/Coordinator |
| After School Manager | Human Services Counselor/Social Worker |
| Associate Director of Development | Legal Advocate/Outreach Coordinator |
| Behavior Analyst with Disabilities | Manager/Director of Residential facility |
| Bereavement Counselor | Medical Social Worker |
| Boy Scouts District Executive | Parent Educator |
| Case Manager for Foster Care | Patient Aid Coordinator |
| Chief of Operations, Family Court | Program Coordinator/Manager |
| Community Organizer | Program or Social Services Director |
| Conference Manager | Program Support Specialist |
| Cooperative Extension staff | Relocation Administrator |
| Coordinator of Family Planning Services | Residential Counselor |
| Coordinator of Volunteers | Respite Care Coordinator |
| Detention Officer | School Counselor |
| Development Coordinator | State Budget Analyst |
| Director of Activities | Student Activities Coordinator |
| Disabilities Specialist | Teacher's Assistant |
| Family Service Specialist | Vocational Rehabilitation Counselor |
| | Youth Coordinator |

B. Graduate Schools

A sample of graduate programs into which recent graduates have been admitted:

Business Administration/Management

St. Joseph University

New School University

Public Administration and Urban Affairs

University of Delaware

Villanova University

West Chester University

Clinical Psychology

Immaculata University
Michigan School for Professional Psychology

Public Health

Temple University

Counseling (School Counseling, Community Counseling)

Appalachian State University
Baptist Bible College
Boston College
Montclair State University
New York University
Teachers College/Columbia University
University of Delaware
University of Virginia
Wilmington College

Social Psychology

San Diego State University

Social Work

Boston College
Columbia University
Bryn Mawr College
Delaware State University
Fordham University
Rutgers University
Temple University
University of Maryland, Baltimore
University of Maryland, College Park
University of Pennsylvania
Wayne State University

Educational Leadership

University of Delaware
University of Maryland, College Park

Health Advocacy

Sarah Lawrence College

Special Education/Elementary Education

Cabrini College
Hunter College
Lehigh University
Monmouth University
Northeastern University
Rutgers University
Wilmington College

Human Development and Family Studies

University of Delaware
University of Missouri
University of North Carolina, Greensboro

Law School

Boston College
Pace Law School
Rutgers School of Law

Student Affairs in Higher Education

Colorado State University

XI. Professional Organizations

A. What does it mean that the Human Services program (Clinical Services Concentration) is accredited by the Council for Standards in Human Service Education?

University of Delaware's program meets national standards for undergraduate education in human services (www.cshse.org). Graduates of the program are eligible to become a "Certified Human Service Professional" upon graduation. Procedures for applying for certification can be found at www.nationalhumanservices.org

B. Are there PROFESSIONAL ORGANIZATIONS about which I should know?

Students interested in pursuing careers in counseling, social work or related professions may want to visit the following websites for more information. While this list is far from exhaustive, it can serve as a starting point in helping students decide on career options.

1. American Counseling Association: <http://www.counseling.org/>

Dedicated to the growth and development of the counseling profession and those who are served.

2. **American Psychological Association:** <http://www.apa.org/>
Based in Washington, D.C., the APA is a scientific and professional organization that represents psychology in the United States. With more than 50,000 members, APA is the largest association of psychologists worldwide.
3. **American School Counselor Association:** <http://www.schoolcounselor.org/>
The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. The association provides professional development, publications and other resources, research and advocacy to nearly 14,000 professional school counselors around the globe.
4. **American Society for Public Administration:** <http://www.aspanet.org/public/>
Since 1939 ASPA has been the nation's most respected society representing all forums in the public service arena. The ASPA advocates for greater effectiveness in government - agents of goodwill and professionalism - publishers of democratic journalism at its very best - purveyors of progressive theory and practice and providers of global citizenship. ASPA believes that by embracing new ideas - addressing key public service issues - and promoting change at both the local and international levels, we can enhance the quality of lives worldwide.
5. **Association of Fundraising Professionals:** <http://www.afpnet.org/>
The Association of Fundraising Professionals (AFP) represents 26,000 members in 170 chapters throughout the United States, Canada, Mexico, and China working to advance philanthropy through advocacy, research, education, and certification programs.
6. **Center for Credentialing & Education:**
<http://www.cce-global.org/credentials-offered/hsbcp>.
The Center for Credentialing & Education (CCE) created the Human Services – Board Certified Practitioner (HS-BCP™) with the assistance of the National Organization for Human Services (NOHS) in consultation with the Council for Standards in Human Service Education (CSHSE). The credentialing process was designed for human services practitioners seeking to advance their careers by acquiring independent verification of their practical knowledge and educational background.
7. **Council for Standards in Human Service Education:** <http://www.cshse.org/>

The CSHSE is organized into regions with regional directors who work with schools to achieve accreditation and an understanding of the standards for human service education in 2 year, 4 year, and graduate programs.

8. **Child Life Council:** <http://www.childlife.org/>
The Child Life Council (CLC), formed in 1982, is a professional organization representing personnel from hospitals, clinics, university settings and others involved in the child life field. The CLC membership is composed of child life specialists, educators, students, and others who use play, recreation, education, self-expression, and theories of child development to promote psychological well being and optimum development of children, adolescents, and their families.
9. **National Board for Certified Counselors and Affiliates:** <http://www.nbcc.org/>
NBCC, an independent, not for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.
10. **National Clinical Social Work License:**
<http://www.dpr.delaware.gov/boards/socialworkers/newlicense.shtml>.
Check website for details regarding the procedures for applying to sit for the national clinical social work licensing examination.
11. **National Council on Family Relations:** <http://www.ncfr.org/>
The National Council on Family Relations (NCFR) provides a forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establishes professional standards, and works to promote family well-being.
12. **National Organization for Human Services:**
<http://www.nationalhumanservices.org>
The National Organization for Human Services (NOHS) is a national organization whose mission is to strengthen the community of human services by: Expanding professional development opportunities; promoting professional and organizational identity through certification; enhancing internal and external communications; advocating and implementing a social policy and agenda; nurturing the financial sustainability and growth of the organization.

Appendices

Appendix A:

Ethical Standards of Human Service Professionals

National Organization for Human Service Education

Adopted 2015

http://www.nationalhumanservices.org/index.php?option=com_content&view=article&id=43:ethics&catid=19:site-content&Itemid=90

Preamble

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

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

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

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

Responsibility to Clients

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

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

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

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

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

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

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

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

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

Responsibility to the Public and Society

STANDARD 10 Human service professionals provide services without discrimination or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

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

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

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

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

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

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

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

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

Responsibility to Colleagues

STANDARD 19 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.

STANDARD 20 When human service professionals have a conflict with a colleague, they first seeks out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

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

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

Responsibility to Employers

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

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

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

Responsibility to the Profession

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

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

STANDARD 28 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STANDARD 29 Human service professionals promote cooperation among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

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

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

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

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

Responsibility to Self

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

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

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

Responsibility to Students

STANDARD 37 Human service educators develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.

STANDARD 38 Human service educators are committed to the principles of access and inclusion and take all available and applicable steps to make education available to differently-abled students.

STANDARD 39 Human service educators demonstrate high standards of scholarship in their scholarship, pedagogy, and professional service and stay current in the field by being members

of their professional associations, attending workshops and conferences, and reviewing and/or conducting research.

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

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

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

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

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

National Association of Social Workers - Code of Ethics

Approved by the 1996 NASW Delegate Assembly; revised by the 2008 NASW Delegate Assembly
<http://www.socialworkers.org/pubs/code/code.asp>

Ethical Principles – Summary

- I. *Service.* Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest.
- II. *Social Justice.* Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.
- III. *Dignity and Worth of the Person.* Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.
- IV. *Importance of Human Relationships.* Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change.
- V. *Integrity.* Social workers behave in a trustworthy manner. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them.
- VI. *Competence.* Social workers practice within their areas of competence and develop and enhance their professional expertise.

Ethical Standards

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

- 1.01 Commitment to Clients
- 1.02 Self-Determination
- 1.03 Informed Consent
- 1.04 Competence
- 1.05 Cultural Competence and Social Diversity
- 1.06 Conflicts of Interest
- 1.07 Privacy and Confidentiality
- 1.08 Access to Records
- 1.09 Sexual Relationships
- 1.10 Physical Contact
- 1.11 Sexual Harassment
- 1.12 Derogatory Language
- 1.13 Payment for Services
- 1.14 Clients Who Lack Decision-Making Capacity
- 1.15 Interruption of Services
- 1.16 Termination of Services

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

- 2.01 Respect
- 2.02 Confidentiality
- 2.03 Interdisciplinary Collaboration
- 2.04 Disputes Involving Colleagues
- 2.05 Consultation
- 2.06 Referral for Services
- 2.07 Sexual Relationships
- 2.08 Sexual Harassment
- 2.09 Impairment of Colleagues
- 2.10 Incompetence of Colleagues

2.11 Unethical Conduct of Colleagues

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

- 3.01 Supervision and Consultation
- 3.02 Education and Training
- 3.03 Performance Evaluation
- 3.04 Client Records
- 3.05 Billing
- 3.06 Client Transfer
- 3.07 Administration
- 3.08 Continuing Education and Staff Development
- 3.09 Commitments to Employers
- 3.10 Labor Management Disputes

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

- 4.01 Competence
- 4.02 Discrimination
- 4.03 Private Conduct
- 4.04 Dishonesty, Fraud, and Deception
- 4.05 Impairment
- 4.06 Misrepresentation
- 4.07 Solicitations
- 4.08 Acknowledging Credit

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

- 5.01 Integrity of the Profession
- 5.02 Evaluation and Research

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

- 6.01 Social Welfare
- 6.02 Public Participation
- 6.03 Public Emergencies
- 6.04 Social and Political Action