



College of Education &
Human Development

DEPARTMENT OF HUMAN DEVELOPMENT
& FAMILY SCIENCES

Handbook for HUMAN SERVICES STUDENTS 2022-2023

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

Table of Contents

HDFS Mission Statement	3
Human Services Major: An overview	3
Human Services Concentrations	
1. Administration and Family Policy students	4
2. Clinical Services Concentration students	5
3. Early Childhood Development students	6
What makes The Human Services Major at UD unique	6
Internal Transfer Admission Policy	7
Expected Achievements by Graduation	8
Study Abroad	9
Honors Degree, Dean’s Scholar, Senior Thesis for a Degree with Distinction	9
Human Services Course Work	10
Restricted Electives	11
Combined 4+1 B.S. in Human Services / M.S. in Human Services Leadership Program	12
Internship for the Clinical Services Concentration	13
Internship Related Administrative Items	24
Post-Undergraduate Opportunities for Human Service Majors	
1. Employment	26
2. Graduate Schools	27
Professional Organizations	27
Appendices	
Appendix A: Ethical Standards of Human Services Professionals	31
Appendix B: National Association of Social Workers Code of Ethics	36

I. **HDFS Mission Statement**

The Department of Human Development and Family Sciences (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.

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, medical social services, 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 Based Social Entrepreneurship
 - Early Childhood Development

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 400 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, 350 hour internship in a setting related to their area of emphasis.
- d. are better prepared to take advantage of post-undergraduate options such as:
 - entering the workforce in challenging jobs working directly with children, youth, and families;
 - 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.
 - having the opportunity to take graduate course work if qualified, , for the 4+1 Masters Program in Human Services Leadership (<http://www.hdfs.udel.edu/4plus1hs/>). See section V for details.

3. Early Childhood Development students:

- a. are prepared for careers in early intervention, child care administration and early care and education;
- b. complete flexible course work, field experiences and internships in early care and education programs.

- c. Note that this concentration does not lead to public school teaching certification.

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

1. The Human Services program prepares human service practitioners to
 - a. be culturally competent;
 - b. value family diversity; and
 - c. integrate theory, research, and recommended practices.
2. 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.
3. 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 set up an appointment to meet with an Advisor in our department's advising center (111 Alison West) 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. For HMSV Administration and Family Policy and Early Childhood Development concentrations, current UD students must contact the HDFS Advisement Center to request an appointment to discuss the major; after attending the required advisement meeting, students can submit the change of major, minor, concentration web form on UDSIS for approval.
2. For HMSV Clinical Services (CLSV) concentration:
 - a. Current University of Delaware students must contact the HDFS Advisement Center to request an appointment to discuss departmental transfer policies.
 - b. Because this is a restricted major, students must apply to the major. All supporting materials must be submitted with the application.
 - c. Students are notified of the review committee's decision usually within one week of the application's receipt.
 - d. A minimum GPA internal transfer into the Human Services Clinical Services major is required based on completed credit hours, in addition to a written statement of educational/career goals:
 - 2.25 GPA minimum with 0-32 credits
 - 2.4 GPA minimum with 33-60 credits
 - 2.5 GPA minimum with more than 60 credits
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 form and, once completed, are assigned to an academic advisor.
 - b. Not all students meeting the minimum requirements are guaranteed admission. The number of students who can be accepted into the Department of Human Development and Family Sciences is limited by the current student enrollment in a particular major, course demands, availability of advisors/supervisors, and clinical placements.
 - c. Given the recent demand for the department's courses, non-majors may have difficulty accessing HDFS courses. 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.
 - d. Under no circumstances will a non-major be admitted to a "majors only" course.
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 100 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, Clayton Hall, 100 David Hollowell Drive. 302-831-2852 (<http://www1.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 (<https://sites.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://www1.udel.edu/deansscholar/index.html>).

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 Sciences.
2. See current major sheets 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.
4. 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.
 5. A grade of **C- or better** must be earned in all HDFS courses and Restricted Electives (including courses used for developmental electives, human relationship elective or families, policy and practice elective) even if they are not from the HDFS department. 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.
 6. The required courses for each of the concentrations are detailed on their respective program planning guide forms and the UD Undergraduate Catalog. Student can seek help from an Advisor in the Advisement Center.
- B. Field Placements
- Students engaging in a field placement must clear background check procedures and additional clearances prior to starting their placement. Details about the process are available through the Office of Clinical Studies <http://www.ocs.udel.edu/clearances/student-teaching/>
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. 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.
 - c. 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.
 - d. Students should be prepared to finalize their site selection prior to 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, 350 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 and Internship Coordinator'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 could count toward completion of a student's Restricted Electives.

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 posted hours. 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.

B. Recommended Areas of Interest

There are 8 recommended areas of interest 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 with your advisor's approval. The Recommended areas of interest 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.

The recommended courses to satisfy these areas of concentration can be found on the Undergraduate Catalog (www.catalog.udel.edu).

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

- A. For students in the 4+1 program, the typical four-year curriculum for the Bachelor of Science in Human Services is modified to include 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. HDFFS program / Human Services concentration and subsequently admitted to the MS HDFFS program can waive the requirement with alternate courses as follows:
 1. HDFFS 601: Theories of Human Development to replace HDFFS 470:Families and Children at Risk or HDFFS 475: Topics in Human Development and Family Studies (cross-listed with BAMS 476)
 2. HDFFS 621: Family Studies I: Empirical and Theoretical Perspectives to replace HDFFS 422: Capstone in Family Relationships
 3. HDFFS 669: Supervised Field Experience and Study (3 credits) to replace HDFFS 449: 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 HDFFS 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. 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 Christiana Care's First State School; Exceptional Care for Children; Delaware Center for Justice; 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; Early Head Start; Ronald McDonald House; The Latin American Community Center; Cecil County (MD) Public Schools; Communities in Schools; Friendship House; 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 as well as additional clearances. Therefore, any student completing a field placement must complete a [mandatory background clearance](#). Additional details are provided under "[Background Check and Drug Screening Procedures](#)."

Human Services students who have completed a minimum of 60 credits will receive an email first asking them to indicate their expected internship completion and then alerting them of how to prepare for their internship. Once received, they should follow the instructions that specify 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 Internship 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. Typically, a notice is posted via UD Post Office, asking students who have met the minimum hours needed to be considered a junior, to self-identify as a potential intern two semesters in prior to the planned internship.
2. During the senior year, CLSV students spend a full semester engaged in a 10 credit, 350 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](#).
3. Once cleared for the internship (i.e., completed background check and meeting academic pre-requisites), HS/CLSV students will be registered for HDFS 449 (10 credit hours). During the internship, they are required to complete at least 350 hours (a minimum of 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 (Internship Seminar-2 credit hours). The first hour of the seminar includes students discussing and processing experiences related to their internship. During the first hour, students will also discuss clinical interventions skills and problem solving techniques. During the last half hour of the seminar, students will discuss professional and career building skills.
 - 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. Attendance at this seminar is mandatory.

B. Eligibility for Internship. In order to be eligible for the Clinical Services Internship students must

1. Attend a mandatory orientation session in the semester immediately preceding their expected internship experience.
2. 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 (courses in bold can be completed after the 400-hour internship):
 - 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. At least one HDFS developmental courses related to their area of interest and previously approved by an advisor, chosen from the list on the Undergraduate Catalog.
 - d. Families, Policy and Practice elective (formerly known as the at-risk elective) related to the area of emphasis and previously approved by an advisor, chosen from list on the Undergraduate Catalog.
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, the Clinical 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. Field Placement Clearances

1. Delaware Placements

All students enrolling in courses that require field placements in Delaware with children under 18 years old must have clearances on file with the Office of Clinical Studies by the first day of the semester.

- a) Criminal Background Clearance –Students must have a Criminal Background Clearance (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. Additional information can be found on the [Office of Clinical Studies website](#). You must take this [authorization form](#) with you.

1. The Criminal Background Check (CBC) should be completed by the expressed deadlines set by the Office of Clinical Studies in mid-December (for subsequent Fall placements) and mid-May

(for subsequent Spring placements). NOTE: It may take up to 6 weeks to receive the results, please plan accordingly.

- b) Students must show written proof of a negative PPD (Mantoux) Tuberculin Test before working in the schools. The information needs to be on file with Student Health Services. Additional information can be found on the [Office of Clinical Studies TB Clearance website](#).
 - c) Students must also complete a [Child Protection Registry Clearance](#).
2. Please review the links above carefully. Failure to have valid clearance results in the Office of Clinical Studies on the first day of classes will mean that you may need to postpone your placement interviews or enrollment in the placement course.
 3. Students Seeking School Placements: In order to qualify for interviews in the semester prior to your placement, you must notify the Clinical Coordinator of your intention by
 - a. Completing your “Internship Eligibility” form no 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 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 the Clinical Coordinator 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 the clearance procedures which must be completed PRIOR to entering ANY school.
 - iii. Once your clearances have been received, you will be notified regarding where you may interview and the appropriate contact person. Do not contact anyone whose name is not identified as the ‘contact person.’
 - iv. 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.

4. Students Planning To Work With Children (18 And Under) In Any Site:
Consistent with the 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.

D. Drug Screenings

1. In addition to child protection registries, criminal background and PPD clearances, many agencies now require volunteers/interns to complete a series of clearances including Drug Screenings/Negative Urine Drug Screen ("clean catch")
 - a. 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 should arrange to get a rapid urine test for marijuana, cocaine, opiates, amphetamines, and PCP on their own.
 - 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. As of May 2019, Concentra Urgent Care will complete this for about \$68. They are located at 4110 Ogletown Stanton Rd, Newark. Students are expected to identify their own drug screening location.
3. Results – Typical Procedure
 - 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 may need to be sent to a lab for further testing and a review by an MD for an additional fee.
 - 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 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.
3. Students are advised to use the CHECKLIST FOR HS PRACTICUM SELECTION Form to aid in identifying and selecting appropriate agencies.
4. 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.
5. 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.
6. 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)
7. Typically, students are expected to complete their placements within a one hour's drive radius from campus. However, placements beyond that geographical limit can be considered on a case-by-case basis, as long as the student understands her/his responsibility to full the expectations of attending the on-campus bi-weekly seminars.

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 appropriate human service internship liaison(s).
- 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 and Clinical Coordinator serve as the major links between agencies and the University. The intent is to provide support in carrying out the educational goals. The Human Service Internship Coordinator/Clinical 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:
 - i. Student's area of interest and/or the type of area in which that student is likely to be employed after graduation.
 - ii. 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 liaison(s) and the Student Intern prior to beginning the Internship.
3. On-going student assessment between the Human Service Internship Coordinator and/or Clinical Coordinator and the Agency Supervisor through a review of the interns' biweekly reports on which the supervisors have identified the intern's progress as "Major Improvement Needed," "Some Improvement Needed," "Meets Expectations," "Often Exceeds Expectations," or "Consistently Exceeds Expectations."
4. Other communication between the Human Service Internship Coordinator and/or Clinical 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 Agency Supervisor should attempt to resolve the problem together. If this is not successful, each is to inform the other of her/his 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://www1.udel.edu/stuguide/18-19/code.html>

VII. 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 HULLIHEN HALL, 302-831-2107.
<http://sites.udel.edu/vpfinance/departments/risk-management/>

3. Worker's Compensation

- e. Students who receive pay are covered under the Worker's Compensation Law.

- f. Information regarding the University's Worker Compensation Policy (#4-48) can be found on-line in the University of Delaware Policies and Procedures Manual at:
<http://sites.udel.edu/generalcounsel/policies/workers-compensation/>
 - g. Any questions or concerns regarding Worker's Compensation should be forwarded to the Labor Relations Office, 413 Academy Street, 302-831-2171 or employee-relations@udel.edu.
- I. 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.
- J. 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 Agency Supervisor.
 3. The Agency Supervisor, student, and the Human Service Internship Coordinator should work out variations, when necessary.
- K. Holidays
1. The Human Service Internship Coordinator outlines school holidays for students and Agency Supervisors. Calendars are sent to Agency 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.

L. 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 Clinical Coordinator 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, The Clinical Coordinator and the Internship Coordinator.

M. 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 Agency Supervisor should discuss it with the Clinical Coordinator or Human Service Internship Coordinator as soon as possible.

VIII. 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	Residential Counselor
Relocation Administrator	Coordinator of Family Planning Svcs.
Coordinator of Volunteers	Respite Care Coordinator
Detention Officer	School Counselor

Development Coordinator
Director of Activities
Disabilities Specialist
Family Service Specialist

State Budget Analyst
Student Activities Coordinator
Teacher's Assistant
Vocational Rehabilitation Counselor
Youth Coordinator

B. Graduate Schools

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

Business Administration

St. Joseph's University
New School University
West Chester University

Public Administration

University of Delaware
Villanova University

Clinical Psychology

Immaculate University
Michigan School for Professional Psychology

Public Health

Temple University
West Chester University

Counseling (School Counseling, Community Counseling)

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

Social Psychology

San Diego State University

Educational Leadership

University of Delaware
University of Maryland - College Park

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

Health Advocacy

Sarah Lawrence College

Special Education/Elementary Education

Lehigh University
Monmouth University
Northeastern University
Rutgers University
Wilmington University

Human Development and Family Sciences (Studies)

University of Delaware
University of Missouri
University of North Carolina – Greensboro

Student Affairs in Higher Education

Colorado State University
West Chester University

Law School

Boston College
Pace Law School
Rutgers School of Law

IX. 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.

Appendix A:

Ethical Standards of Human Service Professionals

[National Organization for Human Service Education](#) Adopted 2015

Preamble

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

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

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

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

Responsibility to Clients

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

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

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

STANDARD 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to

protect the safety of those individuals. This may involve, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

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

Appendix B

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

Handbook for Human Services Students
Academic Year: 2022-2023

- 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