

Human Social Services Practicum Placement

Supervisor's Handbook



Helping Hands in Servant Leadership



Department of Human Social Services
8800 W. Bluemound Rd.
Milwaukee, WI 53226

The Department of Human Social Services has the right to make changes to this handbook.

**Wisconsin Lutheran College
Human Social Services Program
Practicum Supervisor's Handbook**

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Wisconsin Lutheran College _____	2013

Opening Letter to HSS Practicum Site Supervisor

Human Social Service Student Practicum Field Placement Supervisor:

We greatly appreciate your agreeing to supervise one of our Human Social Service students for the academic semester _____. We know this is a commitment on your part, and we want to acknowledge your efforts. Please review the attached supervisor handbook which contains relevant information about supervision requirements and sample forms which are necessary for the student to complete their practicum requirements. It is critical that the student receive supervision by a qualified Human Social Services professional and this essentially is someone who has served in Human Services or a related field for at least five years.

If you have any questions now, or throughout the semester, please contact me. Again, thank you for your interest in promoting the training of future Human Social Service workers.

Sincerely,

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**AGREEMENT FOR PRACTICUM PLACEMENT
HUMAN SOCIAL SERVICES
WISCONSIN LUTHERAN COLLEGE**

Statement of Agreement for Participants

The following participants are involved in a student's Practicum Placement experience:

- Practicum Students from the Department of Human Social Services at Wisconsin Lutheran College in Milwaukee, Wisconsin
- Supervisors from Practicum Placement Institutions
- Faculty Instructors of Practicum I and Practicum II in the Human Social Services Department at Wisconsin Lutheran College

All participants involved in a Practicum Placement need to be aware of the requirements of students and supervisors.

Course Description:

HSS 493 Practicum I in Human Social Services. 3 cr.

This represents a required 3 credit, 135 hour placement at single social services agency. Given most agencies require training specific this practicum incorporates on the job training for students enhancing the skills introduced throughout the program. Students will become familiar with the operations of a human services agency, including client/staff interaction and employee responsibilities. All sites must provide students with professional supervision. In addition, the course includes a 1.5 hour per week group seminar designed to discuss application of program goals in the context of students' learning experiences. Attendance at the weekly seminar remains a mandatory requirement for all practicum credits and serves to separate this course from other internships offered through Wisconsin Lutheran College. Offered every semester. Prerequisites HSS 400 and junior standing.

HSS 494 Practicum II in Human Social Services. 3 cr.

This second practicum in human social services builds on the experiences and practice students acquired in their HSS 493 placement. This 3 credit, 135 hour placement at a single social services agency site may be the same as their HSS 493 placement or students may select a different site for HSS 494. The practicum incorporates continued or new job training for students enhancing the skills introduced throughout the program and HSS 493. In addition, the course includes a 1.5 hour per week mandatory group seminar designed to discuss content and application of program goals in the context of students' learning experiences. Placement sites must provide students with professional supervision. Offered every semester. Prerequisites HSS 493.

CURRICULUM REQUIREMENTS PRIOR TO PLACEMENT

The Human Social Service Practicum experience combines classroom instruction with a minimum of 135 hours (per practica) of defined learning experiences at a local Human Social Service Agency per semester. Human Social Service Majors are required to two practica. All practicum courses have prerequisite courses and are noted in the catalog.

The Practicum experiences are designed to provide students with a long-term practical learning experience focusing on progressive skill development and understanding. Practicum seminar classes meet for 80 minutes weekly. Students are required to complete 130 agency hours per semester. Due to the progressive skill development, agency hours need to be completed evenly throughout the semester with approximately 10 hour per week. Students who have not completed 40% of their agency hours by the 8th week of class are at risk for faculties initiated or forced withdraw from the practicum. Unusual circumstances may require a change in practicum placement and are at the discretion of the practicum instructor, the site supervisor, verification of site hours, and the student. The Practicum may be discontinued at any time if it is deemed learning agreement cannot or is not being honored or supported or the agency or student's behavior is inappropriate.

Considerations for enrolling in Practicum I with accompanying placement include:

- Declaration of Human Social Services Major
- Junior or Senior in Good Academic Standing
- Successful completion of HSS 400 with a C or better
- Approval of Human Social Services Academic Advisor

DEGREE AUDIT FORM - MAJOR**Human Social Services Interdisciplinary Major****64 credits in Major plus 6 credits collateral requirements 34 Required and 30 Elective credits**

<u>Required Courses</u>	<u>Credits</u>	<u>Elective Courses COM</u>	<u>Credits</u>
HSS 100 - Intro to Human Soc. Ser.	3	<i>(at least 9 credits)</i>	
HSS 291 – Serving Diverse Populations	3		
HSS 300 - Human Soc. Services	3	COM 260 - Interpersonal COM	3
HSS 400 - Adv. Human Soc. Serv.	3	COM 305 - Family COM	3
HSS 493 - Practicum I in HSS	3	COM 307 - COM and Gender	3
HSS 494 - Practicum II in HSS	3	COM 309 - Intercultural COM	3
COM 211 - Small Group	3	COM 340 - Health COM	3
COM 311 - Listening	3	COM 360 - COM and Conflict	3
PSY 101 - Intro to Psychology	3	COM 380 - Nonverbal COM	3
PSY 210 - Psych. Research Methods	4		
PHI 201 - Ethics	3		
THE 211 - Christ. Faith & Life	3		

Elective Courses PSY*(at least 9 credits)***Colateral Courses**

MAT 117 - Elementary Statistics	3
SOC 101 - Sociology	3

Note: Specific Grade Requirements

1. Must have 4 semesters of volunteer work before applying for major.
2. Must be enrolled in HSS 300 before applying for Major.
3. GPA min. of 2.5 in required and elective courses in major

Total Credits _____
 Grade Points _____
 CGPA _____

Additional Comments:

- **Students wishing to double major in HSS and PSY must take 2 additional psychology electives for their PSY major.**

PSY 120 - Human Growth & Dev.	3
PSY 130 - PSY of Health & Adjust	3
PSY 230 - Child Abnormal	3
PSY 250 - Intro. to Learn & Mem.	3
PSY 260 - Personality Theories	3
PSY 280 - Psychobiology (BIO 225/255)	2
PSY 300 - Abnormal PSY	3
PSY 310 - PSY Counseling	3
PSY 321 - Child Development	3
PSY 324 - Adult Development	3
PSY 492 - Special Topics	3
*Drugs & Society	
* Applied Behavior Analysis	

Elective Courses Religious Studies*(at least 9 credits)*

PHI 101 - Intro. to Philosophy	3
PHI 102 - Logic	3
PHI 202 - Apologetics	3
PHI 203 - Phil. of Human Nature	3
PHI 317 - Phil. of Law	3
PHI 319 - Phil of Christ & Culture	3
THE 100 - Intro. to Theology	3
THE 101 - Old Testament Survey	3
THE 102 - New Testament Survey	3
THE 421 - Religion in America	3
THE 431 - World Religions	

STUDENT RESPONSIBILITIES THROUGHOUT INTERNSHIP PLACEMENT

Students are required to comply with Procedural Policies of the Practicum site and the college. (Copies of both documents should be provided by respective institutions)

Students must be aware at all times that they have an ethical responsibility to both the Practicum site and the clientele it serves. Ethical concerns and/or problem situations should be presented to both the placement institution and the practicum instructor.

If the student is terminated from the practicum site for ethical misconduct, the student will receive an F grade by the faculty supervisor unless good cause is shown for withholding the F grade. In addition, the student **MAY HAVE TO APPEAR BEFORE THE WLC JUDICIAL COMMITTEE** before he or she may receive permission to be placed at another practicum site.

- If either an on-site supervisor or faculty instructor has determined that a student is not performing satisfactory in a practicum placement, efforts by participating supervisors will be taken to identify problem areas with specific recommendations to the student for improvement. It is critical that the site supervisor inform the practicum instructor of any potential problems so they can be addressed. However, if problems continue to persist and the student does not improve his or her performance, **the student may be subject to termination from the practicum and/or internship site.**
- Termination from clients and the on-site institution must be agreed upon by the student, on-site supervisor, and practicum instructor within a mutually accepted time. Failure to do so may result in an unsatisfactory grade, and the student may have to retake the practicum and/or internship course.

RESPONSIBILITY OF THE PLACEMENT INSTITUTION

- To determine their own criteria for accepting students for placement. The placement institution criteria will include a procedure for interviewing prospective students.
- To collaborate with the practicum faculty instructor in evaluating the student's performance. This collaboration will include an initial contract to determine clearly the intern's activities for fulfilling practicum requirements.
- To determine criteria for the intern's professional conduct in their institution in order to protect their client's rights.

RESPONSIBILITY OF THE COLLEGE FACULTY

- To inform students about practicum placement procedures and practices prior to their interview with placement sites.
- To inform the site supervisor of the requirements for supervision and student clinical experiences.
- To determine and submit college grades for students. College supervisors will determine student's grades by integrating performance at the placement site, in the college seminar and from the information provided by the on-site supervisor's written and verbal comments.
- To insure completion of all documentation, e.g. agency supervisor tuition.
- To collect documentation including: practicum and/or intern evaluations, clock hours, and supervision clock hours.
- To converse (on site or by phone) and consult with the site supervisor and review the progress of the student.

REQUIREMENTS FOR ON-SITE PRACTICUM SUPERVISOR

In order to facilitate a successful learning experience for practicum students assigned to your institution and placed under your supervision, we recommend that you provide each student with the following services and arrangements:

- Space or other suitable working facilities, etc., as feasible to the work assignment.
- Individual supervision. We request that the placement institution provide at least ½ hour of individual supervision to the practicum student weekly in order to provide constructive critique of their performance and progress.
- Background information about the placement site and the population served. Please prepare placement site personnel and if applicable, prospective clients for the arrival of each practicum student.
- Opportunities to engage initially in observational experiences during their first few days of the assignment, with increased responsibilities as you determine.
- Assignments that constitute work experience and reflect the arranged learning goals, and responsibilities comparable to those expected of a social services professional.

PROFESSIONAL CONDUCT OF PRACTICUM STUDENTS

- Students are expected to become familiar with and to be held accountable for all existing rules, requirements, and regulations of the school system, department, or institution to which they are assigned.
- Attendance is required of all students for all days of assignment and placement. Only valid and excusable reasons for absences should be accepted. Students are expected to notify both the on-site supervisor and the faculty instructor on any given day when illnesses or other emergencies interfere with or prevent their attendance at their assigned placement.
- Students are expected to attend all orientation sessions, staff meeting critique or evaluation sessions, day or evening schedules or meetings, etc., as the school system or institution may require.
- Students are required to attend a weekly practicum class held at the college. The seminars are a required part of their field placement experience and necessary in order to receive credit for their practicum assignments. Students should therefore be excused from any site placements during such scheduled meetings. Notification of the specific time and evening of the week when the seminar is scheduled will be provided to you by the practicum student.
- Any institutional or client information presented by students in the internship seminar or other classes will be presented and completed anonymously according to HIPPA guidelines and will be kept within the confines of the class.
- **Finally, students assume the responsibility of complying with all rules, policies, and regulations, approved codes for conduct and behavior, and legal and ethical standards of their respective professional state and national associations, as well as Wisconsin Lutheran College policies, regulations, and standards.**

ETHICAL VIOLATIONS

In the event that the practicum student is suspected of engaging in ethical violations at the field placement site, the practicum seminar faculty in consultation with the program director will gather information to ascertain the credibility of the allegations. If the allegations are found to be credible, the student will be subject to review by the Human Social Services Department faculty members. The department may conclude the following: a) verbal reprimand; b) written reprimand with reconciliation (writing paper on ethical violation); and/or recommend to practicum seminar faculty to award a grade of F.

ACKNOWLEDGEMENTS

The faculty of the Human Social Services Department appreciates and most sincerely depends on the assistance and interest of on-site supervisors and placement institutions in the professional training of students.

CERTIFICATE OF COVERAGE

**Wisconsin Lutheran College
Human and Social Services Program
Student Professional Liability Insurance Program
Coverage Required:**

Students enrolled in the Human Social Services 493 & 494 are required to purchase professional liability insurance before beginning the practicum experience. Contracts for student practicum experience with outside agencies and institutions require this insurance coverage before a student is allowed to participate in a practicum.

- **Why You Are Covered Under the Student Liability Insurance Program**

Over the past several years, there have been a number of claims nationwide involving students. These claims include error, negligence, and omission. As a student, you have a definite personal responsibility for your own activities in your contact with clients, even though you are not yet licensed, registered, or otherwise accredited for your profession.

- **Coverage**

Payment is made by the insurance company on claims arising out of a “medical incident.” That is any act or omission in the furnishing of professional services. Coverage terminates upon graduation.

- **Cost**

Students will pay \$37.00 (student rate subject to change) for a yearly policy. Professional coverage extends from the beginning of the first semester of practicum for a one year period. At that time, another premium will be charged if all required practicums have not been completed.

Students must pay the premium to the **Healthcare Providers Service Organization**.

No refunds will be made for unexpired coverage due to drop-outs.

- **Limits of Professional Liability**

Pay up to \$1,000,000 for each incident; up to \$3,000,000 aggregate.

- **You are not covered for:**

1. Operation of a motor-driven vehicle
2. Engaging in an unrelated business or profession
3. Act, errors or omissions of any insured that are dishonest, criminal or malicious

It is not possible in this format to include all of the benefits and limitations of the policies referred to in this summation. In the event of a loss or claim, the specific terms and limits of the policy will apply. For further information regarding these policies and actual benefits, limitations, exclusions or reductions, please contact HPSO directly.

Forms

All forms are located on-line at:

<http://www.wlc.edu/academics/hss/index.aspx?id=11386>

Human Services Program Expectations for Academic and Professional Performance

The Human Social Services program at Wisconsin Lutheran College is a professional education program that has standards and expectations for student performance that are differentiated from traditional academic programs. All Human Social Service students are required to meet academic and professional standards and meet essential functions of performance. Applicants to practicum 493 & 494 are required to sign the following statement indicating that they have read and understood the academic and professional requirements that they must follow in order to participate in practicum 493 or 494.

I understand that I may be removed from the program if I am unable to meet the essential functions of performance; or if I fail to abide by ethical and behavioral expectations as outlined by NOHS/CSHSE and or by the standards of Wisconsin Lutheran College.

As a practicum student at Wisconsin Lutheran College, I have read and understand the National Organization of Human Services Education Ethical Standards which govern this degree program and practicum placement.

I agree to abide by these ethical principles.

Student Signature: _____

Name (Please Print): _____

Date: _____

HUMAN SOCIAL SERVICES PRACTICUM CONFIRMATION

Agency Name: _____

Agency Address: _____

Site Supervisor Contact Information:

Name: _____

E-mail: _____

Phone: _____

_____ Student has been accepted

_____ Accepted pending background check

Expected start date _____

_____ Agency requires orientation

Orientation date _____

Duration of orientation (dates) _____

_____ Student has not been accepted

Comments:

Authorized Agency Signature

Date

Student must return to Human Social Services Practicum Coordinator no later than May 15th for Summer/Fall practicums and December 15th for Spring Practicum

PRACTICUM OBJECTIVES

1. To help students translate into practice in a particular setting the concepts and principles taught in the classroom.
2. The learning opportunities are designed to enable a candidate for a Human Social Services degree to develop and exhibit a professional level of work performance. Students are expected to accomplish this through:
 - a. Indicating by their performance an internalized sense of professional identity that causes them to:
 - (1) think, feel and act in accordance with the values and responsibilities of that profession,
 - (2) analyze and assess their own professional activities, and
 - (3) accept a continuing responsibility for their own professional development.
 - b. Approaching problem-solving tasks or helping interventions in a way that reflects a spirit of inquiry, a capacity for conceptual thinking, a grasp of the structure of knowledge and theory pertinent to a particular problem, an ability to transfer to a specific situation applicable concepts and principles, and a readiness to seek new knowledge when needed to guide their professional activities.
 - c. Using in a variety of problem-solving tasks involving individuals, groups and communities, the technique essential to all professional practice, inquiry, analysis, assessment, planning and action to implement change strategies.
 - d. Using in purposeful professional relationships a disciplined self-awareness and control a genuine concern for people, and understanding of them, their capacities, their problems and the social systems with which they interact.
 - e. Demonstrating in discussion and field practice, a personal and professional commitment to participate responsibly in efforts to alleviate social problems, improve social functioning, effect social change and contribute to the research and knowledge needed to achieve these objectives.

DEVELOPING A LEARNING CONTRACT

The learning contract is the learner's agreement with the agency and college. It is the student's responsibility to take the initiative in developing this contract, which is comprised of learning and functional objectives. The learning contract is very similar to a job description and will be used as the primary basis for evaluating the student's performance in the placement. The practicum instructor is available to assist individual students and agency field supervisors in the development of contract objectives.

Practicum Learning Agreement

Student's Name _____

Cell Phone _____ Email _____

Supervisor's Name _____ Title _____

Phone _____ Email _____

Agency _____

Address _____

Beginning Date _____ Ending Date _____

Hours/Weeks on site _____ Credit Hours _____

Faculty Advisor's Name _____

Phone _____ Email _____

Summarize the planned activities of the practicum for the practicum placement.

SAMPLE LEARNING TASKS

Profession

- Act as an advocate for clients in need of community resources
- Provide case management services to clients served by the agency
- Plan, organize and facilitate a support or educational group
- Participate in grant writing activities on behalf of the agency
- Research model programs similar to those of the agency
- Develop process for dealing with ethical issues

Organizational Context of Practice

- Attend staff meetings
- Attend staff in-service trainings
- Plan and conduct in-service training for staff
- Orient other students/volunteers to practicum agency
- Assist in reviewing and updating agency policies and procedures
- Interview administrators about agency effectiveness measures
- Assist with fund raising projects

Community Context of Practice

- Read/Create community needs assessment
- Develop resource file/database of serves related to practicum agency
- Refer clients to appropriate community agencies
- Visit agencies with which the agency regularly works
- Attend interagency coalition meetings
- Research demographic data regarding community
- Attend meetings of various community groups to understand a variety of options

Assessment

- Read/Create individual and family assessments
- Read assessments completed by other helping professionals
- Make home visits
- Perform intake interviews with clients
- Plan and conduct needs assessments for agency programs
- Conduct ongoing assessment activities through interventions with clients
- Review assessment tools used by other agencies and professionals
- Include identification of strengths in all assessments

Planning and Intervention

- Write treatment plans
- Include clients in the development of treatment plans
- Observe case presentations by other agency personnel
- Identify theories underlying commonly used interventions utilized in agency
- Develop curriculum for client group
- Facilitate committee meetings
- Facilitate therapeutic groups for clients
- Revise treatment plans
- Articulate reasons for selection of interventions

Termination and Evaluation

- Manage client cases through the entire helping process from assessment to termination
- Apply agency policies of termination to helping process
- Terminate client interventions according to accepted practice guidelines (e.g., summarizing progress, empowerment, avoiding dependence, making appropriate referrals)
- Utilize measurement tools to evaluate client progress toward agreed upon goals and objects
- Solicit feedback from supervisor regarding practice skills
- Design and utilize methods for soliciting client feedback regarding services

Understanding Social Problems

- Summarize agency purpose and mission
- Research statistics regarding causes, incidence, severity and consequences of issues addressed by agency
- Attend meetings of organizations whose understanding of these problems provides a different perspective or view point than held by agency
- Make a presentation on a social problem addressed by the agency to a local service organization or student group
- Compare local, state, and national statistics regarding incidence and nature of problems addressed by the agency

Policy

- Read state and federal laws guiding services of practicum agency
- Read state and federal laws pertaining to clients served by the agency
- Assess social policies' effects on clients served by the agency
- Observe legislative functions
- Prepare and give written and/or oral testimony at legislative hearings
- Assist advocacy groups

Diversity

- Become informed about the history, culture, beliefs and values of the major cultural groups served by the agency
- Attend cultural events sponsored by groups served by the agency
- Attend training in cross cultural skills
- Seek assistance from supervisor in identifying personal biases or misconceptions related to groups served by the agency

Communication Skills

- Read case files and other agency documentation
- Write assessments of clients
- Write treatment plans
- Write reports for courts or funding sources
- Write public service announcements, brochures, advertisements
- Write agency policies and procedures
- Develop active listening skills
- Utilize basic helping skills with clients
- Obtain training in non-verbal communication

Knowledge and Metacognitive Skills

- Seek feedback from supervisor in identifying any personal issues which could impact relationship with clients
- Compare personal values with Human Service Code of Ethics and that of the agency
- Utilize supervision to identify areas of professional strengths and skills
- Attend conferences and workshops on topics needed for professional growth
- Journal

LEARNING OBJECTIVES

Instructions for student and site supervisor

Describe 4 learning objectives to guide the student's experience.

Learning objectives are statements of what the student will LEARN as a result of their experience and activities. The learning objectives should be followed by a brief description of the activities to be performed to meet the learning objective. This format allows the student, the site supervisor, and the practicum instructor to see how the activities relate to what the student will learn as a result of performing the activity. When the learning objectives and activities have been agreed upon between the site supervisor, student, and the practicum instructor, the student should complete the following section:

Learning Objective: As a result of the specified activity, the student will be able to: (use verbs to demonstrate skills and knowledge to be learned) such as: analyze, synthesize, utilize, construct, develop, etc.)

Activities: Briefly describe the activities the student will do to achieve the learning objective. There should be a clear association between the learning objective and the activities.

Learning: _____

Objectives: _____

Activities _____

Learning: _____

Objectives: _____

Activities: _____

Learning: _____

Objective: _____

Activities: _____

Learning: _____

Objective: _____

Activities: _____

Describe how the combined activities will produce a product or services that will benefit the host agency:

Approval Signatures

Student

Site Supervisor

Practicum Instructor

Date

Date

Date

PRACTICUM TIME SHEET

Name: _____ Agency: _____

Week of: _____ Week #: _____

Practicum Hours This Week: _____ Total Practicum Hours This Term: _____

Supervision Hour(s): Training This Week: Training Hours This Semester

Please record your schedule of activities and submit signed Time Sheets to your Practicum Instructor weekly.

Time	Monday	Tuesday	Wed.	Thursday	Friday	Weekend
7 AM						
8 AM						
9 AM						
10 AM						
11 AM						
12 PM						
1 PM						
2 PM						
3 PM						
4 PM						
5 PM						
Evening						
Total Hours						

I certify that the hours recorded above are true and accurate:

Student's Signature: _____ Date: _____

Agency Supervisor Signature: _____ Date: _____

PRACTICUM EVALUATION

Part I

Site Supervisor

Student Name: _____

Agency: _____

Job Title Supervisor's Name: _____

Please provide comments on the following items related to the student's activities in your agency. Please comment in the space provided on this form or attach additional pages as needed. It will be helpful to the student if both strengths and weaknesses are covered in your observations. Please discuss this with the student.

1. Learning Experiences: What tasks did the student perform in your agency? Please include learning contract activities and accomplishments in your description.

If there are learning contract activities which have not been performed, please provide an explanation and/or arrangements for including these activities for next semester.

2. Development of Knowledge and Skills: Describe student's ability to use personality, knowledge, and helping skills with individuals, groups and/or neighborhoods.

3. Agency Awareness: Comment on student's understanding of agency goals, policies, and procedures, ability to make appropriate decisions and relationships with agency staff.

Describe how student makes appropriate use of agency and community resources.

4. Life/Work Planning: Describe areas in which student needs additional skill and/or knowledge development.

What suggestions do you have for further growth?

Would you recommend student be employed in your agency? What additional skills would s/he need?

Signature of Student

Date

Signature of Supervisor

PRACTICUM EVALUATION**Part II****Site Supervisor****Student name:** _____**Date:** _____**Agency:** _____**Agency Supervisor:** _____

Please evaluate the student on each of the listed dimensions using the rating scale below. Give only one rating for each dimension. Written comments are encouraged and are very useful to the student and the Practicum Instructor.

1 = Outstanding

2 = Above Average

3 = Average

4 = Below Average

5 = Unsatisfactory

NA = Does Not Apply

Once you complete the evaluation, you are encouraged to go over it with the student.

I. Professionalism

a) Adheres to ethics/confidentiality	1	2	3	4	5	NA
b) Punctuality and time management	1	2	3	4	5	NA
c) Adheres to Agency policies	1	2	3	4	5	NA
d) Record keeping	1	2	3	4	5	NA
e) Relations with staff	1	2	3	4	5	NA
f) Participating in staff meetings	1	2	3	4	5	NA
g) Dress and appearance	1	2	3	4	5	NA
h) Emotional maturity	1	2	3	4	5	NA
I) ability to maintain boundaries	1	2	3	4	5	NA
J) Overall professionalism	1	2	3	4	5	NA

Comments:

1 = Outstanding
4 = Below Average

2 = Above Average
5 = Unsatisfactory

3 = Average
NA = Does Not Apply

II. Job Performance

a) openness for critical comments	1	2	3	4	5	NA
b) positive, non-judgmental attitude	1	2	3	4	5	NA
c) effective use of suggestions	1	2	3	4	5	NA
d) verbal communication skills	1	2	3	4	5	NA
e) written communication skills	1	2	3	4	5	NA
f) problem solving skills	1	2	3	4	5	NA
g) independent learning	1	2	3	4	5	NA
h) concern for clients	1	2	3	4	5	NA
i) conceptual skills	1	2	3	4	5	NA
j) applies new information appropriately	1	2	3	4	5	NA
k) overall job performance	1	2	3	4	5	NA

Comments:

III. Overall Evaluation: Please discuss the student's strengths, areas in need of improvement, interpersonal skills, knowledge base and ability to apply knowledge in practical settings.

IV. If you were **grading** this person, what would you recommend based on the student's overall work performance?

A AB B BC C CD D F

Agency Supervisor's signature: _____

Wisconsin Lutheran College _____ 2013

NATIONAL ORGANIZATION FOR HUMAN SERVICES

Council for Standards in Human Service Education Adopted 1996

Preamble

Human Services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

The ethical guidelines presented are a set of standards of conduct which the human service professionals and educators consider in ethical and professional decision making. It is hoped that these guidelines will be of assistance when human service professionals and educators are challenged by difficult ethical dilemmas. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

Section I - Standards for Human Service Professionals

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator and administrator.[1.] The following standards are written with these multifaceted roles in mind.

The Human Service Professional's Responsibility to Clients

STATEMENT 1 Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.

STATEMENT 2 Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

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

STATEMENT 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 seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STATEMENT 5 Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

STATEMENT 6 Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

STATEMENT 7 Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in STATEMENT 6 (above).

STATEMENT 8 The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT 9 Human service professionals recognize and build on client strengths.

The Human Service Professional's Responsibility to the Community and Society

STATEMENT 10 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.

STATEMENT 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

STATEMENT 12 Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

STATEMENT 13 Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT 14 Human service professionals represent their qualifications to the public accurately.

STATEMENT 15 Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT 16 Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT 17 Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

STATEMENT 18 Human service professionals are knowledgeable about the 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 individuals and groups, their cultures and beliefs.

STATEMENT 19 Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT 20 Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client

The Human Service Professional's Responsibility to Colleagues

STATEMENT 22 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.

STATEMENT 23 When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

STATEMENT 24 Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the Professional organization(s) to which the colleague belongs.

STATEMENT 25 All consultations between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

The Human Service Professional's Responsibility to the Profession

STATEMENT 26 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT 27 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STATEMENT 28 Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT 29 Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT 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.

STATEMENT 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

The Human Service Professional's Responsibility to Employers

STATEMENT 32 Human service professionals adhere to commitments made to their employers.

STATEMENT 33 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT 34 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

The Human Service Professional's Responsibility to Self

STATEMENT 35 Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT 36 Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors .

STATEMENT 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.