Wharton County Junior College
Division of Allied Health

Human Services Program
Student Handbook

Campus Locations:

Wharton, Main Campus
911 Boling Highway
Wharton, Texas  77488

Richmond Campus
5333 FM 1640
Richmond, Texas  77469

Academic Year 2020-2021
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Philosophical, Mission, and Vision Statements
Human Services Program
Wharton County Junior College

Program Philosophical Statement:

The Human Services Program values and embraces the human spirit and its ability to adapt, adjust, and influence the human condition in order to enhance overall well-being. The program acknowledges the diversity of populations within communities, the ability of individuals to survive, recover, and thrive as well as the unique qualities demonstrated when in pursuit of self-determinism. The working alliance between human service professionals and client populations is critical in meeting human needs and reflects awareness, knowledge, and skill necessary in making a difference in the lives of others. It is important to respect and maintain the dignity, welfare, and integrity of individuals while also upholding ethical standards and decision-making processes of the profession when meeting the needs and best interests of others. Empowerment through best practices from a multidisciplinary approach reflecting continuity of care in meeting the needs of individuals, families, communities, and beyond, demonstrate the importance of the work of social change agents. In times of global social injustices, social change agents advocate, empower, corroborate, and collaborate with others in search of their voices being heard, lives being altered for the betterment, and foundations created and modified to enhance future generations.

Program Mission Statement:

The Human Services Program is an applied program offering a theoretical orientation and basic fundamental skills approach which addresses pertinent issues facing multigenerational, culturally diverse populations. The purpose is to develop students with an awareness, knowledge base, and skill level to address prevention, intervention, recovery, and maintenance relative to issues of the individual, family, and community, and to prepare graduates for entry-level positions reflecting field-based and classroom experiences. The program promotes individual growth and development of the total person, lays a foundation of lifelong learning, supports the importance of human relationships, and instills the
motivation to strive towards excellence through its multidisciplinary curriculum, close faculty-student mentoring, and best practices in meeting the needs of diverse populations served.

Program Vision Statement:

Positively influence the lives of individuals, families, and communities.

Values and Guiding Principles:

NOHS believes in:

- The capacity of human growth and change.
- Advocating for social injustice.
- Recognizing and utilizing peoples’ strengths and abilities.
- Supporting physical, mental, emotional and spiritual health.
- Promoting collaboration and accountability.
- Including all members of the human services community (NOHS).

The vision and mission statements of the Human Services Program of Wharton County Junior College are clearly aligned with those of the National Organization for Human Services.

About Human Services:
Making a Difference in People’s Lives

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

“Human service worker” is a term for people who hold professional and paraprofessional jobs in diverse settings (group homes and halfway houses; correctional, mental retardation, and community mental health centers; family, child, and youth service agencies, and programs concerned with alcoholism, drug abuse, family violence, and aging). Job titles, duties, employment settings, and clientele served vary.

The primary purpose of the human service worker is to assist the individual and communities to function as effectively as possible in the major domains of living. Attributes such as a strong desire to help others, patience, understanding and caring for others are seen as highly valuable by employers. Effective communication skills, a strong sense of responsibility, and time management are valuable in the field of human services (NOHS).

Human Service Working Environments

Human service workers in social service agencies (particularly community-based programs) spend part of their time in the office and the remainder of their time often out in the field with direct contact with clients or advocating for clients. The majority will work 40 hour weeks which could include some evening and/or weekend work. Working conditions, titles, and duties may vary depending on the goals of the agency. They typically work under the direction of professional staff, i.e. psychologists, social workers. The duties, responsibilities, and degree of supervision vary, but typically entail direct and indirect delivery of services to diverse client populations. Due to the vulnerable nature of some service populations, employers try to be selective in hiring by screening for appropriate personal qualifications as well as relevant academic preparation in addition to preferred volunteer or work experience (NOHS).
Occupational Titles of Human Service Workers

Case Worker  
Family Support Worker  
Youth Worker  
Social Service Liaison  
Case Management Aide  
Behavioral Management Aide  
Eligibility Counselor  
Alcohol Counselor  
Adult Day Care Worker  
Drug Abuse Counselor  
Life Skills Instructor  
Client Advocate  
Human Service Worker  
Social Service Aide  
Group Activities Aide  
Residential Counselor  
Social Service Technician  
Therapeutic Assistant  
Probation Officer  
Case Monitor Parole Officer  
Child Advocate  
Gerontology Aide  
Juvenile Court Liaison  
Home Health Aide  
Group Home Worker  
Child Abuse Worker  
Crisis Intervention Counselor  
Mental Health Assistant  
Community Organizer  
Intake Interviewer  
Community Outreach Worker  
Social Work Assistant  
Community Action Worker  
Psychological Aide  
Halfway House Counselor  
Assistant Case Manager  
Rehabilitation Case Worker  
Residential Manager

Professional Skills and Traits of Human Service Assistants

The Bureau of Labor Statistics identified the following professional skills and traits of Human Services Assistants in the Occupational Outlook Handbook (2018). Elements such as awareness, knowledge, skills, and the ability to form a working alliance when engaging with clients are required in the field of human services and reflected in the training and preparation of the individual worker within the skills competencies below. The framework may change as a function of the work setting, the client population served, and the level of organization work.
The six major competency areas of professional skills and traits of Human Service Assistants are:

1. Communication Skills – Social and human service assistants talk with clients about the challenges in their lives and assist them in getting help. These workers must be able to listen to their clients and to communicate the clients’ needs to organizations that can help them.
2. Compassion – Social and human service assistants often work with people who are in stressful and difficult situations. To develop strong relationships, they must have compassion and empathy for their clients.
3. Interpersonal skills – Social and human service assistants must make their clients feel comfortable discussing sensitive issues. Assistants also build relationships with other service providers to become familiar with all of the resources that are available in their communities (networking).
4. Organizational skills – Social and human service assistants must often complete lots of paperwork and work with many different clients. They must be organized in order to ensure the paperwork is filed properly and that clients are getting the help they need.
5. Problem-solving skills – Social and human service assistants help clients find solutions to their problems. They must be able to listen carefully to their clients’ needs and offer practical solutions.
6. Time-management skills – Social and human service assistants often work with many clients. They must manage their time effectively to ensure that their clients are getting the attention they need.

Community Support Skill Standards

In addition to the above competency areas provided by the Occupational Outlook Handbook, additional information providing the tools for managing change and achieving outcomes for Direct Service Workers in the field of Human Services as created by the Human Services Research Institute are as follows:
1. Competency Area – **Participant Empowerment**  
   Description: the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

2. Competency Area – **Communication**  
   Description: be knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.

3. Competency Area – **Assessment**  
   Description: be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

4. Competency Area – **Community and Service Networking**  
   Description: knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

5. Competency Area – **Facilitation of Services**  
   Description: knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

6. Competency Area – **Community Living Skills & Supports**  
   Description: has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

7. Competency Area – **Education, Training and Self-Development**  
   Description: be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

8. Competency Area – **Advocacy**  
   Description: knowledgeable about the diverse challenges facing participants (e.g. human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

9. Competency Area – **Vocational, Educational, and Career Support**  
   Description: knowledgeable about the career and education related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.
10. Competency Area – **Crisis Intervention**
Description: knowledgeable about crisis prevention, intervention, and resolution techniques and should match such techniques to particular circumstances and individuals.

11. Competency Area – **Organization Participation**
Description: familiar with the mission and practices of the support organization and participates in the life of the organization.

12. Competency Area – **Documentation**
Description: aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently (HSRI).

**Human Services Program Offerings**

The Human Services Certificate and AAS Degree will prepare students for careers in a variety of fields such as, but not limited to, psychiatry, psychology, human services, social work, child and adult welfare, health, family services, criminal justice, substance abuse, education, or working in environments assisting the homeless.

The Human Services Technician Level I Certificate will provide students an opportunity to gain entry level skills. It will train students to observe patients and record information, conduct patient interviews, attend to ethics/legal issues facing clients and human services as a profession, interviewing/communication skills, basic counseling skills, implement treatment plans, employ problem-solving techniques, and develop an awareness of elements relative to a multi-culturally diverse community population. Effective communication, interpersonal and time management skills will be emphasized throughout the program. Certificate completers will participate in external learning experiences in a variety of contexts and will be required to complete a 160 hour supervised practicum or clinical experience.

The Human Services AAS Degree will prepare students for a career in a variety of human service settings including, but not limited to the areas previously cited. Students build on the fundamentals acquired in the certificate curriculum, academic curriculum, and enhance skills in the areas of crisis intervention, proper case management and referral procedures, behavioral management techniques, and the development of an awareness of elements relative to serving a diverse population. Graduates may have a background in the appropriate cores of psychology and sociology and will participate in two 125 hour supervised external learning practicum/clinical experiences from a variety of contexts. The AAS degree is designed to
facilitate a transition from WCJC to a university with little or no loss of transfer credit giving the student an opportunity to obtain an advanced degree in fields such as psychology, human services, social work, criminal justice, and sociology.

Program Goals:

The overall goals of the Human Services Program focus on the student, program, profession of human services, and communities at-large. The goals reflect the expectations of the program in order to best meet the needs of the profession in graduating students prepared to provide quality care through best practices for the diverse populations served within communities. These goals are measured throughout the program curriculum through a variety of methods. These goals consist of:

1. Effective verbal, nonverbal, and written communication skills.
3. Proper case management from a theoretical perspective and application-based.
4. Knowledge of diverse community-based resources and referral protocol.
5. Demonstrate a strong knowledge base relative to ethical/legal based issues and privacy issues relative to the classroom setting and/or working in human service environments.
6. Be aware of one’s limitations, boundaries between fellow students, instructors, clients, supervisors, and other individuals whether in a classroom or practicum setting and seek a higher level of authority when warranted.
7. Demonstrate critical thinking skills and an ability to apply skills learned in the academic setting to a human services setting and adapt when necessary, time management and organizational skills.
8. Develop an understanding and practice of self-care, professional and personal growth, a healthy lifestyle, an enthusiasm about the field of human services, and the desire for lifelong learning.
9. Develop an awareness/understanding of the sociocultural diversity and uniqueness of service populations.
10. Demonstrate a clear understanding of one’s values reflective of one’s consistent behavior relative to professionalism and engagement with clients, agencies,
organizations, and the profession, as well as dependability, accountability, and responsibility to clients, colleagues, the field of human services, the public, and self.

**Becoming a Human Services Major**

**Admissions Process**

**Entrance Requirements:**

Consideration for enrollment in the Human Services Program is based upon the submission of the following:

1) Completed application for admission to WCJC which is submitted to both the Office of Admissions and Registration and to the Human Services Program;
2) A copy of all college transcripts (official transcripts must be sent to the Office of Admissions and Registration);
3) Completed and submitted application to the Human Services Program (additional application, Appendix A);
4) Completed and Approved Criminal Background Check;
5) Signed and dated Program and Practicum Policies Agreement;
6) Negative drug screen when requested and/or required; and
7) AAS Only: Acceptable college entrance exams on file with the college and evidence provided for the Human Services Program (or proof of exemption from college entrance exams); and
8) Schedule an interview with the Program Director once above requirements have been completed.

It is the responsibility of the student to make certain all program requirements and admissions criterion have been completed and submitted to the proper departments.

Students must declare Human Services as their major while completing the WCJC application process. If changing majors to Human Services, the student must complete the Change of Major Form either online or in the Office of Admissions and Registration.

Once all requirements have been met, the student meets with the Program Director in order to discuss program requirements, expectations, enrollment in classes, and establish a curriculum pathway to complete the program. **Final acceptance into the program is contingent upon all required forms completed, advising and other protocol followed, and a**
satisfactory background check (and negative drug screen when warranted) which will be completed by an approved agency.

Importance of Criminal Background Checks and Drug Screenings:

Students should be aware certain criminal histories and/or positive drug screenings may prevent participation in the practicum experience. The ultimate decision lies within the practicum site. Prior to enrollment into the program, the program director discusses with the applicant the importance of the initial required criminal background check and the possibility of a drug screen when required to enter the program. If information is reported on the criminal background check, the applicant has this opportunity to explain the history and circumstances. If a history exists and practicum sites will not accept the student for a field experience, then the program director meets with the student and discusses other possibilities for continuing in the field of Human Services. At the start of clinical/practicum, drug screens and additional criminal background checks may be required when warranted. The program and practicum sites alike are aligned with the responsibility of protecting the clients populations served. The initial criminal background check should address concerns regarding placement into potential practicum sites.

Criminal Background Checks:

Students pursuing a Human Services Certificate or AAS Degree should be aware the clinical facilities/practicum sites utilized in the program as field experiences typically require criminal background checks to be completed prior to allowing students to participate in any training experience. All applicants are required to complete a criminal background check prior to enrolling in classes offered by the program.

- Students will be allowed to take 12 semester credit hours prior to the completion of the criminal background check.
- The cost of the background check will be at the applicant’s expense anticipated to be approximately $ 52.00 (Appendix B: Criminal Background Check Form).
- Information regarding this process should be obtained from the program director, the program secretary, academic advisor, or online by utilizing the Career Pathways.
Drug Screening:

Students will be required to have a negative drug screen through the college’s approved agency and/or through the practicum/clinical site’s drug testing protocol/agency.
- This may be a cost to the student with the approximate cost to be $40.00.
- Students may be required to submit to additional drug screens (random) as required by the Human Services Program and/or the clinical/practicum sites as warranted throughout the program and/or practicum experience.

Academic Requirements:

Students enrolled in Human Services Program courses with the intent of completing the Certificate or the AAS Degree must obtain a grade of “C” or higher in all curriculum specific to the Human Services Program as well as an overall GPA of 2.0 in other general education courses required of the Human Services Program certificate/degree plan.

Practicum Requirements:

In addition to the above criterion for practicum/clinical field experiences, students must also be aware a number of sites may require evidence of immunizations (possibly diphtheria-tetanus, Hepatitis B, measles, mumps, rubella, varicella, and a TB test – positive TB test will require follow-up). This depends on the population being served, requirements of the practicum site as a whole, and serves to protect clients as well as students. This information is discussed the semester prior to enrollment in practicum when students are communicating the practicum sites selected for potential placement.

Students enrolled in the certificate or AAS degree program will be expected to complete all requirements prior to enrollment in the practicum experience. Students enrolled in the certificate program must complete a 160-hour field experience. Students enrolled in the AAS degree program will be required to complete two 125-hour consecutive field experiences. Students are enrolled in practicum by the Program Director in order to verify required prerequisites and program requirements have been met in addition to any practicum site requirements. Additional drug screens and/or criminal background checks may be required prior to the enrollment into the practicum/internship field experience. This is a stipulation
which may be acted upon by the Program Director, Practicum Coordinator, or Field Experience Site and may be an expense for the student.

Students enrolling in the practicum experience will be required to purchase liability insurance through WCJC at a cost of approximately $35.00.

**Fitness for the Profession: Program Professional Expectations**

The curriculum requirements reflect a variety of methods in assessing the fitness of students for the profession on their pathway to becoming a Human Service Paraprofessional. These requirements lay the foundation for students to continue their education at the bachelor’s degree level. These requirements are identified, but not limited to the following criteria:

a. Ethical standards reflecting confidentiality, self-disclosure, boundaries and limitations, chain-of-command, referral processes relative to the client, profession, organization/agency, community, and beyond;

b. Self-evaluation and acceptance of constructive feedback pertinent to personal and professional behavior, accountability, dependability, responsibility, attendance policies, time management, with an objective perspective;

c. Evaluation of self and others relative to cooperative behavior and attitude, willingness to work with others to include a beneficial, strengths-based, and productive perspective or approach;

d. Demonstration of a sense of enthusiasm regarding the knowledge acquired from the curriculum, desire in helping others, learning and application of skills reflecting best practices, and a reflection of the desire for lifelong learning;

e. Understanding of one’s values, need for self-care and personal behaviors, and portraying an image and exhibiting the behavior of a paraprofessional in the field;

and

f. An awareness of the importance and the practice reflecting cultural competency and diversity, as well as the appropriate use of language/communication reflecting populations served.
Student Code of Conduct: Program Professional Expectations

All students are to adhere to the professional expectations of the Human Services Program which reflect the ethical standards as identified by the National Organization of Human Services (NOHS) as well as the guidelines of Wharton County Junior College’s Student Conduct and Discipline Codes (See Appendix C for NOHS Ethical Standards for Human Service Professionals – NOHS Section II – Standards for Human Service Educators has been removed). The professional expectations of the program are initially addressed by the Program Director during the interview/advising process with each student. The code of conduct and program expectations for students entering the field of human services are available in this Student Handbook and introduced and discussed in many aspects within the curriculum of the program in relation to professionalism, the delivery of quality client services, ethical standards, utilization of best practices within diverse populations as reflected in the program goals and professional expectations addressed in the previous section. The practicum experience is where students implement into supervised practice the awareness, knowledge, and skills obtained in the classroom reflecting the expectations and requirements of the program. Upon entry into the program, students must read, agree to, sign, and return a Human Services Program and Practicum Policies Agreement Form which indicates they have read and understand information presented in the Student Handbook, are aware of the program’s requirements and expectations, the academic and clinical conduct, and professionalism requirements of students enrolled in the program and practicum experience(s). In addition, practicum students, program director/practicum coordinator, and practicum supervisor(s) are required to read, sign, and date the program’s Confidentiality Statement to be enforced the duration of the practicum experience. Signatures of these two major forms demonstrated an understanding of the contents of the policies outlined.

Students are observed by the program director, faculty, practicum coordinator, site supervisor(s) throughout the progression in the program/practicum field experience regarding concerns and accomplishments relative to professional and ethical behavior, awareness, knowledge and skills abilities, and requirements of their potential practical experience as well as course performance evaluation for each course in the program. Students complete an end-of-semester self-evaluation for each course in the program reflecting areas of program professional expectations, their level of awareness and knowledge, and skills and abilities acquired in each course. Faculty/program director provide students feedback on their performance via the evaluation process. This feedback is utilized in the advisory meetings with
students each semester. This process allows students to understand the importance of fundamental awareness, knowledge, and skills and measure areas of strengths and challenges. The students are able to determine their progression with the expectations of the program and the field of human services itself. The fitness for the profession expectations are introduced, developed, and enhanced which then culminates in the practicum field experience. Students in practicum undergo a detailed mid-term evaluation and final evaluation reflecting professionalism, practicum/program expectations, knowledge and skill abilities, and adherence to the requirements of the practicum site. The mid-term evaluation is to provide the student the opportunity to bring into compliance any of the requirements of the practicum experience not yet mastered. The practicum supervisor, the program director/practicum coordinator, and practicum student examine the practicum learning outcomes and objectives, the code of conduct exhibited by the student, and provide additional guidance in order for the student to develop a better understanding of the expectations of practicum in order to have a more successful practicum experience. With regard to non-practicum courses, students with concerns regarding mastery of content are instructed to meet with the instructor of record for additional assistance or supportive services.

**Unsatisfactory Performance by Student:**

Students must maintain satisfactory grades as identified in the Academic Requirements section. Students must obtain the letter grade of “C” or higher in each course within the program’s curriculum. If a student receives a grade below a “C” in any of the courses in the program, the student is only allowed to repeat the course once. Classroom behavioral issues will be addressed initially with the instructor of record with a warning. If the behavioral issue has not been rectified, then a meeting will occur between the student, instructor of record, and the program director. This is handled on a case-by-case basis with the worse-case scenario to include the Vice President of Student Services office. Students are educated and aware of the behaviors to be exhibited by a professional in the field of Human Services throughout the program. In relation to the practicum/clinical field experience, the practicum site or WCJC Human Services Program Director has the discretion to dismiss a student for failure to perform according to the academic, clinical, and/or professional expectations. Before the student is dismissed, the onsite supervisor contacts and schedules a meeting with the Program Director/Practicum Coordinator upon the first concern(s) regarding student performance. This is the appropriate venue to discuss remediation. An evaluation form is completed by the
onsite supervisor and discussed with the practicum student with the Program Director/Practicum Coordinator present. A plan is created to address the areas of concern along with a timeline for remediation. The Program Director/Practicum Coordinator is involved in the creation of the plan and present during this discussion. If student performance does not improve within the established timeline during the semester, the student may be dismissed from the practicum experience depending on specific circumstances for the student. This is handled on a case-by-case basis. In general, onsite supervisors complete mid-term evaluations which are designed to assess students’ required levels of awareness, knowledge, skills and abilities at midterm in the field experience as well as a discussion regarding the completion of the practicum. The onsite supervisor has the discretion to utilize this evaluation prior to or after the mid-semester point as well depending on the circumstances to better ensure growth of students’ learning processes. Students’ performance is then evaluated at the conclusion of the practicum experience by the onsite supervisor(s). Students are required to complete a self-evaluation and an evaluation of the practicum site. This evaluation process occurs with each practicum experience.

**Academic Advising:**

Students are required to seek out academic advising with the Program Director by scheduling an appointment and reviewing the certificate or AAS degree checklist in order to determine appropriate sequencing of curriculum and the possibility of transferring to a university if seeking a bachelor’s degree. If students are “not college ready”, then academic advisors will work in conjunction with the Program Director until the student is becomes compliant with “college ready” requirements. The checklists for the certificate and AAS degree may be found on the website Human Services Program menu under “Program Application”. After the scheduled appointment with the Program Director has been completed, the student may register for classes. Students are to follow the degree plan from the college catalog upon initial enrollment (WCJC Regulation 782). Due to state regulations, national accreditation and certification standards, modifications of the program curriculum do occur. Thus, it is important to be aware of the catalog in which the student initially enrolled and how these modifications may affect the course of study. (If there is a one year delay from the time of enrollment and re-enrollment, the student must utilize the college catalog in place at the time of re-entry into the program – WCJC Regulation 782). This will be pertinent information for the Program Director to assist the student to graduate in a timely manner.
It is important to be aware of the certificate and AAS degree plan as depicted in the WCJC college catalog. The student can go online and review at any time.

The student must contact the Office of Admissions and Registration and the Human Services Program with any information pertinent to the student’s academic record, i.e. address change, email address, contact phone numbers, ... It is imperative students enrolled in Human Services courses establish a college email address in order to receive important information relative to the program. Personal email addresses are not acceptable for communication with the college, program, or any practicum site locations. Students may periodically be asked to update their application due to modifications to the actual Human Services application.

**Human Services Club:**

Fall, 2008, the Human Services Club was created to fulfill the function enabling students to volunteer and obtain a sense of community service as well as assist in meeting community needs. The club has elected officers of President, Vice-President, Secretary, Treasurer, Parliamentarian, and when possible, Liaison for Wharton County, Liaison for Fort Bend County, and Liaison for Matagorda County. Students actively volunteer for functions on and off campus. The Human Services Program Director serves as Club Sponsor. Due to the college being identified as rural, the community service provided by the club covers a 5-county area. These opportunities may be on or off campus events (Appendix E: Human Services Membership Form).

**National Certification Examination:**

During 2010, the Center for Credentialing and Education, Inc., NOHS, and Council for the Standards of Human Service Education (CSHSE) collaborated in establishing a national certification examination for human service providers. Graduates are eligible to sit for the examination beginning with the award of the associate degree level. Upon successful completion of the national certification examination, the title of Human Services – Board Certified Practitioner (HS-BCP) will be awarded.

CCE states the benefit of certification as showing “their attainment of high standards,…, to stand out as part of a distinguished group,…, as a commitment to the field,…, and maintaining their place at the top of their field.” Students may go online at the Center for
Credentialing and Education to read further on the process in obtaining certification at the national level. After the national exam is taken, recertification and renewal must occur with the inclusion of 60 CEUs within each five year period to maintain certification.

Notes:
Appendix A: Human Services Program Application Process and Forms
Wharton County Junior College

APPLICANT CHECKLIST FOR THE HUMAN SERVICES PROGRAM
This checklist is for your use. Do not include with your application.

The completed application, all required paperwork and information is due to the Human Services Program secretary before 5:00 pm on the last Thursday of April.

☐ Must meet WCJC college requirements for admission
☐ TSI complete
☐ Completed application for admission to the Human Services Program
☐ Entrance Essays for Human Services Application Process
☐ Copies of transcripts

Once your completed application is received by the program secretary, you will be given the steps for completing a Criminal Background Check and a Program and Practicum Policies Agreement Form.

Once you have completed the Criminal Background Check and turned in the signed Program and Practicum Policies Agreement Form, you will need to contact the Program Director, Ms. Schultz via email at victorias@wcjc.edu to set up an appointment to review the certificate or degree plan check list selected to pursue.

I understand upon acceptance into the Human Services Program it is a requirement of the program and my responsibility to designate my major as Human Services with WCJC.

Please submit the completed application and all required paperwork

to: Wharton County Junior College
Attn: Kelly Crosson
911 Boling Highway
Wharton, TX 77488

If you have any questions regarding the application process, please call: Kelly Crosson at (979)532-6393.
Wharton County Junior College
HUMAN SERVICES PROGRAM

Name: ____________________________________________
   Last  First  Middle  Maiden

Address: ____________________________________________
   No. and Street or P.O. Box  City  County  State  Zip

Social Security # ____________________________
   Date of Birth ____________________________

WCJC Student ID# ____________________________
   WCJC Student E-mail address ____________________________

Other E-mail Address ____________________________
   Telephone – Home ____________________________

Telephone – Cell ____________________________
   Telephone – Work ____________________________

Have you ever enrolled in courses at WCJC? Yes [ ] No [ ] When? ____________________________

Are you applying for the certificate or associate degree? Certificate [ ] AAS Degree [ ]

Are you currently enrolled in college courses? Yes [ ] No [ ]
   If yes, where and what type of courses? ____________________________

You must be TSI satisfied – college level – in your reading, writing, and math to complete the academic courses required for the AAS in Human Services. Are you TSI satisfied? Yes [ ] No [ ]

I have taken and passed the: National ACT [ ] National SAT [ ] COMPASS [ ] Accuplacer or TSI [ ]
   Quick THEA or other entrance exams accepted at WCJC and scores are on file with WCJC. Copy of test scores must be submitted to the Human Services Program.

Date test taken: ____________________________
   Location: ____________________________

I am currently enrolled as a Human Services major with WCJC? Yes [ ] No [ ]

If no, upon acceptance to WCJC, designation of Human Services as my major is a requirement.

Previous colleges, universities attended:

<table>
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<tr>
<th>College/University</th>
<th>City and State</th>
<th>Dates Attended</th>
<th>Major/Degree Earned</th>
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</table>
Other Educational Programs Attended/Completed (include Vocational):

<table>
<thead>
<tr>
<th>Name of Program/School</th>
<th>City and State</th>
<th>Dates Attended</th>
<th>Course of Study</th>
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<tbody>
<tr>
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</table>

Work experience related to the Human Services:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Location</th>
<th>Dates of employment</th>
</tr>
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<tbody>
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Volunteer experience related to the Human Services:

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Location/description</th>
<th>Dates of volunteerism</th>
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<tbody>
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</table>

Names, addresses, and occupations of three references (not relatives):

<table>
<thead>
<tr>
<th>Name</th>
<th>Address &amp; Phone Number</th>
<th>Occupation</th>
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<tbody>
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</table>

Have you ever been convicted of a misdemeanor or felony?  Yes ☐  No ☐
This includes: pleas of guilty, pleas of nolo contendere, withheld or deferred adjudication, suspended or stay of sentence, and military court-martial. If you check yes, please contact the program director or program secretary for further instructions regarding the application process.

I certify this application, test scores and all other required and submitted documentation as complete and accurate. I understand these documents are being used to make an academic decision regarding admission to the Human Services Program. I understand inaccurate or omission of information will make me ineligible for admission to or progression through the program.

Signature: ______________________________________

Printed name: ___________________________________

Date: ______________________________________

FOR HUMAN SERVICES PROGRAM (Do not write in this space)

Application received ____________ Application complete ________ Background check ________

Certificate ☐  AAS ☐  Practicum Approval ________ App. Updated 05152018

Wharton County Junior College does not discriminate on the basis of race, color, age, marital status, national origin, religion, sex or disability.
HUMAN SERVICES PROGRAM

Entrance Essays for Human Services Application Process:

Read each question carefully and respond accurately and honestly. Please use the back of this page if additional space is required.

1. Explain your understanding of the field of human services, what interests you in this field, and what role do you see yourself in once you’ve completed your education of the Human Services Program at Wharton County Junior College.

2. Identify and discuss your overall strengths and challenges and how these will impact you being in the Human Services Program.

3. Identify an individual who has been influential in your life and how this individual has impacted your life.
Appendix B: Criminal Background Check Form
INSTRUCTIONS FOR OBTAINING YOUR BACKGROUND CHECK FOR A CLINICAL EDUCATION PROGRAM

Wharton County Jr College - Human Services

Background checks are required on incoming students to insure the safety of the patients treated by students in the clinical education program. You will be required to order your background check in sufficient time for it to be reviewed by the program coordinator or associated hospital prior to starting your clinical rotation. A background check typically takes 3-5 normal business days to complete. The background checks are conducted by PreCheck, Inc., a firm specializing in background checks for healthcare workers. Your order must be placed online through StudentCheck.

Go to www.mystudentcheck.com and select your School and Program from the drop down menus for School and Program. It is important that you select your school worded as Wharton County Jr College - Human Services.

Complete all required fields as prompted and hit Continue to enter your payment information. The payment can be made securely online with a credit or debit card. You can also pay by money order, but that will delay processing your background check until the money order is received by mail at the PreCheck office. Texas residents will pay $53.58 and New Mexico residents will pay $53.09. Residents in all other states will pay $49.50. For your records, you will be provided a receipt and confirmation page of the background check performed through PreCheck, Inc.

PreCheck will not use your information for any other purposes other than the services ordered. Your credit will not be investigated, and your name will not be given out to any businesses.

FREQUENTLY ASKED QUESTIONS:

- Does PreCheck need every street address where I have lived over the past 7 years? No. Just the city and state.
- I selected the wrong school, program, or need to correct some other information entered, what do I do? Please email StudentCheck@PreCheck.com with the details.
- How long does the background check take to complete? Most reports are completed within 3-5 business weekdays.
- Do I get a copy of the background report? Yes. Log into www.mystudentcheck.com and click on "Check Status", and enter your SSN and DOB. If your report is complete, you may click on the application number to download and print a copy. This feature is good for 90 days after submittal. After 90 days, you will be charged $14.95 for a copy of your report, and will need to contact PreCheck directly to request this.
- I have been advised that I am being denied entry into the program because of information on my report and that I should contact PreCheck. Where should I call? Call PreCheck’s Adverse Action hotline at 800-203-1654. Adverse Action is the procedure established by the Fair Credit Reporting Act that allows you to see the report and to dispute anything reported.

If you need further assistance, please contact PreCheck at StudentCheck@PreCheck.com.
Appendix C: NOHS Code of Ethics
WCJC Student Conduct Code
National Organization for Human Services

National Organization of Human Services 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 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 Community 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 seek to resolve the conflict directly with 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 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.

Wharton County Junior College
Student Responsibilities and Code of Conduct

STUDENT RESPONSIBILITIES

As a student of Wharton County Junior College, an individual assumes the responsibility of observing a proper standard of conduct at all times. This general behavior includes respect for order, morality, and personal honor. Students are encouraged to participate in all aspects of student life as citizens of the academic community.

Misconduct

Any violation of college policies or regulations may result in the students being placed on disciplinary warning, disciplinary probation, removal from college residence halls, interim suspension, or suspension (dismissal) and/or being subject to legal prosecution. Misconduct for which students are subject to discipline includes but is not limited to the following:

DISHONESTY - Dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the college. (Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests, assignments, reports, or term papers, or being in unauthorized places, such as offices or buildings after hours, or an instructor’s office without permission).

OBSTRUCTION OR DISRUPTION - Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college activities, including its public services functions, or of other authorized activities on college premises.

PHYSICAL AND VERBAL ABUSE - Physical or verbal abuse of any person on college-owned or controlled property, or at college sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person.

PLAGIARISM - “Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.
COLLUSION - “Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

DRUGS AND ALCOHOL - Use, possession, or distribution of alcohol, narcotics, illegal substances, dangerous drugs, paraphernalia, or empty alcohol containers on college-owned or controlled property or college sponsored or supervised functions.

BAD CONDUCT - Disorderly conduct or lewd, indecent, or obscene conduct or expression on college-owned or controlled property or at college-sponsored or supervised functions.

WEAPONS - Use or possession of firearms, explosives (including fireworks), swords, daggers, straight razors, or illegal knives is not permitted on campus or in automobiles on campus parking lots.

GAMBLING - Gambling of any form is prohibited.

IMPROPER DRESS - Improper dress is not permitted. In consideration of sanitation, distraction or offensiveness to other students and faculty, students are expected to wear appropriate clothing.

FORGERY - Forgery, alteration, or misuse of college documents, records, or identification.

THEFT - Theft of property while on college-owned or controlled property.
Appendix D: Certificate and AAS Degree Checklists
# WCJC HUMAN SERVICES PROGRAM

## CERTIFICATE CHECKLIST (38 credit hours)

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Credit hrs.</th>
<th>Grade received</th>
<th>Where</th>
<th>When</th>
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<td>SCWK 1321</td>
<td>Orientation to Social Services</td>
<td>3</td>
<td></td>
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<tr>
<td>COSC 1301</td>
<td>Introduction to Computing</td>
<td>3</td>
<td></td>
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<tr>
<td>DAAC 1319</td>
<td>Substance-Related and Addictive Disorders</td>
<td>3</td>
<td></td>
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<tr>
<td>CHLT 1309</td>
<td>Community Ethics</td>
<td>3</td>
<td></td>
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<tr>
<td>CHLT 1302</td>
<td>Wellness &amp; Health Promotion</td>
<td>3</td>
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<tr>
<td>CMSW 1309</td>
<td>Problems with Children and Adolescents</td>
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<tr>
<td>PSYT 1329</td>
<td>Interviewing and Communication Skills</td>
<td>3</td>
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<tr>
<td>DAAC 1317</td>
<td>Basic Counseling Skills</td>
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<tr>
<td>CHLT 1340</td>
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<td>GERS 1342</td>
<td>Aging and Mental Health</td>
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<tr>
<td>PSYT 2335</td>
<td>Family Systems</td>
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<tr>
<td>PSYT 2321</td>
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<td>PMHS 2260 **(CC)</td>
<td>Practicum/Psychiatric/Mental Health Services Technician</td>
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** Contact Program Director (CC) Capstone Course

Updated: 04-26-2021
## WCJC HUMAN SERVICES PROGRAM
### DEGREE CHECKLIST (60 credit hours)

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<th>Where</th>
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<tr>
<td>SCWK 1321</td>
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<td>ENGL 1301</td>
<td>Composition I</td>
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<td>MATH 1342</td>
<td>Introduction to Statistics</td>
<td>3</td>
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<td>Substance-Related and Addictive Disorders</td>
<td>3</td>
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<td>CHLT 1309</td>
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<td>Basic Counseling Skills</td>
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<tr>
<td>COSC 1301</td>
<td>Introduction to Computing</td>
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<td>Aging and Mental Health</td>
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<td>PSYT 2335</td>
<td>Family Systems</td>
<td>3</td>
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<td>PSYC 2301</td>
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<td>PSYT 2345</td>
<td>Principles of Behavior Management &amp; Modification</td>
<td>3</td>
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<td>CMSW 1309</td>
<td>Problems with Children and Adolescents</td>
<td>3</td>
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<tr>
<td>GOVT 2305* or SOCI 1306</td>
<td>Federal Government or Social Problems</td>
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<td>Humanities or Visual/Performing Arts elective ***</td>
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<td>SCIENCE elective *</td>
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<tr>
<td>CHLT 2166**(CC)</td>
<td>Practicum-Community Health Services/Liaison/Counseling-Field Experience</td>
<td>1</td>
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</tr>
</tbody>
</table>

* Students intending to transfer to a 4-year university should take Science and Government courses
** Contact Program Director (CC) Capstone Course
*** This elective must be selected from the list of core requirements for AAS degrees.

Updated: 04-26-2021
Appendix E: Human Services Club Membership Form
Human Services Club
Wharton County Junior College
Membership Application

The Human Services Club provides students with opportunities within the dynamic field of Human Services. The club acts as a mutual supportive community of students who share an interest in human services, helps to create and enhance the professional identity of prospective human service workers, and encourages involvement and personal interaction between students, faculty, and the community at-large. The Human Services Club assists in providing students with opportunities to include participating in professional and education programs, establishing and carrying out community service projects, fund-raising in support of specific projects, and networking with community-based service providers.

Name: _____________________________________  Semester: _________________

Mailing Address: __________________________________________________________

WCJC Student E-Mail Address: ________________________________________________

Residence (if different than mailing): __________________________________________

Home Phone: ___________________  Cell #: ________________________________

Work Phone: ____________________

Birthday: ________________

Semester in Program (circle one):  1  2  3  4  5

I would like to serve as an officer in the club:  _____ yes  _____ no

I would like to chair a special interest committee:  _____ yes  _____ no

I would like to be a member of a special interest committee:  _____ yes  _____ no

I would like to participate/chair a fundraiser:  _____ yes  _____ no

Some of my interests/talents would be: _______________________________________

Eligibility Requirements:
1) All candidates must be enrolled as a Human Services major.
2) Each candidate must be in good academic standing with a minimum GPA of 2.0, must maintain a 2.0 in all Human Services courses, and a 2.0 GPA in academic courses.

I have indicated to the Registrar’s Office I am a Human Services major. Being a Human Services major and enrolled in classes allows me the opportunity to participate in club activities.

I understand at all times I must demonstrate behavior reflective of the code of conduct required in the field of Human Services and WCJC while engaged in club activities just as required in the classroom.

________________________________________    _____________________
Student Signature  Date