Bachelor of Applied Science in Human Services
Program Handbook
2023-2024

This handbook is to acquaint you with information, procedures, and policies of the Human Services Program at the University of Arizona, College of Applied Science and Technology. Together with the University of Arizona Catalog, which contains University policies, this handbook will provide you with details about Human Services requirements, expectations, coursework, fieldwork (internship), and the senior capstone. The handbook and the University of Arizona Catalog are both considered policy documents. Students will be held to the policies explained in these documents.

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Visit our website to meet more Human Services Faculty!

WELCOME to the University of Arizona, College of Applied Science and Technology (CAST), Human Services Program! Whether this is your major or minor field of study, we value your personhood and presence in our program. We are dedicated to your education, both in knowledge and application, and your resiliency as a professional. "Putting people to work… working with people" is a phrase that best summarizes the human services profession, which is one of the fastest growing career fields in the United States today. In such times of social change, there is a critical need for skilled human services professionals.

MISSION STATEMENT
The mission of the Human Services program is to better understand, respond to, and support the social, psychological, educational, and physical demands of individuals and families in a contemporary global society. Our program aims to educate developing human service professionals who will strengthen human systems; enhance health, education, and social services; improve service delivery systems; and encourage effective public policies.

LAND ACKNOWLEDGEMENT STATEMENT

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

BACHELOR OF APPLIED SCIENCES IN HUMAN SERVICES

We prepare our students with the tools to advocate for individuals and communities from a perspective of diversity, empowerment, and social justice. Our instructors engage students to greet reality with effective knowledge, skills, and attitudes that are impactful. We prioritize instruction that embraces the wisdom of personal responsibility through self-care and resilient lifestyles to prevent professional burnout. A Bachelor of Applied Sciences degree means that our courses and real-life internship placements prepare you for the reality of challenges we face locally, nationally, and globally, that are crucial for success.

If you are a "people person" then this degree program is for you. The Human Services field is broad in scope, leading to rewarding careers. Our students are satisfied with knowing they are prepared to be effective advocates, coordinators, administrators, to have a positive impact with people and communities. Graduates of our program are resilient leaders in their careers and often continue their education in areas of Social Work, Rehabilitation, Counseling, Education, Criminal Justice, and Health Administration. Email Dr. Mapp or Dr. Rea directly with your questions about how this program can fit your goals.

Human Services graduates join interdisciplinary fields to support individuals and families in their communities and workplaces. Graduates learn to provide direct services as well as develop programs and policies that can make a difference in communities and empower individuals. There is a great need for paraprofessionals who can work within diverse settings. All of us are an integral part of the global community, and therefore we must foster understanding of other cultures and peoples. Knowledge of the diverse histories, cultures, values of families and communities is critical to developing and delivering effective human services. Through this foundation, students are encouraged to understand individuals from a strengths-based perspective in terms of their needs, risks, and challenges. This foundation fosters an understanding of diversity in terms of acceptance rather than as pathology.

Human Services graduates work with nonprofit organizations, schools, hospitals, human resource departments, legal aid and advocacy organizations, and public policy, social workers, law enforcement agencies, emergency responders, care facilities, substance abuse treatment centers, behavioral health centers, and other organizations involved in client empowerment and social intervention.

A DEGREE IN HUMAN SERVICES

- Prepares students for paraprofessional roles in the field of human services through integrated theory, research, and practice.
- Combines theoretical knowledge and experiential learning to ensure workplace readiness. Promotes diversity, inclusion, and cultural humility, for students to effectively interact with an increasingly diverse American population as well as cultures and diversity of other nations.
- Promotes the positive development of all children, adults, and families in the rapidly changing contexts in which they live.
- Promotes analytical and critical thinking, clear and effective communication, enhanced organization and leadership skills, and development of research and program development skills.
- Prepares paraprofessional leaders and practitioners to design, implement, and evaluate practices, programs, and policies that enhance the development of all children, adults, and families.
- Incorporates real-world contemporary problems and issues for children, adults and families in teaching, learning, research, and service, allowing the translation research into practice.
- Educational approaches stress new and emerging models of teaching, learning and service which serve as examples to others.

While our courses are based on theory, the focus lies on the application of Human Services standards and best practices in work settings. The required Internship provides essential hands-on engagement experiences; students work with local service agencies to apply skills and knowledge. Coursework is offered in online and hybrid formats for maximum flexibility and accessibility. The major coursework can be completed in as few as four semesters and includes 42 total units, consisting of core classes, emphasis courses, and electives.

Training in human services involves developing mentoring relationships with faculty and internship supervisors to encourage and support self-development. Human services are provided in a variety of settings, utilizing different interventions, using multiple modalities. Therefore, students need to be reflective, thoughtful, and exposed to many approaches, at multiple levels (institutional to individual).

HUMAN SERVICES ORIENTATION

All newly admitted students to the Human Services program are required to complete a mandatory online self-paced orientation. This orientation has been designed to support your learning during your time in the Human Services program, from navigating D2L (the online learning management system used to deliver coursework), accessing writing and research tools, to managing stress and time.

Process: During the first week of your first semester in the Human Services program, Dr. Rea will reach out to invite you to attend the first segment of orientation. The first orientation will be

held via Zoom and will be 1 ½-hours in length. This segment will include an overview of the Human Services program, information about careers in the Human Services field, and resources will also be provided. The second segment will provide students with an overview of internship and course information, such as the senior capstone projects.

EXPECTED LEARNING OUTCOMES

The following standards, expressed as Expected Learning Outcomes (ELOs), guide all Human Services courses.

ELO 1: Knowledge Base in Human Services

Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, principles of application, as well as current and historical trends related to human services.

- ELO 1.1: Demonstrate knowledge of human systems, group dynamics, organizational structure of communities and how these interactions affect human problems.
- ELO 1.2: Evaluate how policy and social conditions affect human systems.
- ELO 1.3: Apply concepts, theories, and principles that promote healthy functioning in medical, social, psychological/behavioral, and educational models.

ELO 2: Critical Thinking

Students will demonstrate problem solving skills, critical thinking, and effective research methods in human services settings.

- ELO 2.1: Demonstrate knowledge in identifying interventions that promote goal attainment.
- ELO 2.2: Develop, implement, and evaluate intervention programs and services.
- ELO 2.3: Analyze programs and interventions to match client's needs, values, lifestyle, and goals.

ELO 3: Ethical and Social Responsibility

Students will develop skills to ensure responsible and professional behaviors that optimize well-being, and support acquisition of service needs of a diverse population.

- ELO 3.1: Apply ethical and professional standards in all human services settings.
- ELO 3.2: Enhance interpersonal skills to achieve interactional effectiveness, and responsive client engagement.
- ELO 3.3: Adopt values that build community at local, national, and global levels.
- ELO 3.4: Demonstrated ability to engage and respond respectfully and effectively to people of all cultures, in a manner that affirms the worth and preserves the dignity of individuals, families and communities.

ELO 4: Communication

Students will demonstrate mastery in written and oral communication, and effective interpersonal communication skills with colleagues, stakeholders, and clients.

- ELO 4.1: Demonstrate professional report writing, program evaluation, and/or case documentation.
- ELO 4.2: Demonstrate professional oral presentation skills, for colleagues, stakeholders, and clients.
- ELO 4.3: Communicate and interact respectfully with colleagues, stakeholders and clients of diverse cultures, backgrounds, and belief systems.

ELO 5: Professional Development
Students will demonstrate mastery of professional skills including content knowledge, self-reflection skills, project-management skills, and teamwork skills in professional settings.
- ELO 5.1: Demonstrate mastery of Human Services content in professional settings, and in achieving career goals.
- ELO 5.2: Exhibit self-efficacy, self-regulation, self-reflection.
- ELO 5.3: Execute project-management skills.
- ELO 5.4: Enhance and support teamwork.
- ELO 5.5: Develop a professional plan for life after graduation.

HUMAN SERVICES MAJOR: ACADEMIC ROAD MAP

In your first year of full-time study, you will take: AEDV 310, HUSV 301, HUSV 310, HUSV 326, ENGV 306, and BASV 314. If you are enrolled part-time, it is essential you complete these courses before enrolling in 400-level courses. These classes will prepare you for the academic expectations and research skills required in elective classes and all 400-level course work.

To ensure you take the correct sequence of coursework, consult regularly with your academic advisor, and your program director. This will also ensure you have completed all necessary pre-requisites for 400-level courses and maintain a balanced workload through your degree program.

Semester 1	ENGV 306: Advanced Composition AEDV 310: Transitional Resiliency HUSV 301: Introduction to Human Services BASV 314: Mathematics for Applied Sciences
Semester 2	HUSV 310: Identity, Positionality and Cultural Humility HUSV 326: Research Methods in Social Sciences HUSV Elective HUSV Elective
Semester 3	FSHV 408: Program Planning & Evaluation FSHV 384: Leadership, Ethics, and Professional Practices HUSV Elective
Semester 4	HUSV 498: Senior Capstone HUSV 493: Internship HUSV Elective

The Humans Services Program offers courses in 7.5-week and traditional 15-week semesters.

Note:
- 7.5-week semester courses require a minimum of 18 hours of weekly course work. 15-week semester courses require a minimum of 9 hours of weekly course work.
- Not all sections of each class are offered in every semester, speak with your advisor, Human Services Program Director, or refer to the academic calendar for more information.
- Scheduling is subject to change, based on enrollment.

HUMAN SERVICES MINOR
Human Services Minor Curriculum – 18 units

Human Services Core (30 Units)
AEDV 310: Transitional Resiliency 3 units
BASV 314: Mathematics for Applied Sciences 3 units
ENGV 306: Advanced Composition 3 units
FSHV 384: Leadership, Ethics, and Professionalism 3 units
FSHV 408: Program Planning and Evaluation 3 units
HUSV 301: Introduction to Human Services 3 units
HUSV 310: Identity, Positionality, and Cultural Humility 3 Units
HUSV 326: Research Methods in Social Sciences 3 units
HUSV 493: Internship in Human Services 3 units
HUSV 498: Senior Capstone 3 units

Human Services Electives (12 Units) – Select 2 courses from the following:
HUSV 357: Death and Loss in Human Services 3 Units
HUSV 367: Transpersonal Perspectives in Human Services 3 Units
HUSV 371: Parent, Family, Community 3 Units
HUSV 373: Early Childhood Environments 3 Units
HUSV 403: Advocacy and Integrative Health 3 Units
HUSV 404: Health and Human Services 3 Units
HUSV 410: Introduction to Group Procedures and Theory 3 Units
HUSV 420: Introduction to Crisis Intervention 3 Units
HUSV 430: Substance Abuse Theory and Counseling 3 Units
HUSV 440: Introduction to Psychopathology 3 Units
HUSV 450: Human Services: Multicultural Perspectives 3 Units
HUSV 460: Trauma Informed Care 3 Units
FSHV 384: Leadership, Ethics, and Professionalism 3 units
HUSV 411: Introduction to the Modern U.S. Military Family

ELECTIVE COURSE OPTIONS
Counseling/Social Work Foundations
FSHV 401 Basic Skills in Counseling
FSHV 405 Theories of Counseling

HUSV 347: Interpersonal Relationships in Human Services
HUSV 410: Introduction to Group Procedures
HUSV 420: Introduction to Crisis Intervention
HUSV 425: Introduction to Case Management

Counseling/Social Work Practice
HUSV 357: Managing Death & Loss in Human Services
HUSV 430: Substance Abuse Theory & Counseling
HUSV 440: Introduction to Psychopathology
HUSV 450: Human Services: Multicultural Perspectives
FSHV 413: Issues in Aging

Child Development/Family Relations
FSHV 323: Infancy & Child Development
FSHV 337: Dynamics of Family Relations
FSHV 377: Adolescence
FSHV 447A: Sociocultural Context of Development
FSHV 447C: Biosocial Development
HUSV 371: Parent, Family, and Community
HUSV 375: Early Childhood Development

Health & Wellness
HUSV 347: Interpersonal Relationships in Human Services
HUSV 357: Managing Death & Loss in Human Services
HUSV 367: Spirituality in Human Services
HUSV 375: Early Childhood Development
HUSV 403: Integrative Health & Human Services Advocacy
HUSV 404: Health and Human Services
HUSV 405: Introduction to Advocacy
HUSV 407: Cultural & Person-Centered Approach
HUSV 425: Introduction to Case Management
HUSV 440: Introduction to Psychopathology

HUMAN SERVICES INTERNSHIP (HUSV 493)
The human services internship provides students with an opportunity to incorporate and apply classroom learning into practical experiences of direct or indirect client service, in preparation for future employment. The practical experience aims to model professional behavior, support the development of a professional career, and assist in professional networking opportunities. Internship sites can include government or community agencies, social service agencies, hospitals, and recreational settings. Examples of past internship sites can be found on the Human Services website.

We will assist you in discovering and pursuing your professional passion, and working with mentors who foster that passion with professionalism and experience. The Internship Team will work closely with you and your internship supervisor to assure your requirements are fulfilled.

Students are strongly encouraged to begin searching for an internship placement during their first semester of the program. Exploring potential agencies on-line and in person is recommended. Highly sought-after positions are filled quickly. It is encouraged to have three potential placement agencies in mind to avoid delaying placement.

INTERNSHIP ACADEMIC CREDIT
Completion of three units of human services internship credit includes 135 contact hours at your internship site and specific academic deliverables via weekly input to the D2L course site.

INTERNSHIP OBJECTIVES
The internship is a cooperative effort undertaken by various community agencies, CAST, the Human Services program, and you, in fulfilling the following objectives:
1. Provide opportunity to establish competencies for a professional career in human services.
2. Develop transferable skills that are beneficial in a professional setting.
3. Provide active participation and understanding of the nature of human services.
4. Apply human services classroom knowledge to a wide variety of human services communities and work environments. This may include the design, implementation, and/or evaluation of projects that benefit the host agencies.
5. Provide opportunity for students to build relationships with Human service professionals within the community.
6. Offer opportunity for students to observe the competencies, skills, and responsibilities of professionals at the host agencies.
7. Challenge students to evaluate their personal attitudes and approaches to working with professionals, host agencies, and the communities served.
8. Encourage students to reflect and expand their own competencies and professional abilities.
9. Enable students to identify the skills, knowledge, and competencies needed for their chosen career, and to identify the benefits of advanced education and life-long learning.

INTENSHIP LEARNING DOMAINS
1. Knowledge of Field
   o Acquire about individual development, family processes, and the broader social context.
   o Demonstrate mastery in the following program level expected learning outcomes:
     ▪ ELO 1: Knowledge Base in Human Services
     ▪ ELO 2: Critical Thinking; ELO 4: Communication

- ▪ ELO 5: Professional Development
  - Recognize how social, cultural, and political environments influence decision making.
  - Identify the services offered by and the policies of the internship agency.
  - Read and analyze current professional literature for reading assignments.
  - Explore and research knowledge resources for information when knowledge is limited or inadequate.

2. Skills in Human Services
   - Students will become skilled in supporting children, adults and/or families in creating and striving for goals aligned to their needs, that are consistent with the internship sites program goals.
   - Demonstrate mastery in the following program level expected learning outcomes:
     - ▪ ELO 1: Knowledge Base in Human Services
     - ▪ ELO 3: Ethical and Social Responsibility
     - ▪ ELO 4: Communication
   - Apply knowledge about individual and family processes to anticipate and create plans to meet the physical, social, emotional, language, and cognitive needs of children, adults, and/or families.
   - Demonstrate sensitivity and respect of developmental, cultural, gender, structural, and economic differences and similarities among people, and their influences on individuals and families.
   - Recognize and check your own innate biases and stereotypes to ensure these are not projected onto the demographic being served.
   - Recognize the strengths that all individuals have and empower those being served in using their own resources and the resources of the agency or community to move toward desired goals.
   - Demonstrate skill in mediating or advocating for individuals and families within the internship site, the community, and the broader social context.

3. Professionalism
   - Students will demonstrate professional work attitudes and behavior, and regularly self-evaluate their progress.
   - Demonstrate mastery in the following program level expected learning outcomes:
     - ▪ ELO 4: Communication
     - ▪ ELO 5: Professional Development
   - Exhibit professional behaviors such as managing time and resources effectively, being conscientious about attendance, effective (business professional) communication in all modalities.

- o Demonstrate flexibility and be proactive when faced with new situations and ideas with clients, supervisors, and coworkers.
- o Engage active listening to communicate effectively with children, families, and/or co-workers.
- o Establish and maintain collaborative working relationships with other professionals and make referrals to other professionals when needed.
- o Determine and practice ethical standards in working with clients and other professionals.
- o Seek and utilize constructive feedback about strengths and weaknesses in working with others.
  - ▪ Development as a professional through weekly supervision meetings with site supervisor and written reflections.

4. Continuing Education
- Students will recognize the role of life-long learning in Human Services career fields, and recognize the critical role of ongoing professional development, to support their professional career.
  - o Professional development offers contextualization and customization of requisite skills, and ensures individuals are current with trends and best practices in all areas of Human Services.
- Demonstrate mastery in the following program level expected learning outcomes: ELO 5: Professional Development.
- Students will develop a self-care plan as a basis for their future careers.

ENROLLMENT REQUIREMENTS

Once an internship is secured (with assistance from the Internship Team as needed), the student collaborates with the partner organization's site supervisor and the Internship Team to formalize the experience with the University. This is facilitated through the submission of an Internship Work Plan.

After the Internship Work Plan and the Assumption of Risk and Release Form are on file and approved by the Department, formal enrollment in internship units (HUSV 493) occurs.

To enroll in HUSV 493, students must have:
- A cumulative GPA of 2.0 or higher.
- Completed at least one semester at UArizona.
- Completed both HUSV 301 and HUSV 326.
- A minimum of 30 or more units completed.
- An approved Internship Work Plan and Assumption of Risk and Release Form on file with the Internship Team.

Importantly, students may not exceed the University's maximum number of units allowed per term.

The recommended time for the Human Services internship is in the student's senior year (Fall, Spring, or Summer term). It is also highly recommended that students complete HUSV 498 the semester immediately after the internship, though concurrent enrollment is possible. HUSV 493 is open to any student on campus, including those with no affiliation with the College of Applied Science & Technology (CAST).

Students enrolled in HUSV 493 are committing to a minimum of 135 contact hours with their internship partner organization. To ensure progressive learning, internship hours should be spread evenly across the semester. On average, you should aim to complete 9-10 hours of work, per week, for 15 weeks (summer internships are completed over 13 weeks). Internship contact hours must correspond to semester start and end dates.

In addition to the contact hours, students complete career readiness and reflection-based academic assignments, which require an additional 15 hours or more of effort over the term. This includes:
- Bi-weekly hours, activities and reflections are to be submitted using the bi-weekly internship activity logs. These activity logs are to be verified and signed by your site supervisor.
- Thoughtful input to discussions housed on the D2L course site.
- Engagement in bi-weekly mandatory seminar meetings throughout the 15-week semester.
- Completion of a formal report and presentation of your internship.
- Establishment and practice of a self-care plan and goals assessment plan.

For academic credit to be awarded, the University requires that students be enrolled in HUSV 493 during the same term that they are completing their contact hours and academic assignments. Students can choose to complete more than 3 units of internship credit, either within a single semester or 3 credits in each of two semesters. If selecting this option, students will need to complete academic deliverables for both internship sites (including work plans, activity logs, reports, etc.).

Please Note:
- Less than 135 hours of field work, and/or, a lack of engagement in the online bi-weekly seminar meetings and assignments will result in a failing grade for your internship.
- At your internship site, breaches in ethical behavior, unexplained absences, and/or behavior deemed inappropriate by your site supervisor, will result in your internship being terminated, and a fail grade posted on your academic record.

PREVIOUS RELEVANT EXPERIENCE EVALUATION

The Council for Standards in Human Service Education (CSHSE) requires a total of 350 hours of field experience to be completed before graduation from the Human Services program. We recognize that a bachelor's degree in applied sciences requires significant field experience with

seasoned mentors who can model and supervise interns as they develop professionally, for graduates to be future focused and career ready.

To meet this requirement, we invite our students to submit up to 215 hours of previous relevant experience. An additional three internship units (135 hours) will be completed by enrolling in Human Services Internship (HUSV493), during the student's senior year.

Previous relevant experience is considered learning gained outside a traditional academic environment, that is, learning and knowledge students acquire while working, participating in employer training programs, internship, and externship experiences, precepting, volunteering, community service, and hands-on professional development.

For those students that cannot meet the previous relevant experiences criteria, alternative arrangements must be discussed with the Human Services Internship Team.

We will do our best to make this process simple and consider all relevant experiences that can be formally verified, and that can reasonably be applied to the Human Services program accreditation requirements.

To obtain approval for the 215 hours of field experience, students can complete the previous relevant experience evaluation form. To complete the form, please contact one of the members on the Internship Team.

Please note that to meet the CSHSE requirements, students enrolled on or after Spring 2022 must provide verifiable evidence of previous relevant experience and gain approval by the Human Services Internship Coordinator and Human Services Program Director *before* they can be enrolled in HUSV 493.

The following considerations are applied to previous relevant experience evaluations:
- Students must provide **verifiable** evidence to demonstrate learning in placement areas such as practicum, training, volunteer work, and work experiences (refer to Table 1: Common Sources of Previous Relevant Experience).
- All previous relevant experiences must satisfy a **documented learning process** versus experience alone.
- Previous relevant experience cannot duplicate work from prior or concurrent UA coursework and/or transfer coursework.
- Credits for previous relevant experience cannot replace requirements expected for establishing UA residency.
- No letter grade will be assigned for previous relevant experience or considered in the student GPA.
- All previous relevant experience must have a demonstrable human services focus.

COMMON SOURCES OF PREVIOUS RELEVANT EXPERIENCE

Previous Practicum or Internship • **Required Evidence**: Formal verification of practicum/internship placement, duties performed, dates and number of hours, and supervisor contact details.
Previous Externship • **Required Evidence**: Formal verification of externship placement, duties performed, dates and number of hours, and supervisor contact details.
Service Learning/Volunteer Work • **Required Evidence**: Formal verification of service learning/volunteer work, duties performed, dates and number of hours, and supervisor contact details.
Professional Conferences, Workshops, and/or Seminars Related to Human Services • **Required Evidence**: Formal certificates of completion/attendance (to include name, date, location, hours of attendance, and website of event), summary of event (including relevance to Human Services), and summary of learning experiences.
In-service/Professional Training, Licenses, Certifications • **Required Evidence**: Official copy of training, license, certification, and summary of relevance to human services.
Human Services Work Experience • **Required Evidence**: Detailed description of employer/organization, dates, description of work duties and responsibilities, hours worked, months/years with organization. Details to be verified and signed by HR representative of the organization. Work experience must be supported with documented evidence of specialized trainings and/or a detailed summary of training events (including relevance to Human Services), and summary of learning experiences.
Military Training • **Required Evidence:** Official record/transcript of training(s)
Mentored Independent Study and/or Preceptorship • **Required Evidence:** Formal verification of independent study/preceptorship, duties performed, dates and number of hours, supervisor contact details, formal report resulting from independent study, and/or formal summary of preceptorship.
Other Hands-on Experiences in the Field of Human Services • Previous relevant experience not specifically mentioned will be considered on an individual basis. The required evidence will depend on the nature of the experience(s) being assessed.

INTERNSHIP PROCESS

To best be prepared to begin your internship in Human Services, you will want to follow the timeline below to ensure that you meet deadlines and submit the appropriate materials on time. There is of course flexibility within this timeline; however, it does provide you with some rough deadlines as a starting place for your internship. If any questions or concerns arise throughout this process, do not hesitate to reach out to the Internship Team and/or your academic advisor for further information and support.

5-7 months before starting internship	Planning your internship begins at the start of the semester before you intend to complete your internship (e.g., if you are intending to complete your internship in fall, planning begins in spring).
5-7 months before starting internship	Check in with your academic advisor. Let them know you are beginning to plan your internship. Make sure you are in good standing with your academic plan of study, and that you will not be overloaded with course work in your internship semester.
4-5 months before starting internship	Schedule a meeting with the Human Services Internship Coordinator to review course load and that prerequisites have been met; review the internship process; access the Internship Work Plan and Assumption of Risk and Release form; set your goals; note deadlines; and discuss ideas for your internship placement.
4-5 months before starting internship	Explore internship options by interviewing internship placement sites. This process is for you to: ▪ Identify suitable placement sites, and ▪ Be proactive in approaching potential internship sites to determine if they have a place for you. There may be an application process involved, and some sites are very popular, therefore you must start this process early. *Please Note:* Organizing your internship placement will take you much longer than you think it will. Start early and keep your academic advisor and the Human Services Internship Team informed of your progress.
2-4 months before starting internship	If your fingerprint clearance card is out of date, or you do not have one, now is the time to make sure you have this. Many internship sites will not allow you to begin without this clearance card (this can take up to 6 weeks to process).

2-4 months before starting internship	Work with the agency (site supervisor) to develop an Internship Work Plan, with clear Human Services learning objectives and related proposed activities. At this time, the intern and site supervisor should discuss expectations for the intern's schedule including:
	     a. The regular weekly schedule of attendance and activities.
	     b. Any known unavailability of either the intern or the site supervisor during the semester.
	     c. Expectations for appearance (e.g., dress code).
	     d. Agency policies.
	     e. Pre-training requirements.
	     f. Background checks/fingerprint clearance cards, if applicable.
	     g. Health certifications.
	     h. Any other expectations deemed necessary by the site supervisor.

1-3 months before starting internship	Complete the proposed activities listed in the Internship Work Plan and accept the responsibility for the quality of performance. The intern is also responsible for informing the site supervisor of any problems that may interfere with completing any activities and/or agency expectations. By

	the end of the preceding semester (i.e., if you intend to complete your internship in spring, your internship paperwork must be received by the end of the preceding fall semester), submit the completed [Internship Work Plan](#) and [Assumption of Risk and Release form](#) to the Internship Team. After review and approval by the Internship Team, the student intern will be enrolled in HUSV 493. *Note:* The latest the Internship Work Plan form can be received is one week prior to the start of the course (HUSV 493).
1-3 months before starting internship	Verify Your Enrollment. After receiving email notification that the Work Plan is approved, check your UAccess schedule for enrollment accuracy and pay UA tuition and fees.
1 month before starting internship	Review all expectations of you, your duties, and expected outcomes with your internship site supervisor. Be sure to identify any training, health certifications, and security checks needed before you can begin your internship.
1 week before starting internship	Review the Course Syllabus and D2L Site. As soon as the term begins, carefully review, and adhere to the HUSV 493 course syllabus and assignments posted on the course management website (D2L).
1st day of internship and HUSV 493 course	Show up, be professional, and have fun!

RESPONSIBLITIES OF THE STUDENT INTERN

Students are responsible, not only to learn Human Service skills and integrate knowledge with practice, but to provide quality services to clients (*Clients* to be defined by the agency).

The *student intern* will:
1. **Work with the agency** (site supervisor) to develop an [Internship Work Plan](#), with clear Human Services learning objectives and related proposed activities. At this time, the intern and site supervisor should discuss expectations for the intern's schedule including:
    i. The regular weekly schedule of attendance and activities.
    ii. Any known unavailability of either the intern or the site supervisor during the semester.
    iii. Expectations for appearance (e.g., dress code).
    iv. Agency policies.
    v. Pre-training requirements.
    vi. Background checks/fingerprint clearance cards, if applicable.
    vii. Health certifications.
    viii. Any other expectations deemed necessary by the site supervisor.

2. **Complete the proposed activities** listed in the [Internship Work Plan](#) and accepting the responsibility for the quality of performance. The intern is also responsible for informing the site supervisor of any problems that may interfere with completing any activities and/or agency expectations. At least one week prior to the start of the semester, submit the completed Individual Work Plan and the [Assumption of Risk and Release Form](#) to the Internship Team. After review and approval by the Internship Team, the student intern will be enrolled in HUSV 493.

3. **Verify Your Enrollment.** After receiving email notification that the Work Plan is approved, check your UAccess schedule for enrollment accuracy and pay UA tuition and fees.

4. **Review the Course Syllabus and D2L Site.** As soon as the term begins, carefully review, and adhere to the HUSV 493 course syllabus and assignments posted on the course management website (D2L).

5. **Revisit Expectations.** At the start of the internship term, and as needed, revisit with the site supervisor the expectations set forth when negotiating the Internship Work Plan, including the schedule, intern/supervisor planned contact, communication methods, policies, and so forth.

6. **Communicate with the site supervisor** before an expected arrival time of any illness or emergency that prevents weekly commitments being met.

7. **Document activities and contact** hours using the weekly activity log. Weekly activity log forms will be available on the HUSV 493 D2L site and are to be submitted each week, with the site supervisors' signature.

8. **Consult with the site supervisor** for guidance and performance review on a regular basis throughout the semester. Mid-term and final evaluations will provide formal feedback from the site supervisor.

9. **Fully engage in the online component** of HUSV 493, including reflecting on one's developing Human Services career, networking with classmates (who are future colleagues in the field of Human Services), developing and practicing a self-care plan, learning about Human Services agencies and opportunities, and actively engaging in bi-weekly seminar meetings.

10. **Adhere to [Ethical Standards](#)** for Human Service Professionals.

11. **Share with the internship faculty member** any concerns not addressed or resolved by the site supervisor and/or agency.

12. **Complete an internship report.** The initial report provides an orientation to the agency, an understanding of the population that the agency serves, and an interview with the site supervisor. The final report incorporates academic learning and critiques the intern's experiences during the internship.

13. **Complete a presentation** of your internship experiences and lessons learned.
In addition, students are responsible for:
- Securing a fieldwork site at least four weeks prior to the beginning of the semester.
- Completing a total of 135 hours of fieldwork during the semester they are enrolled in.
- Maintaining confidentiality of clients and the agency.
- Ascribing to Human Services Standards of Professional Ethics.
- Completing all paperwork related to the internship experience.
- Evaluating agency and supervision at the end of the semester.
- Actively participating in and completing online coursework.
- Conforming to agency expectations.
- Developing and accomplishing learning goals.
- Behaving in a professional manner.
- Being proactive in dealing with problems and/or issues.
- Being active participants in their agency and professional development experiences.

RESPONSIBILITIES OF THE SITE SUPERVISOR

The *site supervisor* will:

1. **Review the [UA Guidance for Hosting Internships](#)**
   UA has compiled guidance for organizations that plan to host student interns.

2. **Communicate the Purpose and Opportunities for Skill Development**
   Communicate the organization's purpose, mandates, programs, and opportunities for meaningful and substantive student skill development. Consider the student's interests and developing skills, as well as the effort and time commitment it will take to successfully mentor and supervise the intern for the 135 contact hours. If feasibility is assured, then the site supervisor can move forward with the collaboration.

3. **Obtain Hosting Approval**
   Obtain organization-specific administrative approval to host and supervise student interns.

4. **Collaborate on the Internship Work Plan**
   Collaborate with the student to develop a mutually agreeable Internship Work Plan, with a clear purpose, learning objectives, and related proposed activities.

5. **Define Expectations**

At the same time as the Work Plan is designed, discuss, and negotiate with the student intern specific expectations for the internship experience with your organization, including:

- A planned schedule (including any known unavailability of either the student intern or the site supervisor during the term);
- Skills expected to be developed or enhanced during the internship experience;
- Availability of the site supervisor for guidance, assistance, and progress reports;
- Preferred communication methods;
- Any compensation, stipend, or benefits available to the student intern;
- Organization policies and regulations, especially those related to human resources and/or starting an internship;
- Other expectations.

6. **Provide Internship Onboarding**
   At the start of the internship, hold a formal onboarding/orientation session, including introductions to key staff members, a tour, and any assignment of workspace and/or equipment, and access (keys, ID cards, software access, file sharing, etc.).

   Dedicate time during the student intern's first week to revisit with the student intern the expectations set forth when negotiating the Work Plan, including organization policies, the planned schedule, intern/supervisor contact, communication methods, and the like. Discuss any preference for how the student should communicate if illness, accident, or delay occurs. Expand upon the preferred communication methods to detail to whom the student intern should go for different types of questions, how they should ask their questions (e.g., phone, email, messaging, in-person), and when they should ask (e.g., right away or at a regularly scheduled meeting).

   Continue to train and orient the student intern during their time with you. Student interns are learning and will not always understand the structure and culture of your organization without a mentor's explanation. Often, close supervision at the onset is needed, with supervision decreasing as the student intern adjusts to work expectations.

7. **Provide Sufficient Work**
   Provide sufficient work following the approved Work Plan as a guide for the student intern's activities. This work includes 135 contact hours during the internship.

   Per University policy, the first day that contact hours can be counted is the first day of the semester. If the student and site supervisor mutually agree, the student can orient or volunteer with the organization before the semester begins, but these activities/hours cannot be counted towards the internship contact hours.

   If the hours are split evenly each week, the 135 contact hours equals 9 hours per week during the 15 weeks of the Fall/Spring semester or approximately 10 hours per week

over the 13 weeks of the Summer. The University does not require that the contact hours be split evenly every week, so schedules may vary if the student intern and site supervisor agree.

8. **Provide Clear Options for Downtime or Independent Work**
    In the case of a break in work duties, provide clear options for what the student intern should do to spend their time in a meaningful manner.

9. **Collaborate on Changes to the Internship Work Plan, if Necessary**
    It is the student's responsibility to notify the Internship Team when any significant changes are made to the Work Plan, including the purpose, learning objectives, and activities of the internship. Changes are acceptable as long as they are mutually agreeable to you and the student intern and are submitted to the Internship Team.

10. **Identify Opportunities for Mentorship**
    As the internship progresses, continue to serve as a mentor for the student intern. Integrate the student into the organization and, as appropriate, encourage other staff members to interact with the student intern, invite the student to attend meetings, participate in conference calls, and interact with key members of the organization and collaborating organizations.

    Continue to clarify expectations and share feedback on performance and opportunities for adjustment and/or growth. Ask for student impressions and concerns about the internship experience.

11. **Notify the Internship Team of Challenges**
    Immediately notify the Internship Team of any challenges or problems with the student intern or the ability of the organization/site supervisor to offer the experience.

12. **Note Student Academic Requirements**
    Be available to the student intern for an interview about the organization and the site supervisor's professional career path (this is a required assignment for student interns). Complete a progress report about the student's contributions and areas for growth at the midpoint and end of the internship. The site supervisor is expected to discuss this feedback with the student intern (a link to the electronic progress report will be sent to the site supervisor).

RESPONSIBILITIES OF THE HUMAN SERVICES INTERNSHIP TEAM

The *Internship Team* will:

1. **Guide Individualized Internship Search Strategy**
    The Internship Team will help the student identify and prioritize internship options to pursue in the context of the student's unique personal values and post-graduation plans.

The Internship Team will also help the student refine their approach to searching for and securing an internship experience.

2. **Provide and Clarify Internship Policies**
   At the site supervisor's and/or partner organization's request, the Internship Team will provide additional information (after the student initiates contact with the organization) about University and Departmental internship policies.

3. **Review Internship Goals**
   The Internship Team will review the defined goals, purpose, learning objectives, and activities for personal and professional development during the internship.

4. **Approve Enrollment in UAccess**
   The Internship Team will provide final enrollment approval for the conditions and plans for the student intern's placement and work with the site supervisor after ensuring that the Work Plan required by the University/Department is on file.

5. **Serve as Communication Liaison**
   The Internship Team will maintain ongoing communication with the student intern, the site supervisor, and other organization representatives. The Internship Team will address any challenges or unexpected situations raised by the student intern or the site supervisor.

6. **Direct Academic Requirements**
   The Internship Team will direct the academic deliverables (i.e., assignments) of the internship using the course management website (D2L).

7. **Review Assignments and Intern Progress Reports**
   The Internship Team will receive the student intern's academic assignments and site supervisor progress reports and evaluate the student's learning and progress.

8. **Assign Final Course Grade**
   The Internship Team will evaluate academic course assignments and assign the final grade for the enrolled units.

INTERNSHIP ACADEMIC DELIVERABLES

Required Academic Deliverables	Superior	Pass	Fail
Internship Work Plan	Detailed and signed internship work plan submitted/accepted.	N/A – students are **not enrolled** in the academic units without a detailed and approved internship work plan and preceptor agreement on file.	
Bi-weekly Seminar Meetings	The student regularly attends all or most bi-weekly seminar meetings. Student engages in discussion and reflection within seminars.	The student attends most or misses some bi-weekly seminar meetings and engages in group discussion/reflections. Professional communication is always maintained.	Irregular, or no participation in bi-weekly seminar meetings; lacks contributions during seminar discussions/reflections; and/or professional communication is not always maintained.
Bi-weekly Internship Activity Logs	Submitted to D2L by the weekly due date.	Submitted to D2L, but often late.	Weekly activity logs not received.
Weekly Goal Reflection	Received on time each week with the activity log.	Inconsistent submission of reflections, and/or little reflective thought.	Numerous reflections not submitted.
Goals Assignment	Initial SMART goals submitted; subsequent goal maintenance assignments received on time.	Initial goals submitted, but SMART format not adhered to, and/or goal maintenance assignments not kept up to date.	Goals not set, and assignments not received.
Self-care Plan	Self-care plan established and submitted at the end of the semester. Obvious commitment to self-care demonstrated.	Self-care plan either missing or put together without thought and reflection.	Self-care plan not submitted.
Final Report	Draft report submitted, final report includes all the components as detailed in the instructions and the ideas presented have clear connections to Human Services.	Draft report submitted, but the final report has not incorporated instructor feedback, to ensure all requirements are met.	Draft not submitted and/or final report is of insufficient quality.
Presentation	Draft presentation submitted; final presentation includes all components as detailed in the instructions.	Draft presentation submitted, but the final report has not incorporated instructor feedback, to ensure all requirements are met.	Draft not submitted and/or final presentation is of insufficient quality.
Mid-term Evaluation + Site Visit	Received on time, with supervisor's signature. Student, internship site supervisor, and internship coordinator meet for mid-term site visit.	*Please note* students are not assigned a grade without having a mid-term evaluation completed and/or if a site visit has not been completed amongst the intern, the internship site supervisor, and the internship coordinator.	

Final Evaluation	Received on time, with supervisor's signature.	*Please note* students are not assigned a grade without having a final evaluation completed.
Internship hours	135 hours completed onsite with the internship agency.	*Please note* students are not assigned a grade without the completion of 135 hours.

SENIOR CAPSTONE (HUSV 498)

The senior capstone can only be taken in the final semester of your degree program. You must have completed all core program coursework, including FSHV 408, to be eligible to complete your senior capstone.

As you approach your final year in the Human Services program, request two meetings, one with your Program Director and a second with your academic advisor to discuss courses and course load. You are not able to self-enroll in HUSV 498.

HUSV 498 is a culminating learning experience for students, involving a substantive project that demonstrates a synthesis of learning accumulated in the Human Services major, including broadly comprehensive knowledge of the discipline and its methodologies.

A capstone course requires students to demonstrate skills and knowledge associated with completion of their major, and to begin deliberate preparation for professional lives post-graduation, whether they plan to enter the workplace immediately, continue in their current profession or move on to graduate or professional schools. As a result of this dual purpose, the assignments in this course take the form of both integrative academic exploration and synthesis and applied preparatory exercises and experiences.

Students are required to integrate their individual plan of study with all competencies gained from Human Services studies into the design and completion of an original final product (applied capstone project) and accompanying presentation that demonstrates the ability to synthesize and broadly integrate subject-specific and cross-disciplinary knowledge and to connect theory and application. This important work, along with other relevant accomplishments will be showcased in an e-Portfolio constructed over the 15-week term.

COURSE OBJECTIVES

After successfully completing this course, you will be able to:
1. Formulate logical connections between Human Services competencies as they relate to the applied capstone project.
2. Demonstrate and apply critical thinking skills, communication strategies, and content expertise in creating and executing both the capstone project and professional portfolio.
3. Demonstrate the ability to apply problem-solving processes, technologies, systems approach, and innovative thinking to solve problems and to create solutions.
4. Conduct and respond to criticism through peer-review.

5. Demonstrate the ability to communicate effectively, to design, write, produce, and present professional documents.
6. Demonstrate the ability to work independently, creatively, meet deadlines, and operate interdependently with colleagues and the faculty supervisor using appropriate initiative and self-motivation.
7. Compile an educational and professional portfolio demonstrating academic and career accomplishments.

EXPECTED LEARNING OUTCOMES

1. Through the completion of the applied capstone project, and a professional portfolio, you will demonstrate alignment of your skills and knowledge with the Human Services Program competencies.
2. To gain a solid ethical foundation from which to serve people of diverse ethnic, cultural, gender, and economic backgrounds.
3. To communicate effectively (in both written and oral form) with clarity, insight, and synthesis of appropriate research related to your applied capstone project.
4. A final program-level reflection will assess experiential learning.

HUSV 498 qualifies as a 100% engagement course and will be noted as such on your official UA transcript.

Engagement Activity	Engagement Competency	Assignment
1. **Community Partnership.** Exploring a topic of interest, emerging from a student's individualized program of study. The research topic must have community relevance and can be a continuation of your internship connections. **An applied capstone project** represents new work and ideas and gives you the opportunity to demonstrate the knowledge and skills you have gained during your academic career. 2. **Professional Development.** Students will compile a professional	▪ **Innovation and Creativity.** From partnering with a community organization to conduct an applied capstone project with real-world relevance, students gain an understanding of how to deliberately apply information, imagination, creative thinking, and initiative to generate new ideas for the purpose of addressing community needs. This process aims to help students become accustomed to the discomfort of questioning the status quo and the excitement of idea generation and exploration at the leading edge of thought.	1. **Applied Capstone Project.** Research conducted in collaboration with the student's internship supervisor, or with input from a community-based subject matter expert. The semester applied capstone project will be submitted in sequential sections over the course of the semester with both instructor and peer feedback provided. This ensures your final submission will have been through several revisions and you will submit the best possible version for final grading. 2. **e-Portfolio** *Academic:* Selected assignments from coursework completed within the Human

and academic e- Portfolio, to prepare for the workforce and/or graduate programs, and complete reflective assignments on course and program level learning. 3. **Professional and Personal Skills.** Students will have the opportunity to create and/or revise personal CVs or resumes as well as cover letters in preparation for future professional opportunities.	▪ **Professionalism.** Students develop a heightened understanding of themselves and others as they build their professional and academic e-Portfolio, to enhance and strengthen their knowledge of professional etiquette and expertise. Students will learn to communicate in an articulate and positive manner, act with integrity, and expand the boundaries of expectation toward a standard of excellence in their work and life. ▪ **Reflection and Application.** Communication through academic and non-academic career preparedness.	Services program will be aligned with program level learning objectives, and collated in a e-Portfolio format, including reflective learning statements. *Professional:* Digital profiles will be created/enhanced, and an up-to-date resume and cover letter will be written. *Personal:* A reflection assignment encompassing lessons learned and experiences gained during enrollment in the Human Services program. Students will be guided to assess their level of skills and knowledge and discuss how these will be applied into next career steps. Academic and non-academic preparedness will be demonstrated via the successful completion of the e-Portfolio, with a demonstrated competency of program level expected learning outcomes.

HUSV 498 incorporates on-line and synchronous discussions, with web-delivered content and assessment. Participation in discussions with other students aims to practice communication, critical thinking skills, and self-reflection. There are two academic deliverables: 1) Applied Capstone Project and 2) e-Portfolio.

APPLIED CAPSTONE PROJECT
- You are free to choose your topic for this project, although it must have a Human Services focus.
- You may choose to focus on a topic that supports your understanding of your internship work.
- You may choose a topic of interest that you learned about during your time in the Human Services program and want to explore further.

- You may choose a topic of specific interest to your career goals, or of relevance to your community. Whatever you choose for your topic, it must be something you are genuinely interested in, as you will spend the entire 15-week semester working on this topic.

Please note your applied capstone project cannot be an assignment you have already submitted elsewhere.

e-PORTFOLIO
All Human Services majors will create a digital e-Portfolio that documents their developing knowledge, skills, and professional values. The e-Portfolio also serves as an evaluation tool of students' attainment of the Humans Services Degree expected learning outcomes (ELOs).

What is an e-Portfolio?
An e-Portfolio is an electronic collection of artifacts (e.g., course assignments, evidence of professional & career development trainings and certifications, reflections) that demonstrate your learning journey over time. Artifacts may incorporate writing samples, photos, videos, research projects, observations by mentors and peers, your internship report, self-care plan, and reflective, critical thinking. The key aspect of an e-Portfolio is your reflection on the artifacts you select to showcase; how/why they align with the program level expected learning outcomes.

Time Frame: Files, documents, representative assignments, images, and reflections are to be collected over the course of students' progression through their degree program.

e-Portfolios will be presented in the Senior Capstone course (HUSV 498), which can only be completed in the final semester of your senior year. The successful completion of your e-Portfolio is a graduation requirement.

Primary goals for the e-Portfolio:
1. To demonstrate mastery of program level competencies (Expected Learning Outcomes; ELOs).
2. To facilitate the development of an integrated body of work from which to apply to human service practice.
3. To demonstrate growing levels of competency in relevant aspects of human service theory and practice.
4. To assist the student in preparing a professional digital profile, appropriate for job searches and/or application for advanced study.

Portfolio Components:
1. Demonstration of Academic Learning
   a. Course-specific assignments (selected by you) will serve as evidence of mastery of program level competencies (Expected Learning Outcomes - ELOs).

b. Assignments of your choice are selected and aligned with core competencies of the Human Services program (ELOs).

c. Assignments from core Human Services classes must be represented in your alignment with core competencies. The core classes in the Human Services program are: HUSV 301, HUSV 310, HUSV 326, AEDV 310, HUSV 384, HUSV 408, HUSV 493, and HUSV 498.

d. Here you will demonstrate the wide variety of skills, knowledge, and confidence you have gained during your time in the Human Services program. This is where you will showcase your work and demonstrate learning by comparing and reflecting on first drafts and final submissions, and/or instructor and peer feedback where appropriate.

e. Reflective critical thought on your learning experiences within the program. You may choose multiple formats for your reflective components (e.g., written; video; diagram, audio). You are encouraged to be creative to further demonstrate your skills.

f. Civic engagement. Reflections should also demonstrate your commitment to the Human Services profession and the Human Services ethical standards.

g. Self-critique of your work and accomplishments through introspection and deep reflection.

2. Professional Development
   a. Professional Resume
   b. LinkedIn Page (with professional connections)
   c. Interview Practice (FSHV 384)
   d. Professional Training Certificates (if applicable)
   e. Professional Memberships (if applicable)
   f. A reflection on your level of professionalism, leadership style, adherence to Human Services Ethical standards, and commitment to life-long learning and professional development

3. Fitness for Profession Project
   a. Reflection on the purpose of self-care in the Human Services profession (with 3-4 scholarly resources referred to), your personal process of developing a self-care plan, benefits you experience from your self-care plan, and how you will maintain your plan in your professional career.

4. Civic Engagement
   a. An analytical reflection on your internship experience, including a brief overview of the organization's mission/work and how your project contributed or related to that mission.
   b. Your reflection should focus on what you learned, changes you experienced (personal and professional), ethical considerations/ issues, the impact of the internship experience on your career plans, and your current and future goals.

      c. If you have participated in other volunteer work, you can also include this in your reflection.

  5. Research
      a. An analytical reflection on your overall experience of the capstone class, including the research component and the process of developing your portfolio analytical reflection of the capstone experience.

  6. Final Program Reflection
      a. An analytical reflection assignment encompassing lessons learned and experiences gained during enrollment in the Human Services program. Include self-assessment of skills and knowledge and discuss how these will be applied into next career steps.

e-Portfolio Platform:

The e-Portfolio will be developed in Google Sites. Your course instructor will provide you with a template that contains space for all necessary e-Portfolio inclusions. You are welcome to be creative with this template, and personalize it, keeping in mind this is a representation of your professional self.

Preparing Components (Artifacts) For Your e-Portfolio:
1. Save ALL assignments from the core Human Services classes (listed above). Ideally you should also save the assignment instructions, instructor feedback, and score.
2. When you save your assignments, be sure to give the files descriptive titles including course code, number, and assignment title.
3. As a UA student you have access to free cloud storage, you can sign up for this here: Free UA Cloud Storage: https://it.arizona.edu/service/boxua.
4. Be sure to store all your assignments using cloud storage - this will allow you to store, organize, and then find your assignments when needed easily and safely. Please do not rely on your personal computer or a flash drive for storage.
5. Create an index document that you will store with your assignments and update regularly. An index document created for each of your classes will help you be even more organized. Here is an example providing information that will be useful to have in your index document:

Course	Assignment	Assignment Goal	Comments	File Name
HUSV 301	Discussion 2 Functions of Human Service Professionals	Determine the abilities of Human Service professionals in supporting the goals of care and/or treatment for one of the following functions: social care, social control, rehabilitation	Score: An Assignment included discussing a relevant current news item Lessons learned from this assignment relevant to instructor or peer feedback	HUSV301_Disc2_ HUSVFunctions

PROGRAM AND UNIVERSITY RESOURCES

The Human Services program assists students in developing successful academic writing skills. Students are expected to demonstrate critical thinking through writing using academic writing skills. These skills encompass research methodology, proper APA citation, and avoidance of plagiarism. The University of Arizona offers many supports for strengthening students writing skills.

1. Successful Writing and Resource Citation (APA Format):
   http://new.library.arizona.edu/research/write-cite
   Writing Skills Improvement Program https://thinktank.arizona.edu/

2. University of Arizona Library Resources
   The University of Arizona is dedicated to supporting education, research, and learning. Library databases, librarians, and writing and research resources offer students access to information to assist in academic success.
   Library Resources: https://www.arizona.edu/libraries
   Research Tutorials: https://libguides.library.arizona.edu/tutorials

3. Academic Integrity:
   All University of Arizona students are responsible for upholding the Code of Academic Integrity. The official policy found at:
   https://deanofstudents.arizona.edu/policies/code-academic-integrity

4. Plagiarism: What counts as plagiarism?
   - Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
   - Completing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.

- Quoting a passage without quotation marks or citations, so that it looks like your own. Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you or purchasing a paper through any of the on- or off-line sources.

5. Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas)
The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: https://deanofstudents.arizona.edu/student-rights-responsibilities/disruptive-student-behavior

6. Communications: You are responsible for reading emails sent to your UA account from the internship faculty member and the announcements that are placed on the course D2L site. Information about readings, news events, your grades, assignments, and other course related topics will be communicated to you with these electronic methods. The official policy can be found at:
http://www.registrar.arizona.edu/emailpolicy.htm

7. Disability Accommodation: If you anticipate issues related to the format or requirements of a course, please meet with your instructor. They will discuss ways to ensure your full participation is in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (520-621-3268; drc.arizona.edu) and notify your instructor of your eligibility for reasonable accommodations. They can then plan how best to coordinate your accommodations. The official policy can be found at:
https://archive.catalog.arizona.edu/2015-16/policies/disability.htm

8. Engagement: The University policy on Engaged Learning is available at
https://catalog.arizona.edu/student-engagement

9. Grade Appeal Policy: https://catalog.arizona.edu/policy/grade-appeal

10. Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action.

FITNESS FOR THE HUMAN SERVICES PROFESSION

A Policy Statement from the Faculty and Staff of the Human Services Program, College of Applied Science & Technology, University of Arizona

Professional and Personal Development

Entry into the Human Services professions is more than initiating a new career path or beginning a new job. It is like starting a lifelong journey. As in many other professions, there is an intensive and rigorous training program to complete, which has academic and experiential requirements. However, because human services undergraduate majors will be entering a profession that deals with vulnerable populations there are professional and personal standards that students need to meet.

Meeting these challenges and learning to grow from them is an integral part of succeeding in the human services profession. As human service educators, the faculty and staff of the Human Services program are committed to facilitating the professional development and personal growth of our undergraduate students, and the education, supervision and mentoring of students in all aspects of their journey in the field of human services.

The education of human services professionals demands evaluation of one's personal values, beliefs, attitudes, and behavior patterns. In many ways, the deepest challenge students will encounter is the combined tasks of self-assessment, self-correction, and self-direction in collaboration with others and across many areas of life: academic, professional, and personal. It is our hope and expectation that each undergraduate student who joins the program will succeed in these tasks.

Students in our undergraduate program will be evaluated on a continuing basis with reference to these professional and personal attributes as well as to their academic performance and growing practical skills. To that end, listed below are a few of the attributes, characteristics and behaviors that are important for success in careers in the Human Services field. These characteristics are outlined in the Ethical Standards for Human Services Professionals and the CSHSE accreditation standards and as such are the responsibility of the faculty to ensure that the standards are reasonably met.

This list is not exhaustive but is meant to provide a firm basis for discussion between students and faculty. Descriptions are given to help students in evaluating both their own strengths and the areas where a student will need more development.

Professional/Personal Attributes:
1. **Commitment to Wellness:** Wellness is a way of life oriented toward optimal health and well-being in which body, mind, and spirit are integrated by the individual to live life more fully. Commitment includes an understanding of, and decision to pursue wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one's lifestyle and life environment; an ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially, and vocationally.

2. **Commitment to Learning:** Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding. Demonstrated academic and life management skills and commitment to excellence as a human service professional.

3. **Core Academic and Experiential Competencies:** Various accrediting and certifying agencies have identified the knowledgebase that is essential for success in professional human services. These core areas include: Introduction to Human Services systems, Case Management and Interviewing, Counseling Theories, Research Methods in Human Services, Multiculturalism in Human Services, Group Dynamics, Crisis Intervention, Career Seminar and other elective courses. Acceptable performance in these academic areas is essential. In addition, an acceptable level of functioning in internships is required and expected. The ability to form effective collegial working relationships with peers and supervisors is essential. It should be noted that in several academic courses involving these core academic areas, students will be challenged to review their own values, attitudes, experiences, beliefs, behaviors, and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a human service professional.

4. **Professional Identity:** Commitment to ongoing development as an entry level human services professional and member of the helping professions, and to high standards of practice as a human service professional. An understanding of one's motivation for choosing the human services profession. The ability to critically assess one's own values, attitudes, beliefs, and behaviors as they relate to the standards of excellence and ethics, and the best practices of the human services professions. The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy. Ability to demonstrate theory-into-practice, which is to translate learned values and content, knowledge into professional/personal attitudes and action. Developing participation in the varied roles of the human services professions and participation in professional organizations through membership, service, and scholarship. Ability to see oneself as connected to a wider whole of regional/global needs, helping systems, and resources. A commitment to advocacy on behalf of clients and larger society, as well as to pursuit of social justice, as consistent with one's professional identity.

5. **Personal Maturity:** Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one's ability to perform as a human service professional. The ability to tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.

6. **Responsibility:** Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcomes. Demonstration of effective work habits and attitudes evident in classes, assistantship assignments, and other areas of student performance. Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.

7. **Interpersonal Skills:** Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals, and the community and to deal effectively with multiple diversities in a pluralistic society. Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems. The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; and to accept supervision. Ability to be appropriately assertive and self-advocating.

8. **Communication Skills:** Demonstrated ability to communicate effectively for varied audiences and purposes. Sensitive to diversity in one' communication.

9. **Problem-solving:** In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcome. The ability to seek out resources for help, support, and insight.

10. **Stress Management:** The ability to identify sources of stress that affect personal and professional functioning and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate support, resources, and help when needed.

In addition, students are expected to meet the following Human Services Standards:
(This list is not exhaustive, refer to the full list of Ethical Standards for Human Services Professionals).

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

- Standard 10: Human service professionals provide services without discrimination or preference in regard 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 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 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 their clients.

- Standard 35: Human service professionals strive to develop and maintain healthy personal growth to ensure that they can give 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.

The following incorporate [CSHSE curriculum standards](#):
- Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.
    - *Specifications for Standard 19:* Client self-determination, confidentiality of information, and appropriate professional boundaries. In addition, the worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
    - *Context:* There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

- Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.
    - *Specifications for Standard 20:*
        - Conscious use of self.
        - Clarification of personal and professional values.
        - Awareness of diversity.
        - Strategies for self-care.
        - Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).
    - *Context:* Human services professionals use their experience and knowledge to understand and help clients. This requires awareness of one's own values,

cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

This document outlines the policies and standards that the Human Services program follows in the determination of student fitness for profession. Non-academic standards are considered essential criteria that a student must meet to be granted a degree in Human Services.

Students showing behavioral deficiencies within any of the fitness domains will be informed by either their program director, faculty member, or agency field instructor and be required to meet with their Human Services Program Director for assistance.

This may result in any or all the following outcomes:
A. Continuous academic advising designed to improve student performance and resulting in student improvement,
B. Referral to University of Arizona Counseling professional,
C. Referral and recommendation to CAST for a determination of the student's status in the program.

Departmental status recommendations may include:
▪ Continuation of academic advising relationship until specific goals are met, or
▪ Student suspension from the program until specific goals are met, or
▪ Suspension or dismissal from the Human Services program.

All university student appeal and due process policies and procedures apply to decisions made by the department related to student fitness for the profession.

PROFESSIONAL ORGANZIATIONS
Students interested in pursuing careers in counseling, social work or related professions may want to visit the following websites for more information. While this list is far from exhaustive, it can serve as a starting point in helping students decide on career options.
American Counseling Association:
Dedicated to the growth and development of the counseling profession and those who are served.

American Psychological Association:
Based in Washington, D.C., the APA is a scientific and professional organization that represents psychology in the United States. With more than 50,000 members, APA is the largest association of psychologists worldwide.

American School Counselor Association:
The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. ASCA supports school counselors' efforts to help students focus on academic,

personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. The association provides professional development, publications and other resources, research, and advocacy to nearly 14,000 professional school counselors around the globe.

American Society for Public Administration:
Since 1939 ASPA has been the nation's most respected society representing all forums in the public service arena. The ASPA advocates for greater effectiveness in government - agents of goodwill and professionalism - publishers of democratic journalism at its very best - purveyors of progressive theory and practice and providers of global citizenship. ASPA believes that by embracing new ideas, addressing key public service issues, and promoting change at both the local and international levels, we can enhance the quality of lives worldwide.

Association of Fundraising Professionals:
The Association of Fundraising Professionals (AFP) represents 26,000 members in 170 chapters throughout the United States, Canada, Mexico, and China working to advance philanthropy through advocacy, research, education, and certification programs.

Center for Credentialing & Education:
The Center for Credentialing & Education (CCE) created the Human Services – Board Certified Practitioner (HS-BCP™) with the assistance of the National Organization for Human Services (NOHS) in consultation with the Council for Standards in Human Service Education (CSHSE). The credentialing process was designed for human services practitioners seeking to advance their careers by acquiring independent verification of their practical knowledge and educational background.

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

Child Life Council:
The Child Life Council (CLC), formed in 1982, is a professional organization representing personnel from hospitals, clinics, university settings and others involved in the child life field. The CLC membership is composed of child life specialists, educators, students, and others who use play, recreation, education, self-expression, and theories of child development to promote psychological well-being and optimum development of children, adolescents, and their families.

National Board for Certified Counselors and Affiliates:
NBCC, an independent, not for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

National Clinical Social Work License:
Check the website for details regarding the procedures for applying to sit for the national clinical social work licensing examination.

National Council on Family Relations:
The National Council on Family Relations (NCFR) provides a forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establishes professional standards, and works to promote family well-being.

National Organization for Human Services:
The National Organization for Human Services (NOHS) is a national organization whose mission is to strengthen the community of human services by: Expanding professional development opportunities; promoting professional and organizational identity through certification; enhancing internal and external communications; advocating and implementing a social policy and agenda; nurturing the financial sustainability and growth of the organization.

EXAMPLES OF HUMAN SERVICE OCCUPATIONS

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