



**Berkeley City College
Public and Human Services
Program Handbook**

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Berkeley City College
Public and Human Services Program

Dear Public and Human Services Program Major:

Welcome to Berkeley City College's Public and Human Services Program. This handbook is your guide to the majors with special emphasis on courses, sequences, and work experience volunteer placements. The feedback you receive from faculty and work sites will be carried into your professional practice.

This handbook provides you with information about curriculum and work experience requirements and an understanding of various forms and paperwork necessary to complete your program of study. This document is a contract. Please, read it carefully and sign it at orientation. We expect that knowledge of the document's content will help you to maintain clarity and organization as you progress through your studies.

Sincerely,

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General Information about Berkeley City College

The best way to find ample and precise information about our college is by consulting the Berkeley City College's 2013-15 catalog. Listed below are excerpts from the catalogue to illustrate the college's mission, vision and values. For a more comprehensive view, we recommend that you review the college's catalog for more information. It is available in PDF format online at www.berkeleycitycollege.edu or in printed form for \$5 from the college's 1st floor Cashier's Office.

Mission

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

Vision

Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation. Berkeley City College transforms lives!

Values

Our values include

A Focus on Academic Excellence and Student Learning.

We value our students' varied educational and experiential backgrounds and learning styles as well as educational objectives.

Strategic Intention: Berkeley City College faculty use teaching and learning strategies that respond to the many different needs of Berkeley City College students. The college's scheduling and delivery methods are responsive to students' needs for access, convenience and different learning styles.

A Commitment to Multiculturalism and Diversity.

We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty and staff.

Strategic Intention: Berkeley City College provides students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism. Berkeley City College hires faculty and staff that reflect the diversity of its communities and students.

***A Commitment to Preparing Students for Citizenship
in a Diverse and Complex Changing Global Society.***

We value the fact that students live and work in an increasingly complex society and world.

Strategic Intention: Berkeley City College faculty members prepare students with learning experiences that help them develop cultural and global perspectives and understanding.

A Commitment to Quality and a Collegial Workplace.

We value the high quality that characterizes everything we do.

Strategic Intention: The college implements review and improvement processes that constantly improves quality. The college develops leadership skills and respectful, close ties among all employee groups continuously improving the institution.

The Importance of Innovation and Flexibility.

We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential.

Strategic Intention: We celebrate the maverick attitude which challenges conventional ways of learning.

The college also provides services for disabled students through its Disabled Students Programs and Services Office on the 2nd floor at Berkeley City College.

AP 5140: Disabled Students Programs and Services

Under federal and State laws, the District and Colleges are required to ensure that academic requirements and practices, facilities, electronic information technology, printed materials, and College services and activities are accessible to individuals with disabilities. The College will make modifications as necessary in order to provide equal access.

Introduction to the Program

Public and Human Services Curriculum

The Public and Human Services Program curriculum is designed to train students to become culturally competent human services workers in three specific areas: 1) Social Services Paraprofessional, 2) Community Health Worker, and 3) Community and Public Service Worker. Students will participate in a variety of academic courses as well as volunteer work experience. Students may earn Associates in Arts degrees, Certificates of Achievement, and/or Certificates of Proficiency. Upon satisfactory completion, students will be ready for employment or transfer to a four year university.

Admission Requirements

Admission to the program is based on:

1. Proficiency in English;
2. Attendance required at orientation;

Requirements for Certificate of Achievement

- Each course must be completed with a grade of “C” or higher.
- Students must complete the following sequence of the required courses listed below:

Courses Required for Associate Degrees and Certificates of Achievement:

The program is being offered, but is currently undergoing revision, pending approval from the California Community Colleges Chancellor’s Office. Please see a counselor, the Program Coordinator and/or the Social Sciences Department Chair for the most current program requirements.

Social Services Paraprofessional

Associate in Arts Degree and Certificate of Achievement
(Revision pending approval, state chancellor’s office)

Required Courses/Units

**BUS 201 Business Communications	3
Or	
**ENGL 1A College Composition and Reading	4
COMM 6 Intercultural Communication	3
COPED 451 Occupational Work Experience	1
HLTED 1 Health Education	3
HUSV 101 Case Management in Human Services	2
HUSV 108 Helping Skills for Human Services Paraprofessionals	2
HUSV 109 Diverse Populations in Human Services	2
HUSV 110 Social Services Specializations I	3
HUSV 111 Social Services Specializations II	3
HUSV 112 Seminar for Field Experience in Social Services I	2
HUSV 113 Seminar for Field Experience in Social Services II	2
HUSV 117 Introduction to Behavioral Health	3

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HUSV 118 Introduction to Social Services	3
*Major Requirements	32-33
General Education and Electives	27-28
Total Units	60

Community Health Worker

Associate in Arts Degree and Certificate of Achievement
(Revision pending approval, state chancellor's office)

Required Courses/Units

BIOL 25 Human Biology	3
**BUS 201 Business Communications	3
Or	
**ENGL 1A Composition and Reading	4
COPED 451 Occupational Work Experience	1
HLTED 1 Health Education	3
HLTOC 201 Medical Terminology I	2
HLTOC 202 Medical Terminology II	2
HUSV 101 Case Management in Human Services	2
HUSV 108 Helping Skills for Human Services Paraprofessionals	2
HUSV 109 Diverse Populations in Human Services	2
HUSV 110 Social Services Specializations I	3
HUSV 111 Social Services Specializations II	3
HUSV 117 Introduction to Behavioral Health	3
*Major Requirements	30-31
General Education and Electives	29-30
Total Units	60

Community and Public Service

Associate in Arts Degree and Certificate of Achievement
(Revision pending approval, state chancellor's office)

Required Courses/Units

BUS 202 Business Math	3
COMM 6 Intercultural Communication	3
COMM 45 Public Speaking	3
COPED 451 Occupational Work Experience	1
**ENGL 1A College Composition and Reading	4
HLTED 1 Health Education	3
HUSV 109 Diverse Populations	2
HUSV 110 Social Services Specializations I	3
HUSV 111 Social Services Specializations II	3

Electives totaling 6 units

Choose six (6) units from the following electives:

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ANTHR 3 Introduction to Social and Cultural Anthropology	3
HUSV 117 Introduction to Behavioral Health	3
SOC 1 Introduction to Sociology	3
SOC 2 Social problems	3
SOC 5 Minority Groups	3
SOC 8 Crime and Deviance	3
SOC 13 Sociology of the Family	3
HUSV 118 Introduction to Social Services	3
*Major Requirements	31
General Education and Electives	29
Total Units	60

Public and Human Services Certificates of Proficiency

The Public and Human Services Cohort is designed as a pathway to employment for students with little or no previous college experience. The cohort begins with a 1 unit College Success Skills and Strategies course which provides participants with a foundation for learning. The cohort model is fluid and adaptable: students may begin in either fall or spring. At the end of each of the two semesters, students completing the cohort section will receive a Certificate of Proficiency. Students who complete both certificates will be able to fulfill the requirements for three additional certificates with only 11-13 additional units: Social Services Paraprofessional; Community Health Worker; and Community and Public Services Worker. Each of these lead also to an A.A. Degree upon completion of general education coursework.

Public and Human Services Overview

LRNRE 225	College Success Skills and Strategies	1
COUN 207A	Career Exploration	1
HUSV 110	Social Services Specialization I	3
ENGL 264	Preparation for Composition and Reading	4
HUSV 118	Introduction to Social Services	3
		12

Public and Human Services Systems

COUN 207B	Career Exploration	1
HUSV 111	Social Services Specialization II	3
HLTED 001	Exploring Health Issues	3
ENGL 001A	Composition and Reading	4
HUSV 101	Case Management in Human Services	2
HUSV 109	Diverse Populations in Human Services	2
		15

Berkeley City College's Public and Human Services Program provides you with a foundation in critical case management skills which lead to entry level positions. Professional growth opportunities are available for employees who wish to advance in their careers. As a social service paraprofessional, you also have the broad field of human services open to you. Train for careers as a: • Adult and Aging Caseworker • Adult

Protective Services Worker • Benefits Worker • Child Protective Services Worker • Child Support Caseworker • Child Welfare Worker • Eligibility Technician • Employment Counselor • Family Services Support Worker • Human Services Worker • Medical Benefits Worker • Welfare Eligibility Worker • Welfare Services Aide

Course Descriptions

HLTED 1, 3 Units Exploring Health Issues

Acceptable for credit: UC/CSU

Examination of current problems related to individual and community health: Sexual behavior, birth control, sexually-transmitted diseases, drugs, consumerism, environment, psychosomatic health, nutrition, physical fitness, and preventive medicine.

HLTOC 201, 2 Units Medical Terminology I

Study of medical terminology: Basic structure of medical words including prefixes, suffixes, word roots, combining forms, plurals and abbreviations, pronunciation, spelling, and definition of medical terms.

HLTOC 202, 2 Units Medical Terminology II

Recommended preparation: HLTOC 201.

Continued study of medical terminology: Terminology related to body structure, pathological conditions and diseases; operative terms and techniques, including laboratory/radiological diagnostic procedures.

HUSV 101, 2 Units Case Management in Human Services

Acceptable for credit: CSU

Case management skills for the paraprofessional: History of case management; case management concepts, assessment, benefits, service planning and linkage with community agencies, service monitoring, consultation and referral strategies.

HUSV 108, 2 Units Helping Skills for Human Services Paraprofessionals

Acceptable for credit: CSU

Helping skills: Building an alliance, effecting change and empowering others within a multicultural society; attending, active listening, demonstrating empathy, assessment and referral; legal and ethical guidelines of the professional helping relationship and scope of practice.

HUSV 109, 2 Units Diverse Populations in Human Services

Acceptable for credit: CSU

Working with diverse populations in human services settings: Values, problems, issues, concerns and support needs of special population groups including, but not limited to, age, gender, ethnicity, socioeconomic status, physical or psychiatric disability, sexual orientation, and chemical-dependency characteristics.

HUSV 110, 3 Units Social Services Specialization I

Acceptable for credit: CSU

Overview of social services programs: Child and family, adult and aging, and California

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welfare programs and services; issues of abuse, as well as benefits and eligibility.

HUSV 111, 3 Units Social Services Specialization II

Acceptable for credit: CSU

Overview of social services programs: Child and family, adult and aging, and California welfare programs and services, including needs assessment, techniques, and legal and ethical issues.

HUSV 112, 2 Units Seminar for Field Experience in Social Services I

Acceptable for credit: CSU

Beginning seminar for field experience in social services: Theoretical foundation for experiential learning in social service settings.

HUSV 113, 2 Units Seminar for Field Experience in Social Services II

Prerequisite: HUSV 112.

Acceptable for credit: CSU

Continuation of HUSV 112: Theoretical foundation for experiential learning in social service settings.

HUSV 117, 3 units Introduction to Behavioral Health

Dynamic recovery-focused overview of the experience of mental illness for students intending to work in the field of mental health and human services: The lived experience; recovery oriented practice; models of treatment; combating stigma and discrimination; community mental health; co-occurring disorders; peer specialists.

HUSV 118, 3 units Introduction to Social Services

Introduction to social services: Critical exploration of the history, theoretical development and current issues within the field of social service; characteristics and career of a social service worker; local agencies, diverse populations served, politics and economics of the system, and evaluation of the legal and social issues of the system.

LRNRE 225, 1.5 Units Success Skills in Public and Human Services

Skills and strategies for success in college and in Public and Human Services Careers: Team self-management, learning and working styles, and communication skills.

Rules of the Road for Classroom Behavior and Group Discussions
By Professor Carol Collins

“All great changes are preceded by chaos”- Deepak Chopra

- Check attitudes at the door
- Keep the classroom clean by properly disposing of any trash
- Cheating on tests or plagiarizing on papers will not be tolerated
- Cell phones off, no texting or headphones
- Be open-minded and respect other opinions
- Show respect for one another and be courteous
- Respect confidentiality; keep personal disclosed information in the classroom
- No side-bar conversations
- Don't interrupt someone who is speaking
- Speak loudly enough to be heard, without yelling
- Try not to take comments personally
- Raise your hand to be recognized by the instructor
- Don't monopolize the discussion and do allow others to contribute
- Do not use profanity/foul language. It is unnecessary and inappropriate

7. Internship in Hospital/Clinic/Human Services Agency

- 1. Skill development:** Apply what is learned in school. Learn to work as part of a health care team.
- 2. Broader knowledge:** Gain competencies not offered in on-campus, classes. Develop a better understanding of the workplace, operational procedures, and organizational structure.
- 3. Career awareness/development:** Exploration and clarification of academic and career alternatives. Develop contacts in career related fields. Obtain potential recommendations for permanent employment or professional schools.
- 4. Personal development:** Develop and deepen values and confidence, assertiveness, and decision-making abilities.

Internship requirements are designed to ensure professionalism in your future career in human services. Students are required to spend a minimum of five hours weekly in a volunteer work placement. Students will be placed after meeting with the job developer and assessing their skills and interests.

Program Mission and Goals

The mission of the Public and Human Services Program is to prepare competent entry level human services workers through education and training that meets all professional standards, and to train students to display superior customer service and collaborate with empathy in a diverse community.

Goal 1: The Program will provide guidance, skills, and support necessary to complete Certificates/degrees in a timely manner.

Goal 2: The Program will prepare its graduates to be readily employed in the human services field.

Goal 3: The Program will provide the training, experiences, and opportunities in supervised practice.

Goal 4: The Program will develop practitioners who are responsive to community needs and who have the ability to collaborate in a diverse environment.

Outcome Measures for PHS Associate Degree and Certificate of Achievement

Public and Human Services Associate Degree and Certificate Programs

The Public and Human Services program enables you to participate as a full team member, maintain currency in the rapidly changing field of health and human services, and advance in this field over time. Health and human services theory, policy, and practice are embedded in the Public and Human Services program. You gain valuable up-to-date knowledge while obtaining critical on-the-job experience. You have the option of completing the minimum requirements to receive a Certificate of Achievement or complete both the minimum requirements and general education requirements to obtain an Associate in Arts Degree.

Program Learning Outcomes for Public and Human Services Program

Students who achieve certificates and associate degrees will be able to:

- Apply analytical skills in reviewing client issues through an ethical and legal lens and to develop appropriate plans of action based upon this analysis. (Ethics and Personal Responsibility)
- Articulate a fundamental knowledge of the history as well as the role and scope of practice of entry level public and human services paraprofessionals. (Information Competency)
- Demonstrate through written and oral reports an understanding of the public agencies' programs and services. (Communication)
- Demonstrate critical thinking skills through analyzing client issues and synthesizing analysis in effective case management plans. (Critical Thinking)
- Critically review and synthesize current political, social and economic issues impacting local human services programs and services. (Critical Thinking)
- Application of knowledge of basic mathematical principles in solving business problems. (Computational Skills)
- Critically review and synthesize current political, social and economic issues impacting local social and human service programs and services. (Global Awareness and Valuing Diversity)
- Continue self-exploration, personal and career goals, and commitment to cultural humility. (Self-Awareness and Interpersonal Skills)

Supervised Practice Work Experience Application Process

All students must thoroughly read this Student Handbook for Supervised Work Experience. This will allow them to understand all expectations and Program policies and procedures. A signed declaration is required as part of the application process.

Required information/data needed for acceptance into the Work Experience Program includes:

- Current resume (C/V) (one hard copy and an electronic copy emailed to the Job developer).
- Current medical release stating you are healthy and without communicable diseases.
- Current TB clearance (less than six months old-or pertinent chest X-ray results) and other required vaccines, as required.
- Functional email address with a professional type address (no slang, etc.).
- Completed program application plus one photocopy.
- Successful completion of a background check (see below for info on Background Check.com) as required.
- Acknowledgement of receipt of the Student Handbook for Supervised Work Experience.

Additional Information

Berkeley City College provides access to student support services, including disabled students programs and services, health services, counseling and testing, and financial aid services. Information on these services is available online at the Berkeley City College website (<http://www.berkeleycitycollege.edu/student-resources>) as well as the Peralta Colleges website (<http://web.peralta.edu/>).

Academic calendars for each semester are provided online at the Peralta Colleges website (<http://web.peralta.edu/admissions/category/academic-calendar/>), and a schedule of dates appropriate to the Supervised Work Experience will be included in the course syllabus provided to students at the beginning of the semester.

Work Experience Selection Process

Work experience opportunities will be based on availability, completion of required coursework, applicant academic progress, grade point average (GPA), and submission date/time of completed application.

Program Requirements and Expectations

A. PHS Certificate Program's Expectations

1. Ability to spend a minimum of five hours per week at your assigned/chosen site/agency.
2. Reliable transportation or the ability to find alternative methods of transport.
3. Willingness to spend up to two hours in transit to some sites (if mutually agreed upon).
4. Attendance at mandatory class meetings.
5. Frequent (every one to two days) access to a computer for email, internet research, PowerPoint and word processing.
6. Participation in course email communications. Email must be checked *at least* every day for communication with the Program and possibly more often at certain sites where the supervisor's main form of communication is email.
7. Although a current email address is required, the PHS Program forbids communication or dissemination of information to students via FaceBook, Twitter, or social media similar websites. The taking of videos or photos is not allowed at any site for any reason without the permission of the supervisor, client, patient, family members, or other persons involved.
8. Documentation of the activities performed.
9. To abide by a professional dress code.
10. As required by respective worksite:

Documentation of current tuberculosis (TB) clearance (within six months) or chest X-ray with medical clearance by physician. Rubella and other medical immunization tests will be required at many sites.

11. Verification of completion of a current background check and/or any additional finger printing as required by specific sites.
12. Drug testing as required by site with additional costs (approximately \$33.95).
13. If a student is convicted of *any* crime, with the sole exception of speeding and parking violations, during the program s/he must report this within three days of conviction to the program director.

14. Graduates will keep in active contact with job developer and program coordinator to offer feedback and as necessary, participate in surveys.
15. Graduates will become participants, leaders and mentors in the field. They will join professional associations and serve the community by participating in at least one group meeting after graduation.
16. Work Experience is established for purely educational purposes and is never to replace any employee at a facility that accepts students.
17. Punctuality and attendance must be maintained at ninety percent or greater with only exclusion due to a rare emergency situation. Site supervisors and job developer/instructors must be notified at least one hour prior to the start time of any variation from scheduled attendance. One no-show will result in disciplinary action and will negatively impact the student's course grade. Two or more no-shows are grounds for expulsion from the Program and will result in precluding a student from re-entry into the program for a two year period even if they withdrew from the course. The PHS Review Panel will review the circumstances and will provide the student with a decision regarding reacceptance within two weeks of the review. There will be a limit of three reprimands as the student passes through his/her academic requirements at Berkeley City College, after which the student will not be allowed to enter or continue in PHS.
18. Student interns who receive two poor evaluations from supervisors (defined as two or more poor/unsatisfactory marks on a performance review) will be terminated from the program. The instructor will notify a student in writing after a poor site evaluation that they are subject to dismissal if they receive a second poor evaluation. A student will be removed from a site immediately if it is determined that their behavior poses a danger to a client as assessed by the site supervisor.
19. A positive attitude is expected and will be monitored throughout the program.

Supervised Practice Sites/Facilities

The job developer performs due diligence to select agencies' sites that can adequately meet and support each student in acquiring experience in the field. Potential sites receive an informational orientation packet, resume, and contact information of applicants.

The job developer elicits student feedback, informally, in writing or face-to-face meeting every other week. And formally, at the end of each rotation, each student completes a Site Evaluation Form. Feedback from each student is seriously considered. Communication between job developer/faculty and site supervisor transpires via telephone, email, and site visits at multiple intervals during the student's term at an agency. Every attempt will be made to visit a new site and any site experiencing problems.

Completion Requirements for PHS Work Experience Courses

1. All prerequisite courses must be completed with a grade of “C” or better.
2. Documentation of at least 5 hours weekly during each semester at assigned site, pre-approved by the job developer.
3. Successful completion of Field Experience I and II with a grade of "C" or better requires that one hundred percent of both hours and documented competencies be submitted to the instructor before the last day of the semester or the date specified in the instructor’s syllabus, whichever is earlier.
4. A student may withdraw from the course before the college deadline and request readmission to the program at a later time.
5. A grade of “C” or better in both the practice and academic class (COPED 451) is required to advance to the next level. If a student receives a “D” or an “F” grade, he/she must reapply for Program admission and address any areas that hindered past success and show that previous obstacles have been resolved. Applications are approved by the PHS Review Panel (Instructor, Program Coordinator, Vice President of Instruction or Dean).
6. Completion of an Exit Interview with program coordinator is required to verify all program requirements.

PHS Certificate Program

Grading Policy

The PHS faculty and the Program Advisory Board have agreed upon the following grading policy for the PHS at Berkeley City College. It supports the Program mission, goals, and outcome measures.

- Replicate the workplace as much as possible and encourage reliability as a core value.
- Regular and prompt attendance is expected.
- Participation, teamwork, and collaboration are required. A positive attitude is maintained at all times.
- Immediate communication with the instructor regarding any obstacle to attendance, punctuality, or perseverance (to the end of class) is expected.
- Respect and courtesy are core values in our learning community. Disruptive student behavior is subject to Berkeley City College disciplinary action.
- Make up exams must be arranged promptly (preferably before the exam is given) and completed before the exam is returned to students (in one week).

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- Excellence is sought in all work completed including projects, assignments, worksheets or exams.
- Extra credit is used sparingly and only to support learning activities.
- Reasonable penalties are given for late assignments.
- Respect is shown for BCC policies including those which prohibit food/beverages and unregistered guests in the classroom.
- Dishonest behavior such as cheating, plagiarism, theft, and misrepresentation will result in course failure and suspension or dismissal from the department programs. Personal integrity is a core value. Students must adhere to the Berkeley City College Code of Ethics.

Students should review the course syllabus for information regarding specific expectations in each course for late papers, exams, etc.

Evaluation and Grading within Work Experience

Your work site supervisor will use the following criteria to evaluate you each semester: ethical behavior, confidentiality, honesty, dependability, knowledge, commitment, maturity, image, punctuality, cooperation, and professionalism (see Attachment 3). The preceptor will also evaluate your competencies/student learning outcomes. Student interns who receive two poor evaluations from coaches (defined as two or more poor/unsatisfactory marks on a performance review) will be terminated from the Program. The instructor will notify a student in writing after a poor site evaluation that they are subject to dismissal if they receive a second poor evaluation. A student will be removed from a site immediately if it is determined that their behavior poses a danger to the patient as assessed by the site supervisor.

Once the student has documented every competency/learning outcome at least to a minimal level, expectations are that the student will strive to improve their skills and level of mastery in appropriate competencies. Evaluation each semester by your instructor also includes demonstration of knowledge of course topics, reliability, punctuality, cooperation, and professionalism.

As in all Berkeley City College courses, attendance and punctuality are required, and participation will impact your grade. If you must miss a scheduled time at a site, you are required to notify your coach and the instructor at the earliest possible time. The student is responsible for completing 150 total Supervised Practice hours per semester and timesheets for Supervised Practice hours need to be submitted on a timely basis.

Any violation of the Berkeley City College Code of Conduct, or local, state or federal laws, will be grounds for Program disciplinary action (see *Expected Student Behavior & Discipline*) and will impact your grade.

Costs

Students enrolled in Work Experience/Internship courses must pay the following expenses, in addition to the cost of tuition (\$46/unit for California residents who have lived in the state one or more years; this is subject to change by the state legislature), student fees and parking. Insurance (workers compensation, liability, and malpractice) is included in college fees. Expenses include:

- Transportation to and from work experience/internship site.
- Medical tests as specified by individual sites and may vary. TB screening is required every six months in health care settings. Contact the Peralta Wellness center located at Laney College (Student Health Services) for information regarding getting a TB test through Peralta Colleges. Additional tests such as rubella, tetanus and hepatitis will be required and are the student's responsibility.
- An email address (available free).
- Required textbooks can be purchased anywhere.
- Background check costs start at \$25 (as of May 2015) and additional finger printing may be \$88. (IF REQUIRED)

Dress Code for Clinical Site Placement

Purpose

Students must always dress in **professional attire** at any clinical site placement. Appropriate attire must conform to workplace standards and must not distract from or interfere with health care services.

Dress Guidelines

1. A Berkeley City College Identification (ID) must be worn at all times when on a clinical site placement.
2. No jeans, denim, terry cloth “work-out”, and sweats type clothing are allowed. Pants should be fitted without being excessively tight (at least one inch room on each side of pant leg) or loose.
3. Undergarment lines should not be visible.
4. Acceptable blouse/shirts should have sleeves, cover the chest, and cleavage must not be exposed. Tank tops, spaghetti straps, and T-shirts are not allowed. Men are required to wear collared shirts.
5. Leg coverings (hose or socks) must be worn at all times to comply with health codes in health care facilities.

6. Closed-toe shoes are preferred and required when working in a clinical facility to protect the feet. Otherwise, wear shoes with straps and foot support (no flip-flops, high heels, or clogs).
7. All clothes must be freshly laundered.
8. Skirts and pants must be knee length or longer.
9. No offensive logos should be visible on clothing. Colors should not be distracting to patient care or service.
10. No perfumes or colognes are allowed.

Personal Hygiene Guidelines

1. Daily showering and use of unscented deodorant is required.
2. Hair should be clean and frequently shampooed.
3. Avoid use of perfumes, colognes, or strong smelling personal care products.
4. Proper oral hygiene, with teeth brushed at least each morning and attention to scent of breath after meals, especially after eating strong foods such as garlic or onion, should be maintained at all times.

Insurance/Claims

The Peralta District purchases liability, malpractice, and Worker's Compensation insurance coverage for Berkeley City College students when at their assigned facility participating in Supervised Practice. Each supervised practice student and preceptor is provided with Certificates of Liability and malpractice insurance. They are also supplied with the following instructions in the event of an accident or injury when the student is at a Merritt supervised practice site:

- Notify the coach/supervisor immediately and follow the facility reporting procedure.
- Seek treatment in any hospital emergency room if there are life-threatening injuries, or at a clinic as specified below.
- The Allied Health student must complete the “**Employee's Claim for Workers' Compensation Benefits Form (DWC1)**” and return this form to the Office of Risk Management at the Peralta District Office within 48 hours. This form is located in each Business Office and on the Peralta web site. Access the District Office/General Counsel/Risk Management. The student **must input the name of the instructional program after their name**, i.e. Employee's Name-*Mary Smith (Public and Human Services Program, student)*.

The Peralta Community College District participates in the “WellComp” Medical Provider Network. Allied Health Students must obtain initial medical treatment from:

Concentra Occupational Health Clinic
384 Embarcadero West
Oakland, CA 94607
510-465-9565

Allied Health students can also elect to receive treatment from a WellComp network doctor. Information on network providers is located on the WellComp website at www.wellcomp.net.

For life-threatening injuries, Allied Health students should go to the nearest emergency room for treatment. If medical treatment is provided to the Allied Health student by the hospital where they are receiving clinical experience, the Allied Health student should provide follow up information at the Concentra Occupational health Clinic as soon as possible.

- Allied Health students are required to provide a copy of a work status report following each medical appointment to their instructor.
- Authorized medical treatment provided to Allied Health students as the result of an injury or illness sustained in the clinical setting will be paid by the District’s Workers’ compensation claims administrator. These bills should be referred to:

Southern California Risk Management Associates, Inc.
313 E. Foothill, Upland, CA 91786-3952
Phone: (909) 608-7171

- Notify your instructor and the Program Coordinator and/or Job Developer (Stephanie Sanders-Badt and Stephanie Green respectively at 510-981-2932) immediately since report forms must be received within 24 hours and submitted within 48 hours.
- If you are unable to call, request that a family member or the treating physician call on your behalf.

Confidentiality

HIPAA and Supervised Work Experience Sites. Respect for the privacy of patients, residents, and the rotation site is absolutely essential. Program participants are required to abide by the provisions of US Health and Human Services for Protecting the Privacy of Patients' Health Information called Health Insurance Portability and Accountability Act (HIPAA), as interpreted by each supervised practice site. Additional information can be found at <http://www.hhs.gov/policies/index.html>. A violation of confidentiality is grounds for Program suspension pending inquiry and possible dismissal.

Communication

The faculty, program coordinator, and preceptors will communicate frequently regarding student contact information, progress and goals including weaknesses and strengths of students to promote student success. Students are required to notify instructor immediately of any changes in site assignment or any pertinent information or barriers affecting student's work ability, participation, and alteration from anticipated assignment by instructor. The student needs to discuss any major changes that would impact time allotted for Supervised Practice and coursework.

Respect for the privacy of our students is always maintained. Student files are contained in a secure area. Students may view their files with a written request and mutually agreed upon meeting with the program director. Student information is shared only with permission to abide by the Family Educational Rights and Privacy Act. Confidentiality is maintained with the Program. Students need to notify instructors if there is specific information he/she wishes not to be disclosed (refer to the acknowledgement form provided in Attachment 5).

Complaints

The following are excerpts from Berkeley City College's 2013-15 catalog. It is available online at www.berkeleycitycollege.edu or for a \$5 fee from the Cashier's Office on the first floor at BCC. For more complete information, please, refer to catalog pages 309-315:

XIII. Student Grievance

Students who believe that they have been improperly subjected to any of the disciplinary measures stated in this policy may file a Student Grievance with the Vice President of Student Services in accordance with Board Policy 5530 Student Rights and Grievance.

AP 5530: Student Rights and Grievance Procedure

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. This procedure shall be available to any student who reasonably believes an experience or decision has adversely affected his or her status, rights or privileges as a student. A grievance may be initiated by a student against an instructor, an administrator, or a member of the classified staff. A grievance may also be initiated against another student.

I. Grounds for Filing Student Grievances

The Student Grievance Procedure shall apply only to grievances involving:

A. Academic (Grade) Grievance

A complaint alleging mistake, fraud, bad faith or incompetence in the academic (grade) evaluation of student performance.

B. Violation of Law, Policy, and Procedures

1. Violation of rights which a student is entitled to by law or District policy, including financial aid, exercise of free expression, rules for student conduct, admission, probation, or suspension or dismissal policies.
2. Act or threat of physical aggression.
3. Act or threat of intimidation or harassment.

Expected Student Behavior and Discipline

Every BCC student is expected to abide by the Code of Conduct available in BCC's 2013-15 catalog at all times. A procedure for discipline when the code is violated also is described in the catalog. BCC's catalog is available online at www.berkeleycitycollege.edu or for a \$5 fee from the Cashier's Office on the first floor at BCC. Read the excerpt on Student Standards of Conduct below. For details, refer to pages 301-304 in BCC's catalog:

AP 5500: Student Standards of Conduct, Discipline Procedures and Due Process

- I. The purpose of this procedure is to provide a prompt and equitable means to address violations of the Student Standards of Conduct, which ensures to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

Any violation will proceed as described in the *Berkeley City College Catalog*.

In addition, students in the Supervised Work Experience courses must agree to:

- Honor the BCC Code of Conduct
 - Abide by Applicable Federal Law (Including HIPAA: Health Insurance Portability and Accountability Act)
- Abide by Program Protocols Vis-À-Vis, Clinical Sites

A copy of the HIPAA will be provided previous to beginning work site experience. Students are expected to make a copy and have them as reference.

The clinical instructor and/or supervisor have the responsibility and authority to remove a student from the supervised practice site and dismiss a student from the program for cause. For purposes of this policy, “cause” is when the instructor has determined that the student’s performance falls below the acceptable standard of care for the patient and poses a substantial danger to the health and welfare of the patient or a violation of patient confidentiality, including complaints about the program outside of BCC protocol.

A written notice of intent to dismiss shall set forth the facts giving rise to the decision to remove the student, the reasons for the dismissal and summarize any prior counseling given to the student.

Ethical Standards for Public and Human Services program Students

- **Confidentiality:** All information, divulged by any client, is strictly confidential. The student engaged in work experience may reveal information only if required to by current law or rule.
- **Accuracy:** Any student engaged in work experience is expected to transmit the content and spirit of interchanges with clients without omitting, modifying, condensing or adding. If there are problems or misunderstandings, the student engaged in work experience must advise everyone involved.
- **Impartiality:** Any student engaged in work experience refrains from interjecting personal opinions or biases into the exchange. S/he will withdraw from assignments or situations where personal opinions or biases may affect impartiality.
- **Conflict of Interest:** Any student engaged in work experience shall inform all parties if s/he has a real or perceived conflict of interest and s/he shall remove her/himself from the situation. S/he does not need to disclose the nature of the conflict of interest.
- **Maintains Professional Distance:** Any student engaged in work experience understands the boundaries of his/her role and refrains from becoming personally involved in the situation.

- **Knows Own Limit:** Any student engaged in work experience declines to interpret beyond his/her training, level of experience and skills.
- **Self-Introduction:** Any student engaged in work experience will introduce him/herself to all parties involved and explain his/her role.
- **Self-Positioning:** Any student engaged in work experience will position him/herself to best facilitate communication amongst all parties, unless otherwise directed.
- **Communicate All Parties' Content and Feelings:** Any student engaged in work experience shall communicate all the words and emotions expressed by all parties.
- **Remains Neutral:** Any student engaged in work experience must remain neutral by reminding all parties of his/her ethical obligations to be impartial, accurate, maintain professional distance, and avoid any conflict of interest.

Responsibilities for Student, Work Experience Site Supervisor and Instructor

Responsibilities of the Student

The student shall:

- Write personal learning objectives prior to beginning internship.
- Arrive on time and dress appropriately based on work-site standards.
- Work with instructor to develop learning objectives.
- Perform all assigned tasks to the satisfaction of work-site supervisor.
- Meet with the supervisor as-needed to discuss events, trouble shoot problems, and process stressful encounters.
- Follow all procedures and protocols of the work site.
- Maintain an enthusiastic and positive attitude in reference to the profession, co-workers, fellow students, and program staff.
- Maintain confidentiality of all patient/client information.
- Keep regular attendance both at BCC and the work-site and notify the work-site when absence is unavoidable.
- Notify job developer immediately if any problems arise during the internship.
- Prepare and turn in all required forms and assignments.
- Prepare a written evaluation of the internship at the end of the program.

Responsibilities of the Worksite Supervisor

The Worksite Supervisor shall:

- Provide job orientation concerning company/clinic office procedures, staff relations, and duties of the student.
- Provide training, guidance, and supervision of the student. Assist student to meet his/her personal learning objectives.
- Communicate regularly with the BCC job developer.
- Accurately complete timesheets, student evaluation and additional required forms.
- Arrange an “exit interview” with the student at the conclusion of work experience in order to ensure that all requirements have been met, and to provide the student with feedback regarding his/her overall performance.

Responsibilities of the Job Developer

The BCC job developer shall:

- Provide qualified candidates to match work-site expectations (determined by list of duties and responsibilities).
- Monitor student’s progress through discussions with work-site supervisor and student.
- Evaluate the student’s progress throughout the program through regular reviews.

Attend training session or meet with instructor, as needed, to gain an understanding of the learning objectives/outcomes and how to direct the student to accomplish these objectives.

Your First Day in Work Experience

The following are guidelines for your first day of work experience:

1. Students should be oriented to the work site. You may get a tour of your floor or area, and of your agency. Your supervisor should let you know what his or her expectations are. Make sure that you are clear about the dress code, and any required paperwork. Also, find out what the exit routes are in case of an earthquake, other emergency procedures, and if there is an informational bulletin board.
2. At the end of each shift, please ask your mentor any questions you may have about the shift.

Tips for Working with Mentors

As students engaged in work experience, you may have much classroom knowledge, but many of you have not yet experienced real-life situations such as a hospital, clinic, or agency. Please note that the classroom lessons may be very different from the personal style of your supervisor and remember that your role is to gain knowledge through

experience. You are there to learn and learning occurs through observation, experience, and through helpful feedback from your mentor. You are not there to:

- Judge or evaluate your mentor's work.
- Take his or her job.
- Inform anyone else about his or her communication style or ability.
- Interfere in any way with his or her work or suggest ways to do the job.
- Insist on any subsequent favors or hiring preferences.
- Complain about fellow students, faculty, and program in general.

Many of our students see their supervisor as a “coach” or “mentor.” You may ask them to:

1. **Provide a variety of clinical experiences.** Students should be exposed to clients/patients who are young and old, relatively healthy and severely ill, disabled, male, female, and straight, gay, lesbian, or transgendered. Likewise, students should be exposed to a variety of providers: ethnically diverse, professionally and educationally diverse. We hope that you will be exposed to the breadth of human services settings.
2. **Learn the “agency culture.”** Each hospital, clinic or agency has their own way of doing things. At some sites, you must dress in a professional manner. You also need to know how to address the providers, when and where to take breaks, etc.
3. **Never eat or drink in front of a client!** Some jobs allow employees to eat or drink at their work stations. However, clients/patients in a hospital, for example, are sometimes fasting, or sensitive to smell. Consuming food or drink (even water) in a client's/patient's presence is inconsiderate.
4. **Listen carefully to the feedback your site supervisor gives you.** Do not get defensive if they correct you. Ask how you can improve your skills. A balance of praise and constructive criticism helps the learning process so do your best to stay open to both.

If you leave an encounter feeling particularly anxious about the situation, tell the BCC job developer how you felt about the incident (i.e., “it made me feel uncomfortable”), and the type of support you need to make you feel better about that encounter.

5. Please be supportive and helpful to your site supervisor. Many are working long hours in a human services/healthcare setting, and have added the extra time to proctor you with no additional compensation. They do this to help to train their future colleagues and are usually not required to have a student intern.

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6. Smoking is prohibited. There is to be no use of any mind altering substances. Doing so will result in termination of the work experience and will have serious consequences on the student's future in the academic program. This action may also jeopardize Berkeley City College's relationship with the agency.
7. Relax and enjoy working with the clients.
8. Ask for an exit interview with your site supervisor. At this time you will discuss the entire field experience. You can hear more general feedback, review your learning goals, and discuss your future plans. You should also review the different forms requiring your site supervisor's signature, and make sure that you have them all.

Written Documentation and Forms

Thank you for your time and attention to documenting your work experience at your agency or hospital. We have recently streamlined our required paperwork for site supervisors and supervising interpreters. We have also done our best to condense and simplify student forms. The forms listed below will require your attention and signature. Any questions regarding written documentation should be directed to your instructor or to the BCC/PHS program coordinator, at (510) 981-2932.

The written documentation is part of the student’s official performance record and will be maintained by BCC for five years following the internship.

When submitting forms to BCC you must give them directly to your instructor. She/he will use them to evaluate your internship performance and to award your grade in COPED 451. Once your instructor has reviewed your paperwork, it will be stored by the PHS program.

It is up to the student to access and complete them in a timely manner as indicated at the beginning of the program. The forms are critical to your acceptance by the clinical site for shadowing/internship.

Overview of Student Forms

Site supervisors’ signatures are not required on any student forms. Forms 1 – 3 should be filled out BEFORE the beginning of your internship. Forms 4-5 should be filled out when you complete your internship.

Form A	Student Internship Preparation Checklist. This form was distributed at the end of the first semester. Students were instructed to obtain all health screening documentation, or to complete all immunizations and screenings before the first day of internship-class.
Resume	Students were instructed to have written or updated their resumes to reflect experience and knowledge in health, customer relations or interpreting. The resume is due on the first day of internship-class, and will be faxed to the site supervisor.
Application	Peralta Community College District Application for Cooperative Work Experience Education Classes. BCC offers COPED 451 as a work experience course, in addition to academic credit. This entitles the student to an employment reference upon Program completion. Students will complete all requested information categories. Where it asks for Work Experience, employers should indicate the internship placement.
Form 1	Internship Program Agreement: Students sign their acknowledgement of responsibilities, and review the internship site supervisor and instructor’s responsibilities.

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Form 2	Code of Ethics and Confidentiality: Please ask a peer to witness your signature.
Form 3	Learning Objectives: Students are asked to carefully consider their course work and identify personal learning objectives. These are the areas where they would like to improve or skills they hope to develop. You may provide your mentor with a copy of these so that you can review them together and tailor the internship experience to your unique needs.
Form 4	Student self-evaluation form: This requires that the student reflect on his/her experience and performance in the internship. Although you complete this form at the end of your internship, <i>we ask that your supervisor counter sign the form</i> so that he/she is aware of your self-assessment. This may be done during an exit meeting.
Form 5	Student's evaluation of internship sites. This form is completed at the end of the internship, and is confidential to the student, the course instructor and the Program coordinator. If you would like to receive a copy of the evaluation to improve your student experience, identifying information can be deleted and a copy provided to you. Please contact the course instructor.
Summary Of Forms	Internship Forms Index. This lists all the forms you are required to complete during your internship course. Students check off each form as it is completed and submitted.

Site Supervisor Instructions Regarding Forms

These forms *must* be signed by your supervisor at the end of the internship.

<p>Supervisor Form 1</p>	<p>Attendance Timetable: Keep track of your attendance. Although there is no minimum number of hours required, BCC must have a record of each student’s actual attendance at your internship site. This form must be signed by both you and your supervisor at the end of the internship, and should be given to the classroom instructor with all other forms via the student’s folder. You may want to keep this form on-site in your dispatch office or on a clipboard available to you when you go to work.</p>
<p>Supervisor Form 2</p>	<p>Site Supervisor Evaluation of Student. Supervisors and mentors evaluate the student’s performance. These comments will be included as criteria for your final grade. The student does not need to see this form, although the comments should be discussed with you in the exit interview. Your supervisor may either mail it to the address specified, or insert it in an envelope, seal the envelope, and sign his/her name over the seal and mark the envelop “confidential.” You should turn in the sealed envelope as part of your final paperwork for your internship.</p>
<p>Training Agreement: Cooperative Work Experience evaluation Form</p>	<p>This form has the BCC logo at the top and is a formality. By participating in this program, the student may use his/her internship experience as a reference for employment (the classroom instructor will be responsible for this, not the site supervisor). Additionally, a limited amount of funds is provided to BCC for each student in this Program. Thus, we ask your assistance in completing this form.</p> <ol style="list-style-type: none"> 1. The student should fill out the top section of the form and list their work-based learning objectives. 2. Each time a student goes to shadowing/internship, s/he keeps track of the number of hours AND each time shadowing/internships are discussed in class, or a case presentation is made by another student, the student must keep track of those hours. 3. All hours described in point #2 are added and those totals noted for each week of the semester in the boxes provided. The totals reflect both time at your agency and classroom instruction time. 4. You may copy your personal learning objectives (Student Form 3) into the space which asks for them before turning in this form. 5. At the end of the semester or at the end of your internship, please ask your mentor to sign the form. Even though she/he cannot verify the totals since they also reflect the classroom, it will be co-signed and verified by the classroom instructor. We ask your cooperation to complete the form.

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**Work Site Experience/Internship
Site Supervisor Form 1
Attendance Timetable**

Student Name: _____ Semester: _____

Address: _____ Phone: _____

Please Fill In Your Hours Each Day

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
January																															
February																															
March																															
April																															
May																															
June																															
July																															
August																															
September																															
October																															
November																															
December																															

(over for signatures)

Internship Site Supervisor _____

I certify that I have worked the hours indicated above: _____

Agency _____

Student Intern's Signature: _____ Date _____

Address _____

Site Supervisor's Signature _____ Date _____

Work Experience Site Supervisor Form 2: Employer Evaluation

To be Completed at the End of the Term by the Employer

Name of Intern: _____

Address: _____ Phone: _____

Period of applicable employment: from _____ to _____

To the Supervisor: This is a rating sheet for the above-named student who is interning with your company and enrolled in the BCC work-based learning program. The student and the Berkeley City College advisor/coordinator will discuss the contents, and this rating will be used in the evaluation of the shadowing/internship.

	Not Observed	Excellent	Good	Satisfactory	Poor	Inadequate
Judgement						
Initiative						
Cooperation						
Dependability						
Punctuality						
Competence						
Promotion Potential						
Ability To Learn						
Appearance						

If you had an interpreter position open in the field of study of the student, how likely would you be to encourage the student to apply for the position? Please circle

Very Likely

Probably

I would discourage this student from applying without substantial practice or further training.
Comments (feel free to write on the back for additional space):

Site Supervisor's Signature

Date

Please return this form to:

Stephanie Green, Public and Human Services Program Job Developer
Berkeley City College, 2050 Center St., Berkeley, CA 94704
1-510-981-2932 tel
Stgr0569@cc.peralta.edu

Berkeley City College 2050 Center St. Berkeley, CA 94704		Fall ___ Spring ___ Summer ___ Year: _____
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(Print) Last Name	First	Initial	Student I.D. Number
Home Phone No.	. Worksite Phone No.		Name of Supervisor Title
Name of Employer	Address	City	Zip
(Print) Instructor's Name	E-mail		
Telephone No.	Fax No.		

Training Agreement

- A. The student and employer shall comply with Cooperative Work Experience Education Program guidelines and regulations. The employer and the college will provide necessary supervision and counseling to ensure the student employee receives appropriate educational benefit from this work experience. The instructor will visit the student employee's place of employment; consult with the employer regarding the student's job performance, and grant academic credit for successful completion of the program.
- B. The undersigned acknowledge receipt of the separate Agency Agreement for Cooperative Work Experience Education between the Peralta Community College District and the employer.
- C. The undersigned acknowledge the learning objectives below.

Work Record Summary:

_____ - _____ - _____ to _____ - _____ - _____
 Mo. Day Yr. Mo. Day Yr.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	TOTAL HOURS WORK
Hours																			

Berkeley City College (Peralta Community College District)				Application	
Cooperative Work Experience Education					
Semester/Year			Today's Date		
Student Data				Due Date: TBA	
Name					
Home Address					
City, State, Zip					
Phone			Work Phone		
E-Mail Address			Student ID #		
What is your college major?					
Do you plan to: (check all that apply)					
<input type="checkbox"/>		Transfer to a 4 year school		<input type="checkbox"/>	
<input type="checkbox"/>		Receive an AA Degree		<input type="checkbox"/>	
				Receive a Certificate of Completion	
				Other	
How many college units have you completed?					
What is your career goal?					
Class Schedule for the Semester (please list all courses)					
Course Title	Course #	Units	Hours	Day	Instructor
Cooperative Education					

Student Certification

In order to receive credit for Cooperative Education, a student must enroll in at least six units of course work, including Work Experience, during a fall or spring semester. For summer session, a student must enroll in at least one class in addition to Cooperative Education. Cooperative education units are earned on the basis of one unit per 75 hours of paid work experience or 60 hours of unpaid work experience. The maximum number of units that can be earned in a semester is 4 units; the maximum number of total semester units that may be earned is 16. I agree to abide by the Cooperative Education

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Guidelines, plus any additional requirements outlined in the college catalog, Instructor's Syllabus or other handouts. I also agree to follow all company policies and procedures.

Student Signature	Date
--------------------------	-------------

Instructor Certification:

I certify that this student is eligible for Cooperative Work Experience Education.

Instructor Signature	Date
-----------------------------	-------------

Employer Data

Due Date: TBA

Company Name	
Company Address	
City, State, Zip	
Name of Direct Supervisor	
Supervisor's Phone	Supervisor's E-mail address
Job Title	
Start Date	Hours worked weekly
Check one:	<input type="checkbox"/> Paid Position <input type="checkbox"/> If yes, Hourly rate?
	<input type="checkbox"/> Volunteer Position

Internship Schedule for the Semester

Day	Hours
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Please attach a copy of the student's learning objectives to this form.
Due TBA

--

Agreement

The Student, Work Site Supervisor, and Instructor agree with the validity of the Learning Objectives attached. The Student agrees to abide by the Cooperative Education requirements. The supervisor will meet with the Instructor and/or Job Developer and Student at least once during the semester to assess the Student's progress on the Learning Objectives. The instructor will award academic credit upon successful completion of the objectives and other program requirements.

The employer, supported by the college, will provide supervision and guidance to ensure maximum educational benefit from the work experience. Berkeley City College and the Peralta Community College District do not discriminate on the basis of race, national origin, sex, color, religion, age, sexual orientation and/or gender identity or disability in employment or educational programs; by signing this agreement; employers are expected to uphold this policy in their selection of students for participation. It is understood that the employer will provide adequate protection for the student/employee through Worker's Compensation and/or liability insurance as required by law.

Student Signature	Date
Coach Signature	Date
Instructor Signature	Date

Cooperative Work Experience Education

Due Date: TBA

Learning Objectives Agreement

Student Name

At the beginning of each semester the student is enrolled in the Cooperative Work Experience Education Program, it is necessary to identify new learning objectives. These objectives should be developed collaboratively by the Student and the work site supervisor. The instructor should consult in the process and must approve the Learning Objectives developed. The objectives should be specific, measurable, demanding, and yet within the student's ability to accomplish. The supervisor will assess progress made in reaching the learning objectives in a mid-term evaluation meeting with the student and the instructor. At the end of the semester, the supervisor will complete a final assessment of student progress. The instructor will use the final assessment and other criteria to assign a grade and verify college credit for the work experience.

Objective #1
How Progress will be Measured:

Objective #2
How Progress will be Measured:

Objective #3
How Progress will be Measured:

Objective #4
How Progress will be Measured:

Student Signature	Date
Coach Signature	Date

Cooperative Work Experience Education

Due date: To Be Announced

Midterm Assessment of Progress

Comments regarding student progress toward completing learning objectives established at the beginning of the program.

Suggested areas of improvement for the remainder of the semester.

Student Signature and Date

Supervisor Signature and
Date

Instructor Signature and Date

Final evaluation of student performance

Comments from supervisor as to student attainment of Learning Objectives.

If I were to assign this student a letter grade for the semester, it would be (check only one):			
<input type="checkbox"/>	A= Outstanding Accomplishment	<input type="checkbox"/>	D = Limited Accomplishment
<input type="checkbox"/>	B = Above Average Accomplishment	<input type="checkbox"/>	F = Unsatisfactory Accomplishment
<input type="checkbox"/>	C = Average Accomplishment	<input type="checkbox"/>	
Estimated total number of hours student worked during semester: _____ hours			
Student Signature and Date		Supervisor Signature and Date	

To be completed by Cooperative Work Experience Education Instructor at end of semester:

Units earned	Final Grade	
Instructor Signature	Date	

Work Based Learning Objectives:

1. What? _____

How achieved? _____

Means of Evaluation: _____

Unsatisfactory _____ Satisfactory _____

2. What? _____

How achieved? _____

Means of Evaluation: _____

Unsatisfactory _____ Satisfactory _____

Student Signature/Date

Supervisor Signature/Date

Instructor
Signature/Date



**Berkeley City College
Public and Human Services Program
Supervisor Evaluation of Students**

Site Name: _____ Student Name: _____

Site Address: _____

Supervisor Name: _____

Semester _____

Please rate your supervised practice student on the following criteria.

Behavior

Poor Fair Good Excellent

Ethical Behavior

Follows rules and standards of the agency;
exhibits moral behavior.

Confidentiality

Handles patient information in a confidential manner;
uses access to confidential information only on a “need to
know” basis; obeys HIPAA guidelines; avoids gossips.

Honesty

Admits mistakes and attempts to resolve; truthful
in difficult/all situations; demonstrates moral
behavior.

Dependability

Accountable for work and behavior; trustworthy;
accepts responsibility for actions; takes
ownership at work.

Knowledge

Applies skills and knowledge in practice;
participates in self-assessment, improvement and
development; seeks opportunities to learn.

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Behavior

Poor Fair Good Excellent

Commitment

Follows through consistently; dedicated demeanor; ensures effective completion of tasks.

Maturity

Works beyond expectations; complies with rules and regulations; responsible for actions.

Dress Code

Dresses appropriately.
Neat and clean appearance; confident and open posture; speaks clearly; professional style.

Punctuality

Reliable and on time, or calls/ makes appropriate arrangement if unable to meet schedule.

Cooperation

Provides assistance to others consistently; brings enthusiasm to group; reliable when working with others.

Interpretation

Provides accurate and complete interpretations.

Cultural Brokerage

Provides appropriate cultural brokerage as needed.

Professionalism

Displays consistently courteous service and attitude; attentive; maintains appropriate formality, eye contact (where appropriate: is culturally competent), posture and personal space; works well with superiors; demonstrates professional attitude and demeanor.

Strengths:

Areas for Improvement:

Other Comments:

Supervisor Signature: _____

Date _____

Berkeley City College Public and Human Services Program

Requirements for Supervised Work Site Experience/Internship

A. Confidentiality

I understand that the Public and Human Services Program at Berkeley City College maintains student confidentiality. I give the faculty, Program Coordinator, Job Developer and Supervisors permission to discuss any/all pertinent information regarding my contact information, progress and goals, including weakness and strengths referenced to my program success. I will notify instructor/program director if there is any information I wish not to be disclosed.

- I give full permission.
- I have information I do not wish to be discussed.

Signature _____ Date _____

Acknowledgement of receipt of supervised practice handbook

- I have received, read, and agreed to abide by the student handbook for Public and Human Services Program.
- I have had adequate opportunity to ask questions and fully.
- Understand and agree to the program requirements.

Student Signature

Date

Print Name: _____

Student Course and Instructor Evaluation

1. What did you like best about the courses you have taken in the Public and Human Services Program? Please be specific.

2. If you were the instructor, what would you change about these courses or do differently for next semester?

3. Are there any work related topics you would suggest for class discussions or guest speakers in future classes?