



Human Services

A Passion for Helping People

COLLEGE OF DUPAGE HUMAN SERVICES PROGRAM RECOVERY SUPPORT SPECIALIST CERTIFICATE APPLICATION PACKET

SUMMARY OF ADMISSION CRITERIA

To be considered for admission to the Human Services CRSS certificate program as a certificate seeking student, the applicant must fulfill the following criteria:

1. Be admitted to College of DuPage.
2. Complete the Human Services CRSS Certificate application (last page).
3. Complete the essay required for admission into the program.
4. Schedule a meeting with one of the co-chairs of the Human Services Program. Bring the essay and the signed application packet to this meeting.

Essay Criteria

Please type a brief essay. While length of the essay is not specified, you must address each of the following issues:

1. Your understanding of the CRSS profession
2. Why you think the CRSS is an appropriate profession for you
3. Your educational and professional goals
4. Include the qualities you possess that would help you accomplish your educational goals

Human Services CRSS Certificate Program

Admission Packet Information

1. Students entering the CRSS certificate program must be advised by one of the co-chairs of the Human Services Program.
2. Students applying for admission into the CRSS certificate program must read the *Code of Ethics for Certified Recovery Support Specialist* (included in this application packet). Students must sign the sheet affirming that they have read these guidelines and agree to adhere to them.
3. Students are expected to behave in a professional manner both in class and at off-campus learning sites such as Human Services agencies, service learning, and internship sites. Students who have had serious problems due to tardiness, excessive absences, other evidence of poor time-management skills, or poor interpersonal skills, will be required to remediate their behaviors prior to fieldwork internship and provide documentation that they have rectified these behaviors to their Human Services advisor. Failure to remediate can result in dismissal from the Human Services Program.
4. Serious non-professional behaviors in a classroom situation will be documented by all Human Services faculty and be placed in the student's file. Students have the right to view their file at any time under the guidance of a full-time faculty member. Non-professional behaviors can include, but are not limited to:
 - a. Disruptive behavior in class and/or on campus that requires intervention
 - b. Inappropriate or unprofessional behavior during class or at other locations where the student is representing the College
 - c. Verbal or physical abuse to instructors, peers, or any other individual on campus
 - d. Illegal activities such as drug use, gambling, etc. while in the program
5. Students experiencing any problems with full or part-time faculty members are expected to resolve the issue professionally. We expect that there will be communication with the instructor first. If the issue is not satisfactorily resolved, the student may contact the program coordinator and request a meeting in an attempt to achieve resolution. Students must then abide by the decision of the program coordinator.
6. To successfully complete the program, students must develop writing skills required of an entry level human service professional. Students must be able to complete any required documentation in written or computerized format. Proper grammar, spelling, and punctuation must be used in all written assignments, including discussion boards.
7. Graduates of the CRSS certificate program must be able to communicate effectively in a variety of settings with supervisors and with clients representative of multi-cultural backgrounds. We expect our graduates to exemplify the qualities and standards stipulated by the Illinois Alcohol and Other Drug Abuse Professional Certification Association.
8. Students must maintain a *Grade Point Average of 2.5* while in the program

FIELD PLACEMENT/ INTERNSHIP INFORMATION

The internship is the last step in the program after all CRSS certificate program required coursework has been completed.

- A.** Students should start to secure an internship site the semester prior to the anticipated start date.
- B.** The Human Services department maintains a list of approved internship sites for all degrees and certificates which students can choose from. Students wishing an internship at a non-approved site must submit information about the agency and contact information for the appropriate administrator to one of the Human Service co-chairs in order to have the site considered for an internship.
- C.** Students must be recommended for a fieldwork internship by a full-time Human Services faculty member.
- D.** In order to receive a permit to register for the Fieldwork class, the following documentation must be presented to one of the full-time faculty members:
 - Degree audit showing all CRSS certificate program required coursework has been completed (this can be done at the meeting with the faculty member).
 - 2-step TB test (if required by agency)
 - Recent physical (if required by agency)
 - Completion of the Disposition and Personal Conduct form by at least one instructor familiar with the student
 - Acceptance into an internship by an approved agency
- E.** Students will complete one 300-hour internship.
- F.** Students must attend a Fieldwork class once a week while doing their field placement.

CODE OF ETHICS FOR CERTIFIED RECOVERY SUPPORT SPECIALIST

A code of ethics is a set of guidelines which are designed to set out acceptable behaviors for members of a particular group, association, or profession. The CRSS code of ethics serves to:

1. Protect consumers of recovery support services
2. Set a professional standard
3. Increase confidence in the profession
4. Identify core values which underlie the work performed
5. Create accountability among CRSS professionals
6. Establish occupational identity and maturity

ETHIC	IMPORTANCE
CRSS professionals will, when appropriate, openly share their stories of hope and recovery and will likewise be able to identify and describe the supports that promote their recovery and resilience.	Science has shown that having hope is integral to an individual's ability to recover. Hearing stories of recovery helps people develop hope, particularly when those stories are relevant to others' lives and helps them to identify supports for their own recovery.
CRSS professionals will practice safe and healthy disclosure about their own experience through general sharing focused on providing hope and direction toward recovery.	The experience of recovery and what is helpful is different for each person. Sharing one's recovery story can promote hope, but must not be prescriptive.
CRSS professionals will maintain high standards of personal conduct and will also conduct self-care in a manner that fosters their own recovery.	As a role model, a CRSS professional's integrity and health choices influence the practices of persons served.
CRSS professionals will fairly and accurately represent themselves and their capabilities to individuals they serve and to the community.	The goal is to get a person to the right source of support for their current need. Damage occurs when a professional misrepresents what services they are qualified to provide.
CRSS professionals will keep current with emerging knowledge relevant to recovery and openly share their knowledge.	Persons served deserve to make choices based on the best information possible. Information and understanding regarding mental health recovery is ever evolving and expanding.
CRSS professionals will not abuse substances under any circumstances.	As a role model, a CRSS professional's integrity and health choices influence the practices of persons served.

CRSS professionals will provide services to meet the identified needs of the individuals they serve as indicated within their service plan. They will avoid providing services that are unnecessary or not capable of producing the desired effect.	Persons served deserve individualized services with demonstrated effectiveness.
CRSS professionals shall only provide service and support within work hours and locations approved by the agency.	Persons must be afforded protection from abuse, misconduct and conflicts of interest which are more likely to occur outside the scope of professionally sanctioned hours and settings.
CRSS professionals will be guided by the principle of consumer self-determination while also considering the needs of others and society. The primary responsibility of CRSS Professionals is to help individuals they serve achieve their goals, based upon their needs and wants.	While personal responsibility and individual choice are cornerstones of recovery, these are balanced by the need for support and safety not only of the individual, but of others and the greater society.
CRSS professionals will advocate for the full involvement of individuals they serve in communities of their choice with services in safe and least restrictive environments possible.	Recovery is the process by which persons with mental illnesses live, work, learn and participate fully in their communities. All individuals have the right to live in a safe and least restrictive environment.
CRSS professionals must not discriminate against individuals based on race, religion, age, sex, disability, ethnicity, national ancestry, sexual orientation or economic condition.	Individuals have the right to be treated with equality and esteem.
CRSS professionals will never intimidate, threaten, harass, financially exploit, use undue influence, physical force or verbal abuse, or make unwarranted promises of benefits to the individuals they serve.	Even when providing peer support services, the CRSS professional is at least implicitly in a position of power as a staff person and must be careful how that influence or perceived authority might place pressure upon individuals.
CRSS professionals will avoid relationships or commitments that conflict with the interests of individuals they serve, impair professional judgment, imply a conflict of interest, or create risk of harm to individuals they serve. When dual relationships are unavoidable, it is the responsibility of the professional to seek supervisory consultation to conduct him/herself	Even when providing peer support services, the CRSS professional is at least implicitly in a position of power as a staff person and must be careful how that influence or perceived authority might place pressure upon individuals.

<p>in a way that does not jeopardize the integrity of the helping relationship.</p>	
<p>CRSS professionals will never engage in romantic or sexual/intimate activities with the individuals they serve. They will not provide services to individuals with whom they have had a prior romantic or sexual relationship.</p>	<p>The real and perceived power between a human service professional and the persons they serve creates an imbalance of power that is advantageous to the professional and disenfranchising to the person served. This removes the possibility for a genuine consensual relationship. Relationships of this type also cloud the professional's needed objective judgment, which reduces the quality of services the person deserves.</p>
<p>CRSS professionals will not accept gifts of significant value from individuals they serve. They do not loan, give, or receive money or payment for any services to, or from, individuals they serve.</p>	<p>Even when providing peer support services, the CRSS professional is at least implicitly in a position of power as a staff person and must be careful how that influence or perceived authority might place pressure upon individuals to give. A gift of significant value from a consumer is essentially payment for a service that is already being paid for by other means. Receiving a gift from an individual may also unintentionally impact the treatment of that individual and other persons served in an unfair manner.</p>
<p>CRSS professionals will, at all times, respect the rights, dignity, privacy and confidentiality of those they support. CRSS Professionals will respect confidential information shared by colleagues in the course of their professional relationships and interactions.</p>	<p>Individuals have rights, including the right to privacy, and CRSS professionals should not only honor, but advocate for the necessity and enforcement of such rights.</p>
<p>CRSS professionals have a duty to inform appropriate persons when disclosure is necessary to prevent serious, foreseeable, and imminent harm to an individual they are serving or other identifiable person. CRSS Professionals working in the human services field are mandated reporters of abuse, neglect and exploitation.</p>	<p>The professional has a duty not only to protect persons served, but also other individuals and society at large.</p>

<p>CRSS professionals will avoid negative criticism of colleagues in communicating with individuals they serve and other professionals.</p>	<p>CRSS professionals must use their influence for constructive purposes and not engage in activities that detract from the recovery support of persons with mental health challenges. Persons served benefit from a thoughtful, team based approach where their welfare is the primary concern.</p>
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Adapted from the Peer Specialist Code of Ethics and Professional Standards by Colorado's Northeast Behavioral Health Partnership (2011)

PERSONAL STATEMENT

As a Certified Recovery and Support Specialist, I shall strive at all times to maintain the highest standards in all services I provide, valuing competency and integrity over expediency or ability, providing services only in those areas where my training and experience meet established standards. I shall always recognize that I have assumed a heavy social and vocational responsibility due to the intimate nature of my work, which touches the lives of other human beings.

My signature below indicates my agreement with and willingness to abide by this Code of Ethics.

NAME

DATE

STATEMENT OF SELF-DISCLOSURE

A Certified Recovery Support Specialist (CRSS) is a mental health consumer who has been trained and certified to help other consumers identify and achieve specific life goals. The CRSS cultivates the consumer's ability to make informed, independent choices, and assists consumers in gaining information and support from the community to make their goals a reality.

As a CRSS, an individual accepts and agrees that his or her experience as a mental health consumer will be known by their colleagues, consumers and others with whom s/he may share that s/he has achieved this certification. Additionally, a CRSS will follow the "Model Code of Ethics" outlined in the Illinois Certified Recovery Support Specialist Model.

"I understand the terms stated above, and I accept and agree to these terms. I understand that, upon successful completion of the application and examination, I will be issued a certificate as a Certified Recovery Support Specialist (CRSS) under the terms stated above."

Signature

Date

DISPOSITION AND PERSONAL CONDUCT FORM

Student:

Date:

Instructor:

Indicators	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Attendance and Punctuality	Absent often; rarely on time	Occasionally late or absent	Usually present and on time	Rarely absent or late	Never absent or late; always on time or early
Cooperation	Seldom works well with others	Occasionally does less and cooperates less than desirable	Generally works well with others and does own work well	Frequently exceeds expected standards of cooperativeness	Always cooperates fully: Views self and others as a resource
Critical thinking Skills	Unable to effectively analyze information to make important decisions		Adequately analyzes relevant information to implement effective decision making		Models high level analysis of multiple data sources to guide optimal decision making
Passion and Enthusiasm	Displays no enthusiasm or interest in topic	Displays little enthusiasm or interest in topic	Displays minimal enthusiasm or interest in topic	Displays expected levels or enthusiasm and interest in topic	Displays a high interest in the topic: and is exceptionally enthusiastic
Critically Evaluates Self	Unable to identify own strengths and weaknesses	Minimally able to identify strengths and weaknesses	Adequately able to identify strengths and weaknesses	Good ability to identify strengths and weaknesses	Excellent ability to identify strengths and weaknesses
Accepts and Uses Suggestions for Improvement	Unwilling or unable to accept and act on feedback and suggestions	Minimally able to accept and act on feedback and suggestions	Adequately able to accept and act on feedback and suggestions	Willing to accept and act on feedback and suggestions	Very positive about accepting and acting on feedback and suggestions
Understands and Demonstrates the Importance of Confidentiality	Violates confidentiality in the classroom or elsewhere		Identifies the basic definition of confidentiality and its role in the helping process		Never violates confidentiality in the classroom or elsewhere; can explain it to others; demonstrates a true understanding
Cultural Competency	Fails to respect other people's culture, including race, gender identity, sexual identity, religion, and age.	Shows little understanding of culture, including race, gender identity, sexual identity, religion, and age.	Adequately understands and respects culture, including race, gender identity, sexual identity, religion, and age.	Above average understanding and respect toward culture, including race, gender identity, sexual identity, religion, and age. Demonstrates insight into his or her own culture.	Profound understanding and respect toward culture, including race, gender identity, sexual identity, religion, and age. Demonstrates keen awareness of his or her own culture.

Language	Frequently uses stigmatizing or demeaning language toward classmates or the field of addiction & mental health.	Occasionally uses stigmatizing or demeaning language toward classmates or the field of addiction & mental health.	Does not use stigmatizing or demeaning language toward classmates or the field of addiction & mental health.	Shows an understanding of the reasons for non-stigmatizing language and always uses it.	Shows an understanding of the reasons for non-stigmatizing language and always uses it. Appropriately confronts such practices in others.
Values	Is judgmental regarding classmates' lifestyles or actions	Is occasionally judgmental regarding classmates' lifestyles or actions	Does not vocalize a judgmental attitude regarding classmates' lifestyles or actions	Demonstrates acceptance, if not approval, of the choices classmates make regarding lifestyle or behavior	Demonstrates acceptance, if not approval, of the choices classmates make regarding lifestyle or behavior, and appropriately confronts other classmates about their judgmental behavior
Self-Disclosure and Boundaries	Poor or non-existent boundaries or inappropriate self-disclosure and failure to respond to instructor remediation	Occasional boundary violations or inappropriate self-disclosures with some responsiveness to instructor remediation	Occasional boundary violations or inappropriate self-disclosures with adequate responsiveness to instructor remediation	Few if any boundary violations, or inappropriate self-disclosures with good responsiveness to instructor remediation	No boundary violations or inappropriate self-disclosures; articulates the necessity of such boundaries in clinical and classroom settings
Ethical Behavior <i>ICB = Illinois Certification Board NOHS = National Organization for Human Services</i>	Engages in activities that are contrary to those specified in the ethics codes of ICB and NOHS	Occasionally engages in activities that are contrary to those specified in the ethics codes of ICB and NOHS	Engages in activities that are aligned with those specified in the ethics codes of ICB and NOHS	Engages in activities that are aligned with those specified in the ethics codes of ICB and NOHS and can explain the importance of the ethical codes for the profession and clients	Engages in activities that are aligned with those specified in the ethics codes of ICB and NOHS and advocates for the codes within and outside of the profession
General Behavior and Attitude	Fails to comply with the College's expectations regarding behaviors, attitudes, and expectations for Fieldwork students as described in the Fieldwork manual	Occasionally engages in behaviors and attitudes that are contrary to the College's expectations regarding behaviors, attitudes, and expectations for Fieldwork students as described in the Fieldwork manual	Complies with the College's expectations regarding behaviors, attitudes, and expectations for Fieldwork students as described in the Fieldwork manual	In all dealings with faculty and students, demonstrates strict compliance with the College's expectations regarding behaviors, attitudes, and expectations for Fieldwork students as described in the Fieldwork manual	Actively demonstrates and endorses the College's expectations regarding behaviors, attitudes, and expectations for Fieldwork students as described in the Fieldwork manual

HUMAN SERVICES CRSS CERTIFICATE PROGRAM

APPLICATION INFORMATION

Please PRINT the following information

NAME: _____

DATE OF APPLICATION: _____

PHONE: _____

E-MAIL ADDRESS: _____

- Students MUST complete this application before entering the program.
- Please return this form with your essay when you meet with an advisor. Please keep a copy of the application, this form and your essay for your records.

PLEASE VERIFY THAT THE FOLLOWING DOCUMENTS HAVE BEEN SUBMITTED TO THE HUMAN SERVICES PROGRAM:

1. Human Services CRSS Certificate Program Application
 2. Essay
 3. Meeting with a program co-chair:
 - Jason Florin – MA, MHS, LPC, CAADC – Professor, Co-Chair/ (630) 942-2043 / florin@cod.edu
 - Andrea Polites – LCSW, CADC – Associate Professor, Co-Chair/ (630) 942-2103 / politesa@cod.edu
- I acknowledge that I have read all of the information in this packet and will adhere to the ethics and guidelines of the program as stated in this packet.
 - I further understand that failure to comply with the requirements of the CRSS certificate program may result in cancellation of my application and dismissal from the program.

Signature _____ Date: _____

Advisor Signature: _____ Date: _____