

Fall 2022 - Spring 2023

NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK
HUMAN SERVICES DEPARTMENT-805A
(718) 260-5135

HUS 1203 HUMAN SERVICES SEMINAR

IN-PERSON

Section Number: _____ Instructor: _____

Email Address: _____@citytech.cuny.edu Office Hours _____:

Course Description: This course is a pre-requisite and preparation for field placement/internship as well as general human service practice. It includes an introduction to the assessment of multiple vulnerable populations, use of supervision, ethical policies, professionalism, and cultural considerations. An extensive field placement orientation to the HUS department's educational expectations of the student and contractual obligations within a community-based agency are explored. The course will also demonstrate the crucial elements for the exploration of a Human Service career path as well as resume design.

Credits: 3 credits

Pre-requisites: Pre or Co-requisite HUS 1101

Required Textbook:

Baird, B. L. (2019). *The internship, practicum, and field placement handbook: A guide for the helping professions. (8th edition)* Kentucky: Routledge, Publisher
Internet articles/guidelines as indicated in session readings

Grading:

10pts	5 th Week Exam
10pts	10 th Week Exam
10pts	Final Exam
10pts	Resume
10pts	Professional Essay
10pts	Class Presentation HUS Career Investigation
10pts	Class Participation/BB/Zoom
15pts	Discussion Board Posts
10pts	Telehealth Essays (2)
5pts	Sexual Harassment, Gender-Based Harassment & Sexual Violence Curriculum

CUNY Accessibility Policy: City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143 or <http://www.citytech.cuny.edu/accessibility/>. (Students who are pregnant qualify). Students whose exams are proctored by the Center for Student Accessibility must submit the appropriate documentation to the professor three weeks prior to exam date and are expected to complete the examination the same day/time as classmates.

Professional Readiness Guidelines for Online Learning

All students are required to be professionally ready for class. This includes no distractions/multitasking (driving, walking, eating) as well as professional etiquette and dress. Before registration, make sure you do not schedule other commitments during course time (employment/internship). This can put you at a risk for termination for one or both. When you are in class, be present, ready to listen, and actively participate in discussions including break-out rooms. If you are leaving early, please contact your professor.

Course Requirements: Participation in all in-class and online activities are required. Students are expected to complete all reading and writing assignments, presentations, exams and Blackboard and/or Open-Lab assignments by the due dates on the syllabus. Make-up exams, for absences, are at the discretion of the instructor. Please read the syllabus first and do so carefully for details about the course, assignments, and online posts and discussions before emailing to ask about due dates and assignment instructions. Published work that students include in a course assignment(s) are copyrighted; therefore, American Psychological Association (APA) Style in the body of the work as citations *and* reference section are required. Use APA Chart examples: OWL@Perdue.edu: https://owl.purdue.edu/owl/research_and_citation/using_research_citation_style_chart.html. The curriculum for this course meets the accreditation standards set by the Council on Standards for Human Service Education: <https://cshse.org/membership-resources/standards/> *Also, a passing grade of C or higher is required for all HEA/HUS major courses.*

Format: This course can include asynchronous and synchronous learning through the College's Blackboard platform. Specifically, Blackboard Collaborate/Zoom, or other online platforms, for synchronous meetings that occur during the class time. Format can also include Blackboard assignments/postings/communication, lectures, class discussions, discussions, assignments, group presentations, peer reviewed readings, videos and online library tools may be used. Students who are not familiar or have questions about with Blackboard are to review this helpful website throughout the course: <https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/> If students have Blackboard technology issues they are to contact (not course instructor) <http://websupport1.citytech.cuny.edu/studentbb.html>

Technology: Students will need consistent internet access. Students must have/know their City Tech email address and must be able to create and log into Blackboard. For assistance with email visit <http://mail.citytech.cuny.edu/UserIdLookupA/>. From there, retrieve login information and log into account. For additional help, contact the City Tech Help Desk (Library Bldg., L-114 1st floor) at 718-260-4900. Students can also email: studenthelpdesk@citytech.cuny.edu. For library online access, students may have to activate their library account-located on student identification card: <https://library.citytech.cuny.edu/>

Participation: Student participation for in-class and online activities is expected regularly, and represents a significant part of student's final grade. In-class participation will be based on student's knowledge of the readings, contribution to class discussion and participation in-class activities. To ensure a learning environment that supports quality student participation, unapproved technology/cell during class is not permitted. *To create a community learning environment within the online classroom, it is suggested that students actively show their face during Bb Collaborate/Zoom sessions.*

Attendance: Attendance is recorded for Financial Aid and Registrar purposes.

Ethical Standards: Review the section on "Ethical Standards of Human Services Professionals" in the Field Manual. Students will have covered this information in previous courses and are now expected to practice these ethical principles at the agency site and in your classes.

Confidentiality: Clients' real names as well as agency identifying information will not be used in assignments; only initials, in order to protect client(s) confidentiality.

Plagiarism: Copied or "shared" work will be considered plagiarized and may result in an "F" grade for the assignment and/or course.

HUS 1203 HUMAN SERVICES SEMINAR

COURSE OBJECTIVES: Knowledge; Skills, Values and General Education

KNOWLEDGE		
STANDARDS	KNOWLEDGE	MEASURABLE OUTCOMES
Standard 19: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.	-Identify, through self-evaluation, personal and professional strengths and limitations that enhance or hinder effective professional practice. -Knowledge of the internship preparation, role of the intern, use of clinical feedback and application of ethical and legal concerns.	-Professional Essay -Presentation -Exam I -Discussion Board
Standard 14: The curriculum shall provide knowledge and skills in information literacy.	-Describe the resume format appropriate for an AAS graduate: (a) A recent graduate with limited experience.	- Professional resume -Exam II

	(b) A graduate with extensive experience. (c) A graduate who stopped working while attending school for personal reasons. (d) A graduate with experience in a field other than human services. -Knowledge of the purpose of supervision, cultural competency; clinical documentation; and the multiple concepts of self-care.	-Telehealth Essays
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.	-Understand ways to work with diverse client populations. -Knowledge of the risks and prevention of assault/violence; clinical aspects of closing a case; ending components of an internship including self-evaluation.	-Presentation -Final Exam -Telehealth Essays -Sexual/Gender/Violence Certificate -Discussion Board

SKILLS

STANDARDS	SKILLS	MEASURABLE OUTCOMES
Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.	-Identify professional and transferable and marketable skills.	-Professional Resume
Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills. Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.	-Proficiency in working with diverse client populations; utilization of supervision; preparation of clinical documentation; use of self-care techniques.	-Presentation. -Exam II -Discussion Board -Telehealth Essays -Sexual/Gender/Violence Certificate
Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.	-Investigate the key concepts for service delivery, and clinical interventions within a specific population/agency- Crisis- Intervention, referral, and termination skills	-Presentation -Discussion Board -Final Exam

VALUES

STANDARDS	VALUES	MEASURABLE OUTCOMES
Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.	-Ability to discuss the values, knowledge and skills conducive to effective professional practice and career path development.	-Professional Essay. -Presentation -Exam I

Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice	-Recognize the role of internship including professional attitudes.	
Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.	-Further develop awareness of Human Service Code Ethics regarding the need to respect the dignity, self-worth, and self-determination of diverse cultures and client populations.	-Presentation -Exam II -Telehealth Essays -Sexual/Gender/Violence Certificate
Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.	-Understand practice approaches and needs of diverse client populations. -Ability to respect the process and practice of termination with clients and internship.	-Presentation -Discussion Board -Exam II -Final Exam -Telehealth Essays
GENERAL EDUCATION		
STANDARDS	GENERAL EDUCATION	MEASURABLE OUTCOMES
Standard 14: The curriculum shall provide knowledge and skills in information literacy.	-Ability to write an essay free of grammatical, punctuation errors	-Professional Essay - Exam I, II and final
	-Knowledge of an essay format, of introduction, theme, paragraphs and conclusion.	-Professional Essay - Exam I, II and final
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.	-Understand the critical thinking necessary to assess a vulnerable population.	-Presentation -Telehealth Essay -Discussion Board
Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.	-Describe the cultural competencies of a HUS worker with various populations and illnesses	-Presentation -Telehealth Essay

COURSE OUTLINE

A = Asynchronous Format Students do all work on their own time-but adhere to due dates/times

S = Synchronous Format - When student and instructor meet online (BB/zoom) at the class time

All work is due at 11:59pm Daylight Savings/Eastern Standard Time (DST/EST)

Email instructor for more guidance and/or contact them during their office hours.

Session & Date	Topic /Assignments / Readings / Internet, etc.	Method of Submission	Point Value
1	-Class: Synchronous <ul style="list-style-type: none"> • Introduction to course; Assignments; Academic Integrity Policy • Review course expectations and policies PowerPoint • Review course syllabus -Assignment: <ol style="list-style-type: none"> 1. Introduce Yourself 	-Class Participation -Post introduction on Blackboard Db	1 1
2	-Class: Synchronous -Read: Chapter 1 -Read: Purdue University OWL: Resume Workshop: https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/resume_workshop/index.html <ul style="list-style-type: none"> • Preparing for the profession • Developing a resume -Db Assignment: Name a position you had/have that has some HUS skills incorporated in your work (1 paragraph)	-Class Participation -Db	1 1
3	-Class: Asynchronous -Read: Chapter 2 and Chapter 3 Getting Started -Db Assignment: (three answers) <ol style="list-style-type: none"> a) Describe how you see yourself as an intern in an agency. b)What types of duties would interest you and why? c)What types of HUS duties would not interest you and why? 	Class Participation -Db	1 1
4	-Class: Synchronous -Read: ~Chapter 4 Ethical & Legal Issues -Read: Mayo Clinic (Definition; Symptoms; Causes; Risk Factors; Complications) https://www.mayoclinic.org/diseases-conditions/drug-addiction/symptoms-causes/syc-20365112 -View: YouTube https://www.youtube.com/watch?v=uyvovQ_o66A Internship Classes & Peer Groups ~Drug Addiction ~Living with HIV -Db Assignment: What is your reflection/thoughts on the YouTube you just viewed? (2 paragraphs)	-Class Participation -Db	1 1

5	-Class: Asynchronous Exam I (Chapters 1, 2, 3, 4)	Submit on Blackboard	10
6	-Class: Synchronous -Read: ~ Chapter 5 Supervision -Db Assignment 1: Describe how agencies have ethical standards for service delivery. Give an example (but not confidentiality) -Db Assignment 2: If you were preparing for your supervision meeting, make a list of items you would want to discuss. Include on the list one struggle you think you may encounter in your profession. -Assignment: Telehealth I -Read https://telementalhealthtraining.com/new-york#counselors -Essay: Then write a 250 word essay on how telehealth has to be effective as well as legal. Describe one best practice from the many in the article that enforces this effective, safe and legal mission. OR -Assignment: Complete the certificate for upcoming field practicum site placement: https://telementalhealthtraining.com/the-thtc-certificate	Blackboard Collaborate/ Zoom -Db 1 -Db 2 -Submit on Blackboard	1 1 1 5
7	-Class: Synchronous -Read: ~ Chapter 5 -Read: https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html https://www.nimh.nih.gov/health/statistics/mental-illness.shtml ~CDC: Disability & Health: Types of Disabilities ~NIMH: Mental Illness -Db Assignment: (3 separate answers) a. Describe one physical disability. b. Describe one developmental disability. c. Describe one mental health disability. -Assignment: Telehealth II -Read The Wall Street Journal: The Video Therapist Will See You Now: https://adaa.org/sites/default/files/Your%20Video%20Therapist%20Will%20See%20You%20Now%20-%20WSJ.pdf -Essay: Then write a 250 word essay on what you think has to be done in order for telehealth to succeed. You can choose one from the article or decide one on your own.	-Class Participation -Db -Submit in Blackboard	1 1 5

8	<p>-Class: Asynchronous</p> <p>Read: ~Chapter 6: Working with Diversity</p> <p>-Assignment: Professional Essay Due</p> <p>-Db Assignment: Describe how a bias occurs in your thinking, about people's culture and how you use skills to change the trajectory of your thinking. (PS we are all biased)</p>	<p>Submit on Blackboard</p> <p>-Db</p>	<p>10</p> <p>1</p>
9	<p>-Class: Synchronous</p> <p>Read: ~Chapter 7 and ~Chapter 8 Clinical Writing, Treatment Records & Case Notes Stress & Self-Care</p> <p>-Db Assignment 1: Write a mock progress note. Include facts/information. (2 paragraphs) Then give feedback to one classmate on Db</p> <p>-Db Assignment 2: Design an Informed Consent Form (1page)</p> <p>Reminder: Field/Internship Pre-Application Form; Title IX valid Certificate and updated resume due to the HUS Internship Office by May 1 and Dec 1st.</p>	<p>-Class Participation</p> <p>-Db 1</p> <p>-Db 2</p>	<p>1</p> <p>1</p> <p>1</p>
10	<p>-Class: Asynchronous</p> <p>-Read: ~Chapter 9 Assault & Other Risks</p> <p>~Exam II (Chapter 5, 6, 7, 8)</p> <p>-Db Assignment: A client who is having a psychotic break, thinks you are against them decides to come after you at the internship site. Describe how you would address the assault (1-2 paragraphs)</p>	<p>Exam to be completed on Blackboard</p> <p>-Db</p>	<p>10</p> <p>1</p>
11	<p>-Class: Synchronous</p> <p>-Read: ~ Chapter 9</p> <p>-Read: www.coalitionforthehomeless.org Basic Facts About Homelessness</p> <p>Assignment: Resume Due</p> <p>-Db Assignment: Describe how being homeless might be experienced as a trauma</p>	<p>-Class Participation</p> <p>-Blackboard Db</p>	<p>1</p> <p>10</p> <p>1</p>
12	<p>-Class: Asynchronous</p> <p>-Read: ~Chapter 10 ~Chapter 11</p> <p>-Read: https://www.safehorizon.org/our-services/what-we-do/ Closing Cases</p>		

	Domestic violence -Db Assignment 1: Write a mock closing progress note on a client who did not do well in your program (1 page-4 paragraphs) -Db Assignment 2: Explain how a counselor's initial goal should not be to get the client out of a DV situation. -Assignment: Complete the certificate for upcoming field practicum site placement: Sexual Harassment, Gender-Based Harassment and Sexual Violence Curriculum http://www.citytech.cuny.edu/title-ix/ Submit certificate on Blackboard	-Db 1 -Db 2 Blackboard	1 1 5
13	-Class: Synchronous -Read: Chapter 12 Frustrations, Lessons, Discoveries & Joys Assignment: Career Investigation Presentation	-Class Participation Blackboard Collaborate/Zoom	1
14	-Class: Synchronous -Assignment: Career Investigation Presentations Continue -Db Assignment: Which of the concepts from Chapter 12 do you think you will relate to in your profession? (1-3 paragraphs) HUS Dept. Advisement Ends. See Email for summer/winter schedule.	-Class Participation -Blackboard Collaborate/Zoom -Db	1 10 1
15	-Class: Synchronous -Assignments: <ol style="list-style-type: none"> Final Exam (Chapters 9, 10, 11, 12) Class Investigation Presentations End Reminder: Learning Contracts are due in the HUS Internship Office in order to obtain registration permission for all students seeking ANY field/internship course.	-Class Participation Final exam on Blackboard Blackboard Collaborate/Zoom	1 10 10

HUS 1203 ASSIGNMENTS

1. **Discussion Board:** Students will post/respond on Blackboard's Discussion Board

2. **Certificate:** Students will complete online

A. [Sexual Harassment, Gender-Based Harassment and Sexual Violence Curriculum](http://www.citytech.cuny.edu/tile-ix/)
<http://www.citytech.cuny.edu/tile-ix/>

All students must complete a valid certificate for field/internship placement (HUS 2305/2405/4701/4801) or will be denied. Certification is only good for one year.

B. <https://telementalhealthtraining.com/the-thtc-certificate>

All students must complete a valid certificate for field/internship placement (HUS 2305/2405/4701/4801) or will be denied. Certification is only good for one year.

OR.

3. **Telehealth I & II Essays** (Instructions to be given by the instructor).

-Essay must be typewritten double space. Must use a size 12 font; 1" margins all sides

-Correct grammar/format. All paragraphs are 4+ sentences.

Introduction. (One paragraph).

The first task is to write an introduction. In the introduction give facts and information in general

End the paragraph with a sentence that indicates the topic of the assignment. You are now ready to start writing the rest of the essay

Paragraphs: First sentence of each paragraph is the ONLY topic of that paragraph

Conclusion Paragraph: Give an overview of your essay by explaining your concluding thoughts. A conclusion paragraph is at least 4 sentences or more, so the reader understands your points.

TELEHEALTH I & II ESSAY Grading Rubric:

READ THE RUBRIC PRIOR TO SUBMITTING PAPER

HUS 1203 GRADING RUBRIC FOR TELEHEALTH I & II ESSAYS NAME:

GRADING POINTS	Poor F 5 pts.	Below Av. D (10pts)	Satisfactory C to B- (15pts)	Above Av. B to B+ (20 pts)	Excellent A- to A (25pts)	Points
GRAMMAR	More than 11 grammatical or punctuation errors	Between 9-11 grammatical, punctuation errors	Between 6-8 grammatical, punctuation errors	Between 4-5 grammatical, punctuation errors	Less than 3 grammatical, punctuation errors	
CURRICULUM CONTENT	Lacks content or examples related to curriculum, assignment	Inadequate content/examples related to curriculum, assignment	Reasonable content/ examples related to curriculum, assignment	Content/examp les related to curriculum, assignment are advanced	Content/example s related to curriculum, assignment are superior	
ESSAY FORMAT	No essay format utilized	Poor essay format attempted. Lacks: theme, conclusion, critical thinking and/or unclear paragraphs	Attempts essay format, but may not have complete theme, paragraphs, conclusion or critical thinking	Essay format used, but some paragraphs, conclusion and critical thinking theme needs more information	Easy to read, correct essay format of theme sentences, full paragraphs, conclusions, and critical thinking included	
PAPER FORMAT	Does not follow paper format	Format of paper has multiple errors	Format of paper has more than 1 error	Format of paper has 1 minor error	Follows font, justification, presentation of paper format exactly as directed	

Comments: _____ _____	Total Points	
--------------------------	--------------	--

4. Resume

- A. Prepare a resume which includes your education; vocational skills; employment history; volunteer history; certifications/license
- B. Use resume format: *owl.english.purdue.edu › . › Résumés and Vitas › Résumé Workshop*
- C. Proper grammar/edit work is required, as the resume should not have ANY errors
- D. Wording should be minimal in describing duties-not conversational wording
 Poor Example: Gave customers the best service with their food. Worked the cash register and told supervisor what products the place needed to stock up on
Instead simply:
 Duties included:
 - Customer Service
 - Cashier
 - Product Inventory
- E. Add the Sexual Harassment, Gender-Based Harassment and Sexual Violence Certificate to your resume
- F. Students can use the Professional Development Center (PDC) for guidance. Email for an appointment: pdc@citytech.cuny.edu Room: L-114 Phone: 718-260-5050
- G. Check your work using the Career Resume Rubric, which instructor will use for grading

Career Resume Rubric (Adapted from Amherst)

Name:		Grade:	
		Date:	
CRITERIA	EXCELLENT (16.6pts)	AVERAGE (13pts)	UNACCEPTABLE (10pts)
Style, Appearance, & Tone <u>Goal:</u> To ensure your strengths are highlighted for your specific audience and that the resume is polished & easy to read, including objective <u>Comments:</u> Score: 3 2 1	Fills page without overcrowding Margins are acceptable Font style & size is readable Objective is short and relevant • Formatting is consistent Relevant info appears on the top of the page Section headings reflect content & content substantiates headings (section titles & descriptions are relevant to targeted opportunity) Resume is targeted to internship, job or program	Page appears crowded Less than two formatting errors Objective is too wordy and needs revision	Margins are less than inch or more than 1 inch Font style is unreadable Lacks objective, or not relevant • Text size is not between 10 and 12 Other requirements for resume are missing or in error.
Grammar, Spelling, & Punctuation <u>Goal:</u> To ensure your resume is polished. <u>Comments:</u> Score: 3 2 1	• Error-free spelling Error-free punctuation Error-free spacing Grammar is appropriate (e.g. verb tense, pronouns)	• Contains 1-2 minor errors (punctuation or spacing) Has a pattern of a single error (e.g. some bullets have periods, some do not)	• Resume contains 3 or more individual errors Has a pattern of 2 or more of the same type of error
Contact Information <u>Goal:</u> To ensure a reviewer can reach you. Easily <u>Comments:</u> Score: 3 2 1	Includes name, address (optional), email, phone Name stands out on the resume Provides professional email	• Name does not stand out Email used is too casual	Missing name, email, address (optional), email, or phone number Email used is inappropriate or unprofessional
Education Section <u>Goal:</u> To convey academic qualifications and training. <u>Comments:</u> Score: 3 2 1	• Entries are in reverse chronological order Degree is spelled out Major(s) (if declared) and graduation month/year are indicated • Course work listed is relevant Each institution includes name, location, & dates • Relevance of study abroad, research, & honors is revealed	Degree is abbreviated (BA)	• Entries are not in reverse chronological order Degree listed is something other than "Bachelor of Arts" Missing declared major(s) Entry is missing details (name, location, dates) Irrelevant or outdated high school info is listed • Relevance of study abroad, research, & honors is not revealed
Experience Section(s) <u>Goal:</u> To contextualize your skills & qualifications, showing relevance to the position desired. <u>Comments:</u> Score: 3 2 1	Entries are in reverse chronological order Organization name, position title, location, & dates are included Bullets begin with strong action verbs and are in correct verb tense Personal pronouns and extraneous words are omitted Bullets are concise, direct, & indicate one's impact/accomplishments Results are quantified Bullets are listed in order of importance	Entries are in reverse chronological order Entries have a pattern of one type of error (e.g. locations are omitted) • Action verbs are weak • Verb tense is incorrect for 1 entry Bullets are not concise or direct and do not indicate impact Bullets are written in complete sentences	• Entries are not in reverse chronological order • 3 or more entries do not include organization name, dates, position title, or location Bullets are written in complete sentences • Verb tense is incorrect for 2 or more entries Bullets are wordy, vague, or do not indicate one's impact

			<ul style="list-style-type: none"> • Bullets are not listed in order of importance to the reader Results are not quantified when appropriate • Irrelevant or outdated information is listed
Skills & Interests <u>Goal:</u> To reveal relevant or interesting information that does not appear elsewhere on the resume. <u>Comments:</u> 3, 2 1	Listings are relevant to the reader Listings are concise Level of proficiency is indicated for language or computer skills	Listings are vague Missing Information	Items are wordy Items are vague or irrelevant Level of proficiency is not indicated for language or computer skills

5. Professional Essay Assignment

- Essay must be typewritten double space. Must use a size 12 font; 1” margins all sides
- Correct grammar/format. All paragraphs are 4+ sentences.

When writing the professional essay, focus on these four major themes:

- Why have you decided to become a human service worker, besides wanting to help others?
- What are your personal and professional strengths that will enhance your effectiveness for professional practice?
- What client population would you would like to work? What do you think you would learn?
- How do you envision your career path from the time of graduation to ten years following?

Additional Guidelines for Professional Essay:

A. Introduction. (One paragraph).

The first task is to write an introduction. In the introduction give facts about your life; for example where you were born, where you live (city and state), where you attend school, degree pursuing. End the paragraph with a sentence that indicates this is your professional essay. You are now ready to start writing the rest of your professional autobiography:

B. Why have you decided to become a HUS worker besides wanting to help others? (One Paragraph).

Explain what influenced you to go into this profession. Include what you know about the profession that intrigued you, beyond helping others.

C. What are your personal and professional strengths that will enhance your effectiveness for professional practice? (One-two paragraphs)

Explain the type of person you are: use facts about yourself: what traits, or characteristics would make you an effective human service worker. Define yourself. This can include:

- Overview of family influences, -culture/diversity exposure
- Community -employment and other related experiences

D. What client population would you would like to work? What do you think you would learn from working with this population? (One-two paragraphs).

Explain the unique qualities, challenges and strengths of a client population that interests you. What skills do you need to learn to be ready to professionally serve this population? Include why you want to serve this specific population (beyond that you want to help them). Describe what you believe are the human service needs of this population. Clarify what human service skills you have begun to develop and how they would specifically assist this population's unique needs. Be specific in your answer. (Do not include the skills you already possess)

E. How do you envision your career path from the time of graduation to ten years following? (One paragraph) What do you expect your career to look like? How will you hone your skills?

F. Conclusion Paragraph: Give an overview of your essay by explaining your concluding thoughts. Do not repeat the concepts in your other paragraphs.

G. Grading Rubric: Staple Rubric to top of page with name (in lieu of title page)
READ THE RUBRIC PRIOR SUBMITTING PAPER

HUS 1203 GRADING RUBRIC FOR PROFESSIONAL ESSAY 1203 NAME:

GRADING POINTS	Poor F 5 pts.	Below Av. D (10pts)	Satisfactory C to B- (15pts)	Above Av. B to B+ (20 pts)	Excellent A- to A (25pts)	Points
GRAMMAR	More than 11 grammatical or punctuation errors	Between 9-11 grammatical, punctuation errors	Between 6-8 grammatical, punctuation errors	Between 4-5 grammatical, punctuation errors	Less than 3 grammatical, punctuation errors	
CURRICULUM CONTENT	Lacks content or examples related to curriculum, assignment	Inadequate content/examples related to curriculum, assignment	Reasonable content/ examples related to curriculum, assignment	Content/exam ples related to curriculum, assignment are advanced	Content/example s related to curriculum, assignment are superior	
ESSAY FORMAT	No essay format utilized	Poor essay format attempted. Lacks: theme, conclusion, critical thinking and/or unclear paragraphs	Attempts essay format, but may not have complete theme, paragraphs, conclusion or critical thinking	Essay format used, but some paragraphs, conclusion and critical thinking theme needs more information	Easy to read, correct essay format of theme sentences, full paragraphs, conclusions, and critical thinking included	
PAPER FORMAT	Does not follow paper format	Format of paper has multiple errors	Format of paper has more than 1 error	Format of paper has 1 minor error	Follows font, justification, presentation of paper format exactly as directed	
Comments: _____ _____					Total Points	

6. Class Presentation: A HUS Career Investigation:

- A.** Each student will investigate and identify topics related to a population (child welfare; families; chemical dependency; disabilities; mental health; public health; community organization; social policy). Identify a HUS community based agency that serves this population/condition/issue. This can include impact on the individual, family or community; symptoms of a disorder; stigma-myths; strengths and coping mechanisms of the population; social and cultural and realities; services and gaps; and finally, professional and personal challenges. Presentations cannot be of the same topic; thus choose various ages, cultures, conditions, agencies, etc. Instructor will approve student choice.
- B.** Presentation is approximately 8 minutes. Students are to use various presentation methods, rather than reading from notes: PowerPoint, YouTube, class discussion/exercise specific literature, case examples, ethical dilemmas, frequently asked questions, theory and Its' application, skills/techniques, etc.

RUBRIC FOR PRESENTATION NAME:

GRADING POINTS	Poor = D- to F (0 pt.)	Below Av. = C- to D (10pts.)	Satisfactory = C to B- (15pts.)	Above Aver. = B to B+ (20pts.)	Excellent = A- to A (25 pts)	Pts
Design of Presentation	Does not present	Topic has flaws, errors	Basic presentation of topic	Creative, showcases topic	Creative, showcases topic effectively	
Group Involvement	Does not present	Classmates were minimally engaged by leader	Classmates were somewhat engaged by leader	Classmates were engaged by leader	Classmates were engaging in full participation by leader	
Format	Does not present	Instructions, purpose, are not clear and clarification is needed.	Instructions, purpose somewhat clear, needs clarification	Instructions, purpose, are clear and understandable	Instructions, purpose, are very clear, understandable	
Presentation Skills	Does not present	Difficult to understand, flow of presentation has multiple flaws. Reads notes most of the time, rather than presenting	Sometimes difficult to understand, volume low, flow of presentation has some flaws. Reads notes often, rather than presenting	Clear voice, adequate volume, professional, good flow of presentation. Hardly reads notes, and presents 90% of time	Very easy to understand content, clear voice with volume, presents professionally, flows easily, does not read notes at all.	
Comments: _____					Total Points	

--	--	--

BIBLIOGRAPHY

- Birkenmaier, J. and Berg-Weger, M. (2017). *The Practicum Companion for Social Work: Integrating Class and Field Work*, (4th ed.) New York: Allyn & Bacon.
- Cress, C. and Associates. (2013). *Learning Through Service: A Guidebook for Service- Learning Across the Disciplines*. Stylus Press.
- Cummins, L. K. and Sevel, J. A. (2017). *Social Work Skills for Beginning Direct Practice: Text, Workbook, and Interactive Web Based Case Studies* (4th ed.) New York: Allyn & Bacon.
- Doelling, C. N. (2005). *Social Work Career Development: A Handbook for Job Hunting And Career Planning* (2nd ed.). Atlanta, Ga: NASW Press.
- Duggan, M. H. and Jurgens, J. C. (2006). *Career Interventions and Techniques: A Complete Guide for Human Service Professionals*. New York: Allyn & Bacon.
- Gardinier, L. (2016). *Service Learning Through Community Engagement*. New York: Springer
- Garner, Geraldine. (2008). *Careers in Social and Rehabilitation Services* (3rd ed.). New York: McGraw-Hill.
- Garthwait, C. (2017). *The Social Work Practicum: A Guide and Workbook for Students* (7th ed.). New York: Allyn & Bacon.
- Grobman, L. M. (2004). *Days in The Lives of Social Workers: 54 Professionals Tell "Real-life" Stories from Social Work Practice* (3rd ed.). White Hat Communications.
- Harris, H. & Maloney, D., (2004). *Human services: contemporary issues & trends*, (3rd ed.) Boston, MA: Allyn & Bacon.
- Howatt, W. A., (2000). *Human services counseling toolbox*, (1st edition). Pacific Grove, CA: Brooks/Cole.
- Jacoby, B. and Howard, J. (2014). *Service-Learning Essentials: Questions, Answers, and Lessons Learned* (1st ed.). New Jersey: Jossey-bass.

- Miller, William R. and Rollnick, Stephen. 2002. *Motivational Interviewing: Preparing People for Change*, (2nd ed). New York: Guilford Press.
- Myers Kiser, P. (2016) *The human services internship: getting the most from your experience*. (4th edition). Pacific Grove, CA: Brooks/Cole.
- Neukrug, E. G. (2016). *Skills and techniques for human service professionals*. (2nd ed.). Norfolk, Virginia: Counseling Books, Etc.

Academic Integrity: Instructors use online technology, within Blackboard, and other sources that automatically identify plagiarism. It is advised that students do their own work and earn the grade, rather than the consequences of plagiarism: Possibly failing assignment/course; Being reported to the College/Department; Evaluated for ethical readiness for the HUS Field/Practicum experience.

ACADEMIC INTEGRITY STANDARDS CUNY

Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

NEW YORK CITY COLLEGE OF TECHNOLOGY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).'
- Submitting someone else's work as your own. Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives students an unfair advantage in his/her academic work over another student. The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents. The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.