

Spring 2018

NEW YORK CITY COLLEGE OF TECHNOLOGY
OF THE CITY UNIVERSITY OF NEW YORK
HEALTH & HUMAN SERVICES DEPARTMENT

HUS 4700 PROFESSIONAL INTERNSHIP

Section Number: _____ Instructor: _____

Email Address: _____ Office Hours: _____

Course Description: This course provides students with a professionally supervised fieldwork experience in a human service agency. On campus weekly classroom seminars assess student progress toward learning objectives, explore student concerns and professional practice issues. The development of responsible and appropriate problem solving techniques is emphasized. Upon successful completion of HUS 4700, students will be able to advance to Professional Internship II where they will learn more about supervision and administration.

Hours: 1.5 classroom hours a week + 150 field work hours

Credits: 3 credits

Prerequisites:

1. Completion of ("C" grade or better) HUS 2405
2. Grade Point Average 2.0 or higher

Required Textbook:

Myers Kiser, P. (2012). *The human services internship: Getting the most from your experience.* (4th edition). Belmont, CA: Wadsworth.

See Field Manual, in college website, Human Services Dept. All forms needed for internship are located online.

Teaching and Learning Methods

Lectures, guest speakers, discussion, role playing, oral presentations

Grading Criteria

Logs	25 %
Agency supervisor's evaluation	25 %
Written assignments	25 %
Class Participation	25%

A passing grade of C must be achieved to pass the course.

Course Requirements:

Course Participation & Attendance

Participation: Student participation is evaluated by instructor, when computing the final course grade. Students are expected to participate in discussion and in-class activities, regularly administered by the instructor. To ensure a learning environment, that supports quality student participation, unapproved technology/cell during class is not permitted.

Attendance: Instructors are required to submit student attendance to Financial Aid and Registrar.

Course Assignments:

Logs will focus on various challenges within practice issues, such as problem solving analysis, professional practice issues, program development, administration, supervision ethical dilemmas, philosophy of human services, analysis of students' progress as well as limitations. Any assignment (weekly logs, process recess recordings and written assignments) turned in after the due date will have 10 points deducted for every week it is late. Assignments will be given "F" grades if they are turned in two weeks after due dates. All assignments must be typewritten in APA format and handed in to the seminar instructor at the beginning of each class on the dates indicated. The instructor will assign additional readings and fieldwork exercises.

Fieldwork Requirements and Procedures:

All students must complete a minimum of 150 clock hours of supervised fieldwork by the end of the semester. Seventy-five (75) hours must be completed by the mid-semester. Regardless of the number of hours completed, students must continue working at fieldwork sites until the 15th week of the semester. Consult the field practicum manual for further information.

Agency Placement Forms:

Agency placement forms are due by the second session of class. Students will not be allowed to continue if this form is not handed in to the Coordinator of Field Placement. Students are expected to continue at their HUS 4700 agency placement site for their HUS 4801 semester. Students wishing to be placed at a different site for HUS 4801 must contact the Coordinator of Field Placement (by October for the next Spring semester or March for the next Fall semester) for further directions.

Time Certification Form/Monthly Contact Sheets:

Time/hours certification forms and Monthly Checklists must be signed and completed by the agency supervisor and submitted to the Instructor. All forms are on the Human Services college website.

Ethical Standards

Review the section on "Ethical Standards of Human Services Professionals" in the Field Manual. You will have covered this information in previous courses and again 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.

HUS 4700 COURSE OBJECTIVES

Knowledge and Measureable Outcomes

Upon completion of this course students will be able to

	OBJECTIVES	ASSESSMENT
	Knowledge: Upon completion of this course the student will be able to:	
1.	Develop the ability to analyze his or her work as a professional human service worker.	In logs and written assignments, students will analyze their work as a professional human service worker.
2.	Understand his or her role when acting as a supervisor of paraprofessionals or volunteers.	In logs and written assignments, students will demonstrate their knowledge of the role of supervisor of paraprofessionals or volunteers (if the placement site offers such an opportunity).
3.	Understand the utilization of needs assessment to enhance the delivery of appropriate services to the client (individual, group, family and community).	In biopsychosocial assignment students will demonstrate knowledge of needs assessment in the delivery of services to client (individual, group, family and community).
4.	Understand the role of research in enhancing the agency's ability to deliver services to the population it serves.	In biopsychosocial assignment students will demonstrate knowledge of the use of research in the delivery of services to populations.
5.	Understand the administrative duties of the agency's management team.	In logs and written assignments, and final evaluations students will demonstrate knowledge of the agency management team's administrative duties.
	Skills	
1.	Writing: Write a log on their experience in internship	Flawless logs, use of proper essay format, APA format for papers utilized.
2.	Oral Communication: Able to communicate to students and instructor proposal plans	Successful presentation of proposal of the change project.
3.	Proposal Writing: Knowledge of a proposal	Successful writing of a proposal, with a rationale, purpose, time-line of tasks
	Values	
1	Diversity: Understand the role of diversity in human services.	Completion of a biopsychosocial that includes cultural aspects of the client.
2.	Demonstrate expanded cultural awareness and sensitivity.	Completion of a biopsychosocial that includes cultural aspects of the client.

Skills and Measureable Outcomes

Upon completion of this course students will be able to

	OBJECTIVES	ASSESSMENT
1.	Demonstrate that they can perform as effective case managers with a diverse population.	In written assignments, and final evaluations students will be able to demonstrate their performance as effective case managers.
2.	Demonstrate professional use of self when working with a client.	In, written assignments, and evaluations students will demonstrate an understanding of their professional use of self when working with a client.
3.	Propose an administrative/ research project that will benefit clients at the agency or enable the agency to service clients more effectively.	In proposal assignment students will develop a project to benefit clients. This will include an appropriate timeline of tasks to be completed over two semesters
4.	Demonstrate effective collaboration with other professionals.	In written assignments, final evaluation students will demonstrate their understanding of effective collaboration with other professionals.
5.	Understand the process of assessment.	Students will develop a comprehensive psychosocial summary.
6.	Use supervision effectively in the service of helping clients at the agency.	In written assignments, evaluations students will demonstrate their understanding of the effective use of supervision in the service of helping clients at the agency.
7.	Demonstrate how to prepare clients for changes in worker status such as workers taking vacation time or terminating with the client or agency.	In written assignments and evaluations students will demonstrate their ability to effectively prepare clients for worker status changes (taking vacation time or terminating).

Attitudes and Measureable Outcomes

Upon completion of this course students will be able to

	OBJECTIVES	MEASUREABLE OUTCOMES
1.	Demonstrate professionalism to the agency and clients.	The student will comply with all agency regulations and demonstrate respect, empathy and dignity toward them at all times.
2.	Demonstrate professionalism by their respect and sensitivity to cultural differences as well as to the various barriers, handicaps or problems that clients present.	In log and classroom activities will demonstrate their understanding of and sensitivity to cultural differences and barriers that clients present.
3.	Be expected to come to class on time and act within a professional manner in the classroom. The student will be expected to participate in classroom discussion and activities.	Students' attendance and behavior will be reflected in their class attendance and participation grade.

HUS 4700 COURSE OUTLINE

Students are expected to read the assigned chapter before class, and apply the concepts to class discussions, work with clients and written assignments.

<u>SESSION(S)</u>	<u>TOPIC</u>	<u>CHAPTER</u>
1.	Introduction To The Course And Course Requirements.	
2.	Getting Ready DISCUSS PROCESS RECORDING ASSIGNMENT LOG #1 DUE	1
3.	Continue: Getting Ready	1
4.	LOG #2 DUE DISCUSS TIMELINE/PROPOSAL ASSIGNMENT	
5	Continue: Getting Acquainted. DISCUSS BIOPSYCHOSOCIAL ASSIGNMENT PROCESS RECORDING DUE	2
6	Developing Ethical Competence LOG #3 DUE	3
7	Continue: Developing Ethical Competence	3
8	Using Supervision. LOG # 4 DUE	4
9	Continue: Using Supervision.	4
10	Learning to Learn from Experience: The Integrative Process Model	5
11	Continue: Learning to Learn from Experience: The Integrative Process Model BIOPSYCHOSOCIAL ASSIGNMENT DUE	5
12	Communicating With Clients LOG #5 DUE	6

13	Continue: Communicating With Clients TIME LINE/PROPOSAL DUE	6
14	Proposal Presentations Begin Supervisor's Evaluation Due Student's Evaluation of Supervisor/Agency Due	
15	Proposal Presentations Continue/End & Summary of course	

HUS 4700 COURSE ASSIGNMENTS

THESE ASSIGNMENTS MUST BE REVIEWED AND SIGNED OFF BY YOUR FIELD SUPERVISOR BEFORE SUBMISSION TO YOUR SEMINAR INSTRUCTOR.

1. **5 LOGS**

Develop a brief (2-3 pages) summary and critique of your work, challenges, struggles and experiences during the week, including individual/family/group sessions, supervision, meetings and other relevant agency assignments. You are expected to apply concepts from the reading assignments. All logs are to be written in essay format; theme, paragraphs 4+sentences, conclusion paragraph, APA paper format.

2. **PROCESS RECORDING**

Process recording of a session with a person/family/group

3. **WRITTEN ASSIGNMENTS -**

Assignment 1 **Due Date:** _____

Write a comprehensive biopsychosocial assessment on a client which includes:

Demographic information & presenting problem

Family History/relationships; Psychiatric (mental health dx); Psychological (developmental disabilities); Substance Use/Abuse; Medical; Finances; Education/Vocational; Employment; Housing; Legal; Social/Interpersonal; Diagnostic Summary (DSM V)

Assignment 2 **Due Date:** _____

In discussion with and approval by the agency supervisor and instructor, students are to develop a proposal for a small project that they will implement at the agency during the next semester, which includes a timeline for the next two semesters. A timeline is a list of the specific dates and detailed tasks student will complete to plan and implement their project over the course of two semesters. The project is to be implemented in the next semester, NOT in HUS 4700.

Preparation is in HUS 4700. Some previous proposal examples are:

- Recruitment and group supervision of volunteers.
- Development and/or improvement of community outreach and collaboration with other community resources.
- A needs assessment study for your agency.
- A fundraising event for your agency.
- An administrative research project.

BIBLIOGRAPHY

- Corey, M. & Corey, G., (2006). *Groups: process & practice*. (7th edition) Pacific Grove, CA: Brooks/Cole.
- Corey, G. (2005). *Case approach to counseling and psychotherapy*. (6th edition) Pacific Grove, CA: Brooks/Cole.
- Faiver, C. M., and Eisengart, S. P. (2004) *The counselor intern's handbook*. (3rd edition). Pacific Grove, CA: Brooks/Cole.
- Harris, H. & Maloney, D., (2004). *Human services: contemporary issues & trends*. (3rd edition) Boston, MA: Allyn & Bacon.
- Jacobs, E. E., Masson, R. L., and Harvil, R. L. (2006) *Group Counseling: Strategies and Skills*. (5th edition) Pacific Grove, CA: Brooks/Cole.
- Lewis, J. A., Lewis, M., Daniels, J. D. and D'Andrea, M. D. (2003). *Community counseling: Empowerment Strategies for a diverse society*. (3rd edition). Pacific Grove, CA: Brooks/Cole.
- Myers Kiser, P. (2008) *The human services internship: getting the most from your experience*. (2nd edition). Pacific Grove, CA: Brooks/Cole.
- McClam, T. & Woodside, M., (2006). *An introduction to human services*. (5th edition). Pacific Grove, CA: Brooks/Cole.
- Sweitzer, H. F. and King, M. A. (2004). *The successful internship: Transformation and empowerment in experiential learning*. (2nd edition). Pacific Grove, CA: Brooks/Cole.
- Yalom, I. D., (2005). *The theory and practice of group psychotherapy*. (5th ed) New York: Basic Books.

SUPERVISION AND ADMINISTRATION

- Austin, M. J., and Hopkins, K. M. (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage Publications.
- Dolgoff, R. (2005). *An introduction to supervisory practice in human services*. (1st edition). Boston, MA: Allyn & Bacon
- Kettner, P. M. (2002). *Achieving excellence in the management of human service organizations*. Boston, MA: Allyn & Bacon
- Manning S. S. (2003). *Ethical Leadership in Human Services: A Multi-Dimensional Approach*. Boston, MA: Allyn & Bacon

ACADEMIC INTEGRITY STANDARDS

CUNY Policy on Academic Integrity

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

A. Definitions and Examples of Academic Dishonesty.

1. **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.

2. **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 a student 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.

3. 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.