

# **NEW YORK CITY COLLEGE OF TECHNOLOGY**

**Of the  
CITY UNIVERSITY OF NEW YORK**

**285 Jay Street  
Brooklyn, N.Y. 11201**



## **A GUIDE TO FIELD PRACTICUMS/PROFESSIONAL INTERNSHIPS**

**2025**

**HUMAN SERVICES DEPARTMENT**

**ACADEMIC COMPLEX**

**Room 805**

**TEL. # 718 260 - 5135**

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## **INTRODUCTION**

This manual presents the educational objectives and requirements of the Human Services Internships/Field Practicums of the Human Services Department of NEW YORK CITY COLLEGE OF TECHNOLOGY of the City University of New York. It provides students, agency supervisors, administrators, faculty and other interested persons with many of the answers to questions about the Human Services Internships/and Field Practicums. This manual reflects the collaborative efforts of faculty, students, alumni and agency supervisors. Although every effort is usually specific, there may be additional questions or concerns, is always open for discussion with the Academic Internship Coordinator or Internship Course Instructor(s).

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Human Services Department

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## **FIELD PRACTICUM/PROFESSIONAL INTERNSHIP FACULTY**

The Department of Human Services consists of faculty who are experienced, interdisciplinary practitioners in their field with experience working with diverse communities and populations.

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## **HUMAN SERVICES FIELD PRATICUMS/PROFESSIONAL INTERNSHIPS**

### **ASSOCIATE AND BACCALAUREATE DEGREES**

The Human Services Fieldwork experience provides students with opportunities to integrate theory and practice. Students are required to complete two semesters of supervised field experience during their course of study:

**Associate Degree = 125 clock hours each semester, total 250 hours**  
**Baccalaureate Degree = 100 clock hours each semester, total 200 hours.**

Student placements are in approved human services agencies: alcohol and substance abuse services, services for older adults and physically challenged people, and/or child and families, schools, family courts, adult and juvenile probation, hospitals, group homes and community agencies. Under close supervision students are responsible for assignments designed to improve the social/health functioning of individuals, groups, or communities. An experienced Human Services professional designated by the participating agency provide supervision. The student attends a weekly on campus Field Practicum seminar concurrently with the field experience. It is designed to stimulate thinking about the concepts, skills, and practice principles needed for effective performance in the field.

#### **I. OBJECTIVES OF THE HUMAN SERVICES DEPARTMENT (ASSOCIATE AND BACCALAUREATE)**

##### **A. General Objectives:**

1. To facilitate the attainment of proficiency and competencies in generic human service work.
2. To incorporate the fundamental values and ethics of the human service profession.
3. To provide opportunities that enable students to become aware of their own values, personalities and their effect on the client relationship.
4. To provide diverse multicultural experiences within the community.

##### **B. Objectives of the Associate Degree: (HUS 2305 & HUS 2405)**

1. To develop rapport with clients.
2. To learn active listening and interviewing skills.
3. To develop information-gathering skills, emphasizing observation and interviewing techniques.
4. To use intervention skills appropriate to individual, group and family counseling and sensitive to client populations with special needs.
5. To learn the social, economic and cultural context of specific client populations.
6. To use planning and evaluation skills to analyze the needs of clients, and to design and implement a plan of action.
7. To acquire time and information management skills in organizing client data, record keeping and report writing.

**C. Objectives of the Baccalaureate Degree (HUS 4701 & HUS 4801)**

**In addition to the knowledge and competencies listed under the Associate Degree objectives, students will be able:**

1. To master a range of therapeutic modalities and interventions that focus on service delivery systems.
2. To attain planning and evaluation skills including program design, program evaluation and team leadership.
3. To acquire information management skills, centering on needs assessment studies and community education programs.
4. To participate in developing administrative programs, including the administration and supervision of paraprofessionals or volunteers.
5. To understand the correlation between policy and research and identify possible research activities/projects.

**II. RIGHTS AND RESPONSIBILITIES OF THE HUMAN SERVICE DEPARTMENT (ASSOCIATE AND BACCALAUREATE)**

**A. Rights and Responsibilities**

1. Internship Coordinator will review, evaluate and approve all placement sites.
2. Coordinator will notify the agency the names of candidates for fieldwork interview at least one month before the semester begins.
3. Internship Course Instructors will visit agencies at least once each semester to monitor student progress.
4. The Human Services Department will provide a weekly on-campus Human Services Field Work Seminar for all students participating in the fieldwork experience.
5. The Internship Coordinator may remove a student from an agency if it is determined that:
  - a. the agency is not providing appropriate learning experiences for the student;
  - b. the agency is not providing proper and adequate supervision;
  - c. that a change in agency assignment would be in the best interest of the student and/or agency and/or the college.

This action will be taken only after consultation with appropriate agency official(s), the Internship Course Instructor, the Internship Coordinator and the Chairperson of the Human Services Department.

**B. Rights and Responsibilities of Human Service Agency Supervisors for Field Work:**

1. The field supervisor should have knowledge concerning the specific learning objectives for fieldwork. **Field Supervisors for Associate Degree students must have at least a bachelor's degree in Human Services or a related field. Field Supervisors for Baccalaureate Degree students must have at least a Master's Degree in Human Services or related field.**

2. The field supervisor will schedule regular individual or group supervisory conferences on a once a week basis for:

**Associate = 1-hour**

**Baccalaureate = 1 ½ hours**

3. Develop specific and appropriate monthly assignments for each student.
4. Provide a structured orientation within the first week of fieldwork experience.
5. Provide guidance in the student's completion of college seminar assignments.
6. Communicate any urgent or student concerns, with the student's on- campus seminar instructor in a timely fashion through the Human Service Office (718) 260-5135.
7. Communicate any urgent or serious changes in supervision or student concerns with the student's on-campus Internship Course Instructor in a timely fashion through the Human Service's Office (718) 260 - 5135.
8. Be responsible for directing and supervising the student's fieldwork experience.
9. Be responsible for verifying the hours students have worked during the 15-week internship.
10. Complete and return to the College monthly time sheets and activities summary forms on time.
11. Complete and send to the college a student performance evaluation prior to the end of the semester.
12. Attend at least one Field Supervisor Forum each year at the college.

**C. Rights and Responsibilities of the Human Services Student for Field Work:**

Students must meet the following requirements each semester of fieldwork:

1. Students must bring the Agency Placement Form to the Field Placement Office on or before dates posted during the preceding semester.
2. HUS 2305 Students are required to attend both pre-semester orientation sessions prior to the start of the internship
3. Student must complete a minimum number of hours of fieldwork each semester.

**Associate = 125 hours each semester**

**Baccalaureate = 100 hours each semester**

4. Students prohibited from completing fieldwork hours before the 15th week of class, even if the total number of hours exceeds the minimum hours for that fieldwork class.
5. Students are required to withdraw from the Field Practicum/Internship course if she/he has not completed at least ½ of the required hours for the semester by mid-semester.

**Associate Degree - 125 hours**

**Baccalaureate Degree - 100 hours**

6. Students are not permitted to change agencies without the approval of the Internship Coordinator.
7. Incomplete ("I") grades are never given for the Field Practicum/Professional

Internship course.

8. Students may not be absent from college class (es) to fulfill agency obligations.
9. Students must have taken and passed all prerequisite courses prior to registration for internship courses. Students must also have a minimum GPA of:

**Associate Degree - 2.00**

**Baccalaureate Degree - 2.00**

10. Students are required to maintain professional confidentiality in all of their activities. Agency materials used for class assignments must be disguised. Students may not remove any client records or other confidential material from their fieldwork agency.
11. Students are required to attend the weekly scheduled on-campus Field Work Practicum/Professional Internship seminar.
12. Students must notify the agency in the event of an absence from field work. The time missed must be made up during their semester of internship.

### **III. PROCEDURES AND TIME REQUIREMENTS FOR FIELD PLACEMENT REFERRAL**

HUS 2305, HUS 2405 HUS 4701 and HUS 4801 are offered every semester. Students will not be permitted to take two field placements in the same semester. The Academic Internship Coordinator must approve all placements. Students should:

- A. plan well in advance with his/her faculty advisor to discuss areas of interest and possible agency placements,
- B. have successfully completed all course pre-requisites prior to registration for HUS 2305/HUS 2405 or HUS 4701/HUS 4801,
- C. attend an orientation workshop the semester preceding the practicum/internship course.
- D. complete necessary applications and documentation during the semester preceding registration in the course.
- E. Discuss any field placement concerns with their faculty advisor or the Academic Internship Coordinator.
- F. Application process due date for the Spring Semester is December 1<sup>st</sup>
- G. Application process due date for the Fall Semester is May 1<sup>st</sup>

### **IV. CRITERIA FOR THE SELECTION OF THE FIELD PLACEMENT SITE**

- A. The site must be an approved social, health or human services setting, which will provide:
  1. initial exposure to the human service profession,
  2. exploration of a new career path in the profession or
  3. advanced experience in the field.
- B. The internship will provide appropriate learning opportunities for the application of Theory methodology and research in human services (staff meeting, workshops, community activities, conferences, and other relevant agency activities).
- C. The internship will provide appropriate facilities to enhance the learning situation; i.e., work space, use of agency telephone for agency-related work, etc.
- D. All field supervisors must be credentialed in their field. A minimum of a BS in Human Services or related disciplines for those supervising Associate Degree

students; MSW, MPA, MPH, M.Ed., Ph.D. DSW, Psy.D. or Ed. D for Baccalaureate Degree



**V. GRADING**

Final grading for fieldwork practicum/internship (depending on practicum/internship course):

|                                    |      |
|------------------------------------|------|
| Weekly logs                        | 50 % |
| Agency supervisor's evaluation     | 25 % |
| Class attendance and participation | 25 % |

Active and positive participation in the on-campus seminar at the College

**VI. FIELD PRACTICUM EVALUATION PROCESS**

**A. Purposes**

The major purposes of evaluation of students enrolled in the Human Services Field Practicum include the following:

1. It is an opportunity for the student and the supervisor in the Field Practicum agency is to develop the experiences the student has encountered as an intern.
2. It is an opportunity for the student and the supervisor to identify the skills and learning needs the student and supervisor should work on in the future.
3. It is a method of follow-up for the student, the supervisor and the college. The evaluation becomes a part of the student's record at the college.

**B. Evaluation Conference**

The supervisor should discuss the evaluation process and procedures with the student in advance of the evaluation conference.

The student will be informed by the college of the areas of evaluation and will be made aware of the college's requirements. During the evaluation conference both the student and the supervisor should share the initiative and responsibility for evaluating performance. Assessments of strengths and weaknesses should be supported by illustrations of the student's work.

**C. Written Evaluation**

Based upon the discussions of the evaluation conference, it is the supervisor's responsibility to complete the written evaluation based upon the criteria and materials provided by the College.

The student should see the evaluation in its final written form. The student and the supervisor should both sign the written evaluation form submitted by the College. Signing the evaluation indicates that the student has read the evaluation.

If the student and the supervisor do not agree, the student has the right to include a written addendum to the evaluation prepared by the supervisor.

The supervisor is requested to make a copy of the written evaluation for the student and send the original completed written evaluation to the College by the due date indicated.

**D. Final Grade**

The instructor of the Internship Course will assign a grade for the course based upon the following:

1. The evaluation of the Field Practicum agency supervisor.
2. Active and positive participation in the on-campus seminar at the College.
3. Written and reading assignments as required in the course.
4. The student's weekly logs as required in the course.

**VII. TERMINATION OF STUDENTS FROM FIELD PRACTICUM**

Students may withdraw voluntarily or be asked to withdraw from the Field Practicum by the Internship Course Instructor, the Internship Coordinator, and/or the Chairperson of the Department of Human Services. The procedure for withdrawing from the Field Practicum is outlined below:

**A. Voluntary Withdrawal**

A student who withdraws from school must notify the supervisor at the agency, the internship course instructor and the Internship Coordinator regardless of the reason for withdrawal.

**B. Unsatisfactory Academic Performance**

If the student is not able to perform at an acceptable level set by the Human Services faculty, will meet with the internship course instructor to decide on an appropriate course of action. It is the responsibility of the internship course instructor to inform the Internship Coordinator of his/her recommendation(s).

**C. Unsatisfactory Performance at an Agency**

It is very important that the Field Practicum agency supervisor informs the internship course instructor immediately of any problem(s) with a student at the agency. If the problem cannot be resolved informally between the student, the supervisor and the internship course instructor, the following procedures will be followed:

1. The internship course instructor will meet with the student.
2. The internship course instructor will meet with the Internship Coordinator.
3. The Internship Coordinator will meet with the student and internship course instructor.
4. The internship course instructor will meet with the field supervisor and the student.

**Note:** Some situations may require a formal meeting of all parties concerned and the Field Practicum Committee of the Department of Human Services.

#### **D. Violation of Ethics**

Students may be recommended for dismissal from the college if they are found to have violated professional ethics or have conducted themselves in ways that are detrimental to the welfare of their clients.

#### **E. Violation of School Policy or Field Practicum Requirement(s)**

The faculty of the Department of Human Services may request college disciplinary action against a student who violates college policies and/or the requirements of the Humans Services Field Practicum.

#### **F. Failure to Document Placement**

Students who fail to submit the Agency Placement Form by the deadline established by the College may be withdrawn from the Field Practicum class by the department. The student will be notified by telephone or by letter so that appropriate program changes can be made. The seat vacated in the class will be assigned to a student on the waiting list who has a documented Field Practicum placement. Students who are withdrawn from a Field Practicum class may be reinstated at the discretion of the Coordinator of Fieldwork and the Department Chairperson based on the satisfactory completion of prerequisites and on the availability of a class seat.

#### **G. Missing Prerequisites**

Students who register for a field practicum class without the necessary course, GPA and pre-placement orientation prerequisites will be withdrawn from the class and notified by the department by telephone/mail so that they can make appropriate adjustments to the programs.

### **VIII. HUS 2305 CREDIT BY EXAMINATION**

#### **A. Statement of Eligibility for Credit by Examination**

Exemption from the first semester of Human Services Field Practicum (HUS 2305 & HUS 2305.1) will be granted to those students who can document that they practice knowledge and skills acquired through employment in a Human Service agency indicating that enrollment in the first semester of Field Work is unnecessary. The number of credits to be granted will be three (3). **All students are required to enroll for the second semester of Field Practicum (HUS 2405/HUS 2405.1). Further information and the Preliminary Application for Credit-by-Examination can be obtained in the Human Services Office, New Academic Complex, Room 805 D**

#### **B. Eligibility Criteria for Credit by Examination**

The Field Practicum Committee of the Department of Human Services has established the following criteria.

1. The student has been full-time employed in a Social or Health agency for a period of **no less than three (3) or more years**.
2. The student's primary role has been providing direct services to individuals, families, groups and/or communities.
3. The student may apply for Credit-By-Examination only when he/she has successfully completed all pre-requisites for HUS 2305 or HUS 2305.1 including CUNY certification in Reading, Writing and Math

4. The student is able to document his/her experiences in the field.
5. The student satisfactorily completes a minimum of two written essays, which reflect his/her knowledge, values, and skills as described in the "Objectives for the Field Practicum."
6. The student completes and submits all portfolio documentation as established by the Field Practicum Committee of the Human Services Department.

**C. Process & Guide to Documentation**

Students who apply for Credit-By-Examination for HUS 2305 & HUS 2305.1 must complete and submit the following documentation by **October 31 for the spring semester** or **February 28 for the fall semester**. Students who meet these deadlines will be notified within 60 days of the department's decision.

1. Initial advisement with the student's Faculty Advisor for the purpose of establishing the student's eligibility for applying for the Credit-By-Examination for the Field Practicum.
2. Submission of Preliminary Application for Credit-By-Examination which may be obtained in the Human Services Office, A 805 D.
3. Completion of Personal Statement.
4. Updated Resume.
5. Documentation of Employment.
6. Interview with Field Practicum Committee of the Human Services Department.
7. Completion of two (2) written assignments from HUS 2305/305.1 as directed by the student's Faculty Advisor.

**ASSOCIATE DEGREE FIELD PLACEMENT COURSE PRE-REQUISITES**  
**HUS 2305 / HUS 2305.1**

**GPA: 2.00 or higher**

| Course Code       | Title  | Credits  |
|-------------------|--|----------|
| HUS 1101          | Introduction to Human Services   | 3        |
| HUS 1201          | Elements of Counseling   | 3        |
| HUS 1203          | Human Services Seminar   | 3        |
| ENG 1101          | English Composition I  | 3        |
| <b>MAT Exam</b>   | Math Certification   | <b>0</b> |
| <b>Title Nine</b> | <a href="http://www.citytech.cuny.edu/title-ix">www.citytech.cuny.edu/title-ix</a> <b>Workshop Requirement</b> | <b>0</b> |

**ASSOCIATE DEGREE FIELD PLACEMENT COURSE PRE-REQUISITE**  
**HUS 2405 /HUS 2405.1**

**GPA: 2.00 or higher**

| Course Code | Title             | Credits |
|-------------|-------------------|---------|
| HUS 2305    | Field Practicum I | 3       |

**BACCALAUREATE DEGREE FIELD PLACEMENT COURSE PRE-REQUISITE**  
**HUS 4701**

**GPA: 2.00 or higher**

| Course Code | Title              | Credits |
|-------------|--------------------|---------|
| HUS 2405    | Field Practicum II | 3       |

**BACCALAUREATE DEGREE FIELD PLACEMENT COURSE PRE-REQUISITE**  
**HUS 4801**

**GPA: 2.00 or higher**

| Course Code | Title                     | Credits |
|-------------|---------------------------|---------|
| HUS 4701    | Professional Internship I | 3       |

## **SUGGESTED ACTIVITIES FOR THE ASSOCIATE LEVEL**

### **HUS 2305 / HUS 2405**

**Internship hours: 10 hours per week with approval of the Internship Coordinator.**

#### **I. Initial interview with client/family/groups;**

- dress appropriately, be punctual and courteous
- make phone call to set up appointments
- use appropriate greetings
- introduce agency and self
- set goals of interview/group meeting
- complete tentative service/treatment plan
- conclude the initial individual/group family interview
- become knowledgeable of agency administrative/staffing structure (organizational structure).

**\*Documentation: process notes, brief intake summary.**

**\*Awareness of the professional self.**

#### **II. Ongoing counseling (individual, group or family)**

- establish rapport/therapeutic relationship with clients.
- collect relevant personal/family data: income, housing, financial, family and social relationships.
- educational, medical and/or psychiatric histories.
- identify and provide direct services.
- make referrals to community agencies/resources
- discuss resistance: silences, lateness, and cancellations.
- monitor client/family progress.
- learn about client's culture: religion, race, disability, gender, sexual preference and socio-economic backgrounds.
- use supervision to strengthen student's individual group or family counseling skills.
- relate professionally to other staff members (team work).
- participate in individual, group or family
- familiarity with Human Services Code of Ethics

**\*Documentation: statistics, service logs, case recording, letters, brief assessment and planning summaries, etc.**

**\*Awareness of the student's biases, prejudices and strengths/problems in relating to clients or the setting, e.g. stress, anger, low morale, etc.**

#### **III. Related Activities:**

- attend staff and community meetings
- conduct client advocacy activities
- collaborate with other professionals
- attend professional conferences

#### **IV. Concluding Contact/Termination**

- evaluate delivery of services (outcome assessment)
- review accomplishments/unfinished business
- plan for the client's future
- make referrals to other resources
- discuss "Saying Goodbye"/concluding service

## **SUGGESTED ACTIVITIES FOR THE BACCALAUREATE LEVEL**

### **HUS 4701 / HUS 4801**

**Internship Hours: a minimum of two (2) weekdays (8 hours) with approval of the Academic Internship Coordinator.**

#### **I. Training in information management.**

- a. Documenting counseling sessions:
  - observing the client or group,
  - interviewing or other interaction needed to obtain information,
  - seeking information from other related sources, and
  - recording information.
- b. Organizing information involves recording and interpreting data.
  - elementary community needs assessment surveys, and
  - elementary program evaluation research
- c. Disseminating information involves providing (in written or verbal form) routine and critical information in a timely manner to clients, colleagues, or other members of the related service system. This includes decision making on the pertinence of information to be provided and awareness of the issues of client confidentiality and appropriate use of client data. Disseminating information shall include:
  - presenting research findings in written and verbal form and
  - utilizing information for community education and public relations.

#### **II. Direct Services - The student will develop skills in:**

- a. Interact with clients along a continuum from prevention activities through early intervention into identified problems, to activities that assist clients in maintaining maximum autonomy and optimal functioning.
- b. Taking the role of: (1) care giver, (2) broker/advocate, (3) teacher, and (4) behavior changer. The student will learn advanced level skills for many of these roles or obtain a higher level of skill development through specialized training in one or two roles.
- c. Familiarity with Human Services Code of Ethics.

#### **III. Interpersonal skills with clients, coworkers, and supervisors. The student will develop skills in:**

- a. clarifying expectations,
- b. dealing effectively with conflict,
- c. establishing rapport with clients,
- d. maintaining behavior that is congruent with expressed values,
- e. dealing honestly and ethically with others,
- f. using the interpersonal relationship as a tool for producing growth in others.

#### **IV. Service delivery system. The student will develop skills in:**

- a. supervising of a small group of employees, planning and evaluating program of services, developing a budget, monitoring expenditures, negotiating small grants or contracts, and managing health and safety conditions;
- b. increasing the resources of staff through training and further education;
- c. improving the fiscal condition of the organization through obtaining more resources from funding sources, including writing grants;
- d. increasing human resources through recruiting volunteers; and
- e. mobilizing support for the organization through constituency building.

**HUMAN SERVICES  
FIELD PRACTICUM  
& PROFESSIONAL  
INTERNSHIP  
SYLLABI**





NEW YORK CITY COLLEGE OF TECHNOLOGY

CITY UNIVERSITY OF NEW YORK

HUMAN SERVICES DEPARTMENT

(718) 260-5135

HUS 2305 FIELD PRACTICUM

IN PERSON

Section Number: \_\_\_\_\_ Instructor: \_\_\_\_\_

Email Address: \_\_\_\_\_ Office Hours : \_\_\_\_\_

**Course Description:** Supervised fieldwork in a cooperating social or health agency coordinated with weekly a classroom seminar. Students prepare a written journal of their field practicum experiences and process recordings on a series of assigned readings and activities.

**Hours:** 1.5 classroom hours per week + 125 field work hours during the semester

**Credits:** 3 credits

**Prerequisites:**

1. HUS 1101, HUS1201, HUS 1203, and ENG 1101
2. CUNY certification in reading, writing, and math
3. GPA of 2.0 or above. Students on probation are not eligible

**Required Textbooks:**

Neukrug, E.G. (2017). *Skills and Techniques for Human Services Professionals* (2<sup>nd</sup> Ed.).  
Norfolk, VA, Counseling Books Etc.

All textbooks from HUS 1101, HUS 1201, and HUS 1203

**Supplementary Readings:** DSM V  
article

**Teaching and Learning Methods:**

Lectures, guest speakers, discussion, role playing, oral presentations and, audiovisual materials where appropriate.

**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.

**Grading Criteria:**

5 Reflective Logs

|                                |      |
|--------------------------------|------|
| 25 % 3 Assignments             | 30 % |
| Agency supervisor's evaluation | 25 % |
| Class participation            | 20 % |

**A passing grade of C (70-76.9) or higher must be achieved to pass the course.**

**Course Requirements:**

Students are required to participate in all class discussions and presentations. Consult the college catalogue for rules and procedures regarding absences and lateness. Leaving class early without seminar instructor's prior permission may affect your grade. More than one lateness or non-medical absence will result in a "U" midterm grade. Students who receive a "U" grade at mid-semester evaluation are required to withdraw from the course. There are no "I" (incomplete) grades in any fieldwork course.

**Course Assignments**

Biweekly logs that reflect themes in the reading will be assigned. Any assignment (biweekly logs, etc) 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 the appropriate 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 125 clock hours of supervised fieldwork by the end of the semester. Sixty (60) hours must be completed by the mid-semester grading period. Regardless of the number of hours completed, students must continue working at fieldwork sites



until the 14<sup>th</sup> week of the semester. Consult the field practicum manual for further information.

### **Professional Readiness Guidelines for Online Learning**

All students are required to be professionally ready for class. This includes no distractions or multitasking (texting, 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 prior to class.

### **Agency Placement Forms:**

Agency placement forms are due on or before the end of the third week 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 2305 agency placement site for their HUS 2405 semester. Students wishing to be placed at a different site for HUS 2405 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 returned to the seminar instructor at the beginning of the following month.

### **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 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 2305 COURSE OBJECTIVES

| KNOWLEDGE  | MEASURABLE   |   |
|--|--|---|
|  | OUTCOMES/<br>ASSESSMENT  | LEARNING ACTIVITIES   |
| Knowledge of client population.  | <ul style="list-style-type: none"> <li>– Class discussion</li> <li>– Weekly logs</li> <li>– Supervisor evaluation</li> </ul>         | <ul style="list-style-type: none"> <li>– Reading</li> <li>– Field experience</li> <li>– Class discussion</li> </ul> |
| Knowledge of client treatment approaches.  | <ul style="list-style-type: none"> <li>– Class discussion</li> <li>– Assessment summary</li> </ul>                                   | <ul style="list-style-type: none"> <li>– Reading</li> <li>– Field experience</li> <li>– Class discussion</li> </ul> |
| Knowledge of client treatment setting.   | <ul style="list-style-type: none"> <li>– Class discussion</li> <li>– Assessment planning</li> <li>– Supervisor evaluation</li> </ul> | <ul style="list-style-type: none"> <li>– Reading</li> <li>– Field experience</li> <li>– Class discussion</li> </ul> |
| Knowledge of supervision and professional relationships with colleague and peer. | <ul style="list-style-type: none"> <li>– Class discussion</li> <li>– Weekly logs</li> <li>– Supervisor evaluation</li> </ul>         | <ul style="list-style-type: none"> <li>– Reading</li> <li>– Field experience</li> <li>– Class discussion</li> </ul> |
| Knowledge of diversity issues.   | <ul style="list-style-type: none"> <li>– Class discussion</li> <li>– Weekly logs</li> <li>– Supervisor evaluation</li> </ul>         | <ul style="list-style-type: none"> <li>– Reading</li> <li>– Field experience</li> <li>– Class discussion</li> </ul> |
| Knowledge of ethical issues and concerns related to human services.              | <ul style="list-style-type: none"> <li>– Class discussion</li> <li>– Weekly logs</li> </ul>  | <ul style="list-style-type: none"> <li>– Reading</li> <li>– Field experience</li> <li>– Class discussion</li> </ul> |
| Knowledge of organizational structure.   | <ul style="list-style-type: none"> <li>– Class discussion</li> <li>– Weekly logs</li> </ul>  | <ul style="list-style-type: none"> <li>– Reading</li> <li>– Field experience</li> <li>– Class discussion</li> </ul> |

| GENERAL EDUCATION   | MEASURABLE   |   |
|---|--|---|
|   | OUTCOMES/<br>ASSESSMENT  | LEARNING ACTIVITIES   |
| <u>Oral Communication:</u><br>Speak effectively on a topic related to the curriculum.                                     | <ul style="list-style-type: none"> <li>– Supervisor evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>– Field experience</li> <li>– Class discussion</li> </ul>                    |
| <u>Written Communication:</u><br>Write effectively which includes proper essay format and grammar error free submissions. | <ul style="list-style-type: none"> <li>– Class discussion</li> <li>– Weekly logs</li> <li>– Supervisor evaluation</li> </ul> | <ul style="list-style-type: none"> <li>– Reading</li> <li>– Field experience</li> <li>– Class discussion</li> </ul> |
| <u>World Culture &amp; Global</u>   | <u>Issues:</u> Understand the diversity of clients in a societal   |   |

**FALL 2022/SPRING 2023**



context. – Class discussion  
– Reading  
– Weekly logs

– Field experience  
– Class discu



| MEASURABLE   |  |   |
|--|--|---|
| SKILLS   | OUTCOMES/<br>ASSESSMENT  | LEARNING ACTIVITIES                                   |
| <u>Demonstration:</u> The students will  |  |   |
| Demonstrate the ability to write an assessment summary Psycho-social summary (or treatment service plan, etc.) and group/family summary. | – Psychosocial summary assignment                              | – Reading<br>– Field experience<br>– Class discussion |
| Demonstrate an ability to do process recording (dialogue).   | – Class discussion<br>– Weekly logs<br>– Supervisor evaluation | – Reading<br>– Field experience<br>– Class discussion |
| Be able to do agency statistical reports and other record keeping tasks, required by the agency.   | – Assignment<br>– Supervisor evaluation                        | – Reading<br>– Field experience<br>– Class discussion |
| <u>Interviewing Skills:</u> The student will   |  |   |
| Communicate in diverse settings and groups, using written, oral and visuals means.   | – Class discussion<br>– Weekly logs<br>– Supervisor evaluation | – Reading<br>– Field experience<br>– Class discussion |
| Demonstrate the ability to interact with clients in a comfortable, culturally sensitive, and respectful way.                             | – Class discussion<br>– Weekly logs<br>– Supervisor evaluation | – Reading<br>– Field experience<br>– Class discussion |
| Be able to show a belief in client self-determination.   | – Class discussion<br>– Weekly logs                            | – Reading<br>– Field experience<br>– Class discussion |
| <u>Assessment Skills:</u>  |  |   |
| The student will observe and identify needs/problems and strengths/resources of clients.   | – Community assessment assignment                              | – Reading<br>– Field experience<br>– Class discussion |

Goal Setting:

|                                   |                         |                    |
|-----------------------------------|-------------------------|--------------------|
| The student will set              | – Planning summary      | – Reading          |
| appropriate goals with the        | – Supervisor evaluation | – Field experience |
| client/family/group or community. |                         | – Class discussion |
| Identify steps to achieve goals.  |                         |                    |

Referrals to community agencies:

|                                |                         |                    |
|--------------------------------|-------------------------|--------------------|
|                                | – Class discussion      | – Reading          |
| The student will be able to    | – Supervisor evaluation | – Field experience |
| research appropriate resources |                         | – Class discussion |
| and make timely referrals to   |                         |                    |
| community agencies.            |                         |                    |

Evaluation of service/treatment plan:

|                                    |                    |                    |
|------------------------------------|--------------------|--------------------|
|                                    | – Class discussion | – Reading          |
| The student will identify          | – Weekly logs      | – Field experience |
| progress and/or barriers/obstacles |                    | – Class discussion |
| to achieve goals.                  |                    |                    |

Intervention strategies:

|                                 |                         |                    |
|---------------------------------|-------------------------|--------------------|
| The student will demonstrate    | – Class discussion      | – Reading          |
| conflict resolution, mediation, | – Planning summary      | – Field experience |
| crisis intervention and         | – Supervisor evaluation | – Class discussion |
| termination.                    |                         |                    |

|                                  |                    |                    |
|----------------------------------|--------------------|--------------------|
| Communicate in diverse           | – Class discussion | – Field experience |
| settings using written, oral and | – Weekly logs      | – Class discussion |
| visual means.                    |                    |                    |

| MEASURABLE                    |                         |                     |
|-------------------------------|-------------------------|---------------------|
| ATTITUDES                     | OUTCOMES/<br>ASSESSMENT | LEARNING ACTIVITIES |
| <u>Work Attitudes:</u>        |                         |                     |
| The student will consistently | – Supervisor evaluation | – Field experience  |
| arrive on time.               |                         | – Class discussion  |
| The student will Inform       | – Class discussion      | – Field experience  |
| supervisor and make           | – Weekly logs           | – Class discussion  |
| arrangements for absences.    | – Supervisor evaluation |                     |
| The student will reliably     | – Class discussion      | – Field experience  |
| complete requested or         | – Weekly logs           | – Class discussion  |



assigned tasks on time. – Supervisor evaluation

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The student will complete – Supervisor evaluation – Field experience  
 required total number of home – Class discussion  
 visits or days on site.

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The student will positively – Class discussion – Field experience  
 respond to norms about clothing, – Supervisor evaluation – Class discussion  
 language, accessories, etc. on site.

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#### Ethical Awareness and Conduct:

The student will conduct – Class discussion – Field experience  
 oneself within general – Supervisor evaluation – Class discussion  
 professional and ethical  
 guidelines.

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The student will demonstrate – Class discussion – Reading  
 awareness and sensitivity to – Weekly logs – Field experience  
 cultural issues. – Class discussion

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The student will demonstrate – Class discussion – Reading  
 social and civic knowledge. – Weekly logs – Field experience  
 – Supervisor evaluation – Class discussion

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The student will discern – Class discussion – Field experience multiple perspectives. – Supervisor  
 evaluation – Class discussion

### HUS 2305 COURSE OUTLINE

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

| SESSION | READING/VIEWING ASSIGNMENTS   | BLACKBOARD POSTING<br>ASSIGNMENT<br>DUE DATES |
|---------|---|---|
| 1       | <b>- Introduction and overview</b> of course requirements<br><b>- Review</b> Syllabus & Blackboard Site, Agency Site Information/Forms and Suggested Assignments (Online Participation & Asynchronous Sessions) | NO POSTING TODAY<br>MATERIALS DISTRIBUTED     |
| 2       | <b>Read</b><br><a href="https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals">https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals</a>                          | Bb #1   |





|    |   |   |
|----|---|---|
|    | <b>Read</b> Chap. 10 Human Services Code of Ethics<br><b>Read P. 197 Appendix A:</b> Competency Area for Skill Standards<br><b>View YouTube -</b> <a href="#">Ethics for the Human Service Professional</a>   |   |
| 3  | <b>Read</b> Chap. 1 The Effective Helper  | Bb #2 - Reflection Log #1   |
| 4  | <b>Read Chap.</b> 1 The Effective Helper (Cont'd.)<br><a href="http://decolonizesocialwork.org/episode/why-decolonizing-social-work">http://decolonizesocialwork.org/episode/why-decolonizing-social-work</a> | Bb #3   |
| 5  | <b>Read</b> Chap. 2 Entering the Agency   | <b>Bb #4</b>  |
| 6  | <b>Read</b> Chap. 2 Entering the Agency (Cont'd.)   | <b>Bb #5 Reflection Log #2</b>  |
| 7  | <b>Read</b> Chap. 3 Foundational Skills   | Bb #6 - ASSIGNMENT TOPIC #1: THE COMMUNITY AND ITS RESOURCES (see syllabus for format)  |
| 8  | <b>Read</b> Chap. 3 Foundational Skills (Cont'd.)   | <b>Bb #7 - Reflection Exercises 3.2 and 3.3 in Textbook</b><br><b>Bb #8 - Scan and post Mid-Semester evaluation (Agency Forms in “Assignments”)</b> |
| 9  | <b>Read</b> Chap. 4 Essential Skills  | <b>Bb #9 - Reflection Log #3</b>  |
| 10 | <b>Read</b> Chap. 4 Essential Skills (Cont'd.)<br>Mid-semester evaluation results   | Bb #10 - ASSIGNMENT TOPIC #2: ASSESSMENT AND PLANNING SUMMARY “OR” ASSIGNMENT TOPIC #3 GROUP SUMMARY<br><br>(NOT BOTH!)                             |
| 11 |   | <b>Bb #11</b>   |
| 12 |   | Bb #12 - Reflection Log #4  |
| 13 |   | Bb #13 - ASSIGNMENT TOPIC #2: ASSESSMENT AND PLANNING SUMMARY “OR” ASSIGNMENT TOPIC #3 GROUP SUMMARY<br>(NOT BOTH!)                                 |
| 14 |   | Bb #14 - Reflection Log #5  |
| 15 | Summary of course and wrap-up   | <b>Bb #15</b>   |



## ASSIGNMENT TOPIC #1: THE COMMUNITY AND ITS RESOURCES

**Objective:** Upon completion of this assignment you will be able to identify, describe, and evaluate community resources. You will have knowledge and utilization of the resources available in the community to help you become a more effective human service worker

### Instructions:

1. **Explore** your neighborhood or agency neighborhood and record your observations of what you notice about the conditions. Take 4 interesting pictures.
2. **Research** your neighborhood demographics on the following websites: New York City Department of City Planning <http://www1.nyc.gov/site/planning/index.page>, and your neighborhood's community board websites' Community Profile. You will need to cite and reference the sources in your paper.
3. **Interview**
  - a) a member from the community: community resident, storekeeper, religious leaders, business owners, etc.
    - Ask them about community needs and strengths.
    - What they know about social service agencies or resources in the area.
  - AND**
  - b) a professional in the community who works for: social or health agencies, community planning boards (check their websites for meetings), political offices/boards, local school boards, church, playground center, library, medical services, schools, etc.
    - Ask them about the types of services they offer and to whom.
    - Ask them about community needs and strengths.
4. **Write** a 4-page report on the community following the summary guidelines listed below.

### Summary Guidelines and Paper Format

- I. **Cover Page:** Title of paper (Community Profile of "*name of your community*"), your name, course name, instructor name, college name.
- II. **Introduction (1-2 paragraphs):** Provide a summary of the neighborhood and what you will be discussing about the neighborhood.
- III. **Description of the Community (1.5 pages):** (Based on your neighborhood or the agency's neighborhood).

Begin by sharing how you came to live in the neighborhood and your thoughts and feelings about your neighborhood or how you came to choose the neighborhood you are researching. Then describe the community and discuss the following demographics details about who lives there? Resident's ethnicity and race, socioeconomic status, average education level, languages



are spoken, housing: availability, condition, and affordability. Describe the parameters of the neighborhood. From what street to what street? Etc. What school district, electoral board, community planning board district, precinct, fire department, and post office are represented? Include the 4 photos in this section and discuss how they are relevant to the discussion. ***Cite the sources of your data as you write.***

To learn how to do APA citation visit

<https://owl.english.purdue.edu/owl/resource/560/01/>

- IV. Community Needs and Resources (1.5 pages):** Discuss what you learned about your community from your observation, interviews, and your online research. This section includes quotes from the 2 interviews and your analysis of how the respondents understand the needs of the community. Give each interviewee a title i.e., neighborhood resident, teacher, doctor, priest, etc., but do not use their real name.
- V. Conclusion (2-3 paragraphs):** Summarize what you learned about your neighborhood. In your opinion, what are the assets or strengths of this community? Why do you think so? What are the problems? Why do you think so? Discuss what types of human services may be useful to meet the needs of the community and what a human service professional needs to understand about the community to best work with the residents.
- VI. Reference Page** List the sources from which you derived data and relevant information. Use APA Style.  
Visit <https://owl.english.purdue.edu/owl/resource/560/01/> to learn about APA citation and reference.

**Note:** Your paper must be written in 12pt font Times New Roman with 1-inch margins on all sides, and double-spaced. Avoid long spaces between paragraphs.

## ASSIGNMENT TOPIC #2: ASSESSMENT AND PLANNING SUMMARY

**Objective:** Upon completion of this assignment students will be able to interview, describe, and evaluate a client's presenting issue.

**Instruction:** Interview a client that has been approved by your site supervisor or interview a peer approved by the instructor.

**Interviewer:**

**Course Section:**

**Field Instructor:**

**Date Completed:**

- **Client Identifying information:** Use client initials or pseudo name and provide client demographics: Age, Gender identity, Race/Ethnic Identity, Gender Identity, Sexual Orientation, Religious identity, Education level, Disability, Employment Status, Marital status, Living arrangement.
- **Presenting Problem or Reason for Referral:** Describe the client's presenting concern(s). What



reason(s) they have for seeking treatment at this time? Include one direct quote from the client describing how they feel about their identified issue i.e. “I am very frustrated with...”

- **Family of Origin:** Provide a summary of the client’s family background. Who they grew up with (family members), where they grew up and any history of immigration? Include the family’s socio-economic status, level of education, and parent’s employment. Describe how the clients feel about their childhood and their family relationship overall.
- **Significant Relationships:** Describe the client’s current family status and identified significant others in their lives (i.e. spouse, children, significant others). Identify any loss of significant others (through displacement, death, or separation)
- **Current Living Arrangement:** Where does the client live? Who do they live with? How long have they lived there?
- **Education History:** Discuss the client’s current level of education. Overall schooling experience.
- **History of Military Services:** Discuss any history of military service and length of time.
- **Employment History:** Discuss the client’s history of employment and current employment. Identify Goals.
- **Medical History:** Also include family history.
- **Mental Health History:** Also include family history.
- **History of Substance Use:** Also include family history.
- **Legal History:** Also include family history.
- **Social and Recreational Interests:** What is the client’s social interactions (spending time with family, friends, sports, religious affiliations, hobbies, any interest)?
- **Religious Activity and Affiliations/ Spirituality:** Discuss the client’s identified faith, religious affiliation, spirituality, or worldview.
- **Client Strengths and Resources:** Identify the client’s strengths and resources. This could be personal outlook or motivations, social connections to family, friends, community, or institutions. This area can also include education level, or employment history, or skills. Resources can include social or institutional or economic resources. Identify the client’s short and long-term goals and areas where the client has had a history of successes in their life and in reaching goals.
- **Evaluation:** Summarize the presenting concern and reason the client has sought services at this time. Summarize how the client presented throughout the interview (appearance, demeanor, body language, eye contact, speech, and tone). Summarize client strengths and resources. Identify the client’s short-term and long-term goals. Offer recommendations for services and resources.

### ASSIGNMENT TOPIC #3: GUIDELINES FOR WRITING A GROUP SUMMARY

**Objective:** After this assignment, you will be able to observe and identify different types of group, group stage, and process.

**Instructions:** Observe a group at your site or watch the assigned group work video and reflect on your observations.



Use the following characteristics when discussing your observations of the group.

**Description of Group:** Describe the type of group observed. What is the purpose? In what setting does the group take place? What is the structure of the group and group rules? Who set up the group rules? Who is in attendance in this group?

**Member Description:** Observe and describe the member's interactive styles (appearance, demeanor, communication style, attitude, task roles, social-emotional roles, self-related roles, decision-making, leadership, etc.). Interaction between group members and leader (include diagram, communication patterns, and group cohesiveness, conflicts, etc.).

**Group stages:** Identify the stage in the helping process of the group and describe why you think so: Pre-planning, initial, transition, working, termination, conclusion?

**Helping Skills:** Identity what types of skills are used in the group: What specific foundational skills, Essential, and Commonly used skills do you observe. Describe them and where each happens (include time stamp in the video).

**Evaluation:** What is accomplished in this group session? what were the barriers? What were some of the group's problems? What has been the dynamic of the interaction? What was the degree of cohesion in the group? Describe the facilitator's leadership style. What group goals were identified for the future? Add your overall personal reflection of the interaction.

## 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 POLICY ON ACADEMIC INTEGRITY

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.

## References

Corey, G. (2012). *Case approach to counseling and psychotherapy* (8<sup>th</sup> ed.). Pacific Grove, CA: Cengage Learning.

Corey, M. & Corey, G. (2014). *Groups: process & practice* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Corey, M. & Corey, G. (2015). *Becoming a helper* (7<sup>th</sup> ed.). Boston, MA: Brooks/Cole.

Diller, J. (2014). *Cultural Diversity: A Primer for the Human Services* (5<sup>th</sup> ed.). Australia: Cengage Learning.

Jacobs, E., Masson, L., Harvill, L. & Schimmel, C. (2011) *Group counseling: Strategies and skills* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Kiser, P. (2015). *Getting the most from your human service internship* (4<sup>th</sup> ed.). Boston, MA: Cengage Learning.



Monette, D., Sullivan, T., & DeJong, C. (2013). *Applied Social Research: A tool for the Human Services* (9<sup>th</sup> ed.). Brooks/Cole.

Sweitzer, F. & King, M. (2008). *The successful internship: personal, professional, and civic development* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Woodside, M. & McClam, T. (2014). *An introduction to Human Services* (8<sup>th</sup> ed.).  
Stamford, CT: Brooks/Cole.

Yalom, D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.).  
New York.: Basic Books.





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

**HUS 2405 FIELD PRACTICUM II**

**IN PERSON**

**Section Number:** \_\_\_\_\_ **Instructor:**  
\_\_\_\_\_

**Email Address:** \_\_\_\_\_ **Virtual Office Hours:**  
\_\_\_\_\_

**Course description:** Supervised fieldwork in a cooperating social or health agency coordinated with weekly a classroom seminar. Students prepare a written journal of their field practicum experiences and process recordings on a series of assigned readings and activities.

**Hours:** 1.5 classroom hours per week + 80 fieldwork hours during the semester

**Credits:** 3 credits

**Prerequisites:**

1. HUS 2305 (Field Practicum—passed with C or better).
2. Grade Point Average 2.0 or higher.



Required Textbooks:

Neukrug, E.G. (2017). *Skills and Techniques for Human Services Professionals* (2<sup>nd</sup> Ed.).

Norfolk, VA, Counseling Books Etc.

Supplementary readings may be assigned

All textbooks from HUS 1101, HUS 1201, HUS 1202, HUS 1203, HUS 1206, and HUS 2305.

Grading Criteria:

|   |      |
|---|------|
| 5 Reflective logs   | 25 % |
| 3 Assignments   | 30 % |
| Agency supervisor's evaluation + Alt. Online Assignments                  | 25 % |
| Class participation (include discussion board, presentations, or quizzes) | 20 % |

**A passing grade of C (70-76.9) or higher must be achieved to pass the course.**

**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)

\*For students who have a disability or are considered vulnerable to COVID-19 should contact the Academic Internship Coordinator for the Intense Field Internship Course Option.

**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 breakout 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, online posts, and discussions before emailing to ask about due dates and assignment instructions. 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/> The fall 2020 City Tech semester calendar has important dates: [http://www.citytech.cuny.edu/registrar/docs/fall\\_2020.pdf](http://www.citytech.cuny.edu/registrar/docs/fall_2020.pdf)

*A passing grade of C or higher is required for all HEA/HUS major courses.*

Course Format: This course can include asynchronous and synchronous learning through the College's Blackboard platform. The course may also use Blackboard Collaborate/Zoom/Open Lab, or other online platforms for synchronous meetings that occur during the scheduled class time. The course format may include Blackboard assignments/postings/communication, live or pre-recorded lectures, class discussions, assignments, group presentations, peer reviewed readings, videos and online library tools, webinars, breakout rooms, guest speakers, oral presentations, audiovisual materials where appropriate. Additionally, all course documents and files will be housed on the course site and the instructor will correspond with students through the Blackboard platform.

Students who are not familiar with this platform or have questions about 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 1<sup>st</sup> floor) at 718-260-4900. Students can also email: [studenthelpdesk@citytech.cuny.edu](mailto: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 recommended that students turn on their video camera during Bb Collaborate/Zoom sessions.*

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

Online Assignments How To: For Blackboard support please go to <http://websupport1.citytech.cuny.edu/studentbb.html>

Students will complete reflection logs, written assignments, presentations, and discussion board activities that reflect themes in the readings, class discussions, and field experience. All assignments will be turned in or completed through Blackboard. Assignments that are turned in after the due date and time 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 that require uploading must be completed on a word document in the appropriate format and submitted by the due date.

Some online assignments will account for participation or field hours. Participation is calculated based on quality and quantity of words, and their meaningful impact on the development of the class discussion. Some assignments require comments to peer's work. To earn full points, you must complete the assignment as indicated on the assignment instructions.

The instructor may assign additional readings and fieldwork exercises.

**Fieldwork Requirements and Procedures:** All students must complete a minimum of 80 clock hours of supervised fieldwork by the end of the semester. Forty (40) hours must be completed by the mid-semester grading period. Regardless of the number of hours completed, students must continue working at fieldwork sites until the 14<sup>th</sup> week of the semester. Consult the field practicum manual for further information.



**Learning Contract:** Learning contract forms are due on or before the end of the third week of class. Students will not be allowed to continue if this form is not submitted to the Coordinator of Field Placement. Students are expected to continue at their HUS 2305 agency placement site for their HUS 2405 semester. Students wishing to be placed at a different site for HUS 2405 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 returned to the seminar instructor at the beginning of the following month.

**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, 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 cou

| HUS 2405<br>Standards and Gen Ed Learning Objectives   |   |   |
|--|---|---|
| Standards  | Knowledge   | Measurable Outcomes   |
| <p><b>Standard 12:</b> The curriculum shall include: knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community, and societal.</p> <p><b>Standard 15:</b> The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.</p> <p><b>Standard 16:</b> The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.</p> | <p>Knowledge of client population, client treatment approaches.</p> <p>Knowledge of client treatment setting.</p> <p>Knowledge of supervision and professional relationships with colleagues and peers.</p> <p>Knowledge of diversity issues.</p> <p>Knowledge of ethical issues and concerns related to human services.</p> <p>Knowledge of organizational structures.</p> | <p>Class discussions and activities</p> <p>Reflection logs</p> <p>Assessment and Planning Assignment</p> <p>Process Recording Assignment</p> <p>Group Observation Assignment</p> <p>Supervisor Evaluation</p> <p>Online training/Online assignments</p> <p>Presentation</p>   |
| <p><b>Standard 14:</b> The curriculum shall provide knowledge and skills in information literacy.</p> <p><b>Standard 17:</b> Learning experiences shall be provided for the student to develop his or her interpersonal skills.</p>  | <p><u>Oral Communication:</u> Speak effectively on a topic related to the curriculum.</p> <p><u>Written Communication:</u> Write effectively which includes proper essay format and grammar error free submissions.</p>   | <p>Class discussions and activities</p> <p>Presentations</p> <p>Reflection logs</p> <p>Assessment and Planning Assignment</p> <p>Process Recording Assignment</p> <p>Group Observation Assignment</p> <p>Online trainings/Online assignments</p> <p>Supervisor Evaluation</p> |
| Standards  | Values  | Measurable Outcomes   |
| <p><b>Standard 17:</b> Learning experiences shall be provided for the student to develop his or her interpersonal skills.</p> <p><b>Standard 18:</b> The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</p>  | <p><u>Work Attitudes:</u></p> <p>The student will consistently arrive on time.</p> <p>The student will Inform supervisor and make arrangements for absences.</p> <p>The student will positively respond to norms about clothing, language, accessories, etc. on site.</p>   | <p>Class discussions and activities</p> <p>Reflection logs</p> <p>Supervisor Evaluation</p> <p>Timely submission of assignments and following guidelines.</p>   |

|   | <p>The student will reliably complete requested or assigned tasks on time.</p> <p>The student will complete required total number of home visits or days on site.</p>  |   |
|---|--|---|
| <p><b>Standard 12:</b> The curriculum shall include: knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community, and societal.</p> <p><b>Standard 18:</b> The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</p> <p><b>Standard 19:</b> The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</p> | <p><u><b>Ethical Awareness and Conduct:</b></u><br/>The student will conduct oneself within general professional and ethical guidelines.</p> <p>The student will demonstrate social and civic knowledge.</p> <p>The student will discern multiple perspectives.</p> <p>The student will demonstrate awareness and sensitivity to cultural issues.</p>  | <p>Class discussions and activities</p> <p>Reflection logs</p> <p>Assessment and Planning Assignment</p> <p>Process Recording Assignment</p> <p>Online training/Online assignments</p> <p>Supervisor Evaluation</p> <p>Timely submission of assignments and following guidelines.</p> |
| Standards   | Skills   | Measurable Outcomes   |
| <p><b>Standard 12:</b> The curriculum shall include: knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community, and societal.</p> <p><b>Standard 14:</b> The curriculum shall provide knowledge and skills in information literacy.</p> <p><b>Standard 15:</b> The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.</p> <p><b>Standard 16:</b> The curriculum</p>                              | <p><u><b>Assessment Skills:</b></u><br/>The student will observe and identify needs/problems and strengths/resources of clients.</p> <p><u><b>Interviewing Skills:</b></u><br/>The student will Communicate in diverse settings and groups, using written, oral and visuals means.</p> <p><u><b>Goal Setting:</b></u><br/>The student will set appropriate goals with the client/family/group or be able to show a belief in client self-determination.</p> <p><u><b>Intervention strategies:</b></u><br/>The student will demonstrate conflict resolution, mediation,</p> | <p>Class discussions and activities</p> <p>Presentations</p> <p>Reflection logs</p> <p>Assessment and Planning Assignment</p> <p>Process Recording Assignment</p> <p>Group Observation Assignment</p> <p>Online trainings/Online assignments</p> <p>Supervisor Evaluation</p>         |

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| <p>shall provide knowledge and skills regarding appropriate interventions in service delivery.</p> <p><b>Standard 17:</b> Learning experiences shall be provided for the student to develop his or her interpersonal skills.</p> <p><b>Standard 20:</b> The program shall provide field experience that is integrated with the curriculum.</p> | <p>crisis intervention and termination.</p> <p><u>Communication Skills:</u><br/>Communicate in diverse settings using written, oral, and visual means.</p> |  |
|--|--|--|

| <p><b>Standard 12:</b> The curriculum shall include: knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community, and societal.</p> <p><b>Standard 14:</b> The curriculum shall provide knowledge and skills in information literacy.</p> <p><b>Standard 15:</b> The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.</p> <p><b>Standard 16:</b> The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.</p> <p><b>Standard 20:</b> The program shall provide field experience that is integrated with the curriculum</p> | <p>Demonstrate the ability to interact with clients in a comfortable, culturally sensitive, and respectful way.</p> <p>Demonstrate an ability to do process recording (dialogue).</p> <p>Demonstrate ability to write up agency statistical reports and other record keeping tasks, required by the agency.</p> <p>Demonstrate a belief in client self-determination.</p> <p>Demonstrate the ability to write an assessment summary psychosocial summary (or treatment service plan, etc.) and group/family summary.</p> | <p>Class discussions and activities</p> <p>Presentations</p> <p>Reflection logs</p> <p>Assessment and Planning Assignment</p> <p>Process Recording Assignment</p> <p>Group Observation Assignment</p> <p>Online trainings/Online assignments</p> <p>Supervisor Evaluation</p> |
|---|--|---|
| Standard  | General Education  | Measurable Outcomes   |
| <p><b>Standard 12:</b> The curriculum shall include: knowledge and theory of the interaction of human systems including individual,</p>   | <p>Enhancement of specific professional human service writing skills</p>   | <p>Assessment Assignment</p> <p>Process Recording Assignment</p> <p>Group Evaluation Assignment</p> <p>Reflection Logs</p>  |



|  |  |   |
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| interpersonal, group, family, organizational, community, and societal.   |  |   |
| <b>Standard 16:</b> The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery. | Use of critical thinking skills within a human service setting                           | Reflection Logs<br>Discussions/Participation                      |
| <b>Standard 20:</b> The program shall provide field experience that is integrated with the curriculum                          | Recognition of local social, political, educational, economic strengths and disparities. | Assessment Assignment<br>Reflection Logs<br>Supervisor Evaluation |

### HUS 2405/ FIELD PRACTICUM II COURSE CALENDAR

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

| Session<br>Session(s) | SESSION REQUIRED ASSIGNMENTS   | POSTING  |
|-----------------------|--|--|
| <b>1</b>              | Introduction and overview of course requirements <ul style="list-style-type: none"> <li>Syllabus &amp; Blackboard Site, Agency Site Information/Forms and Suggested Assignments</li> </ul> | <b>NO POSTING TODAY</b>  |
| <b>2</b>              | <b>Read</b> Chap. 5 Commonly Used Skills   | <b>Bb #1- Reflection Log #1 (See syllabus for format)</b>                          |
| <b>3</b>              | <b>Read</b> Chap. 5 Commonly Used Skills   | Bb #2  |
| <b>4</b>              | <b>Read</b> Chap. 6 Information Gathering and Solution-Focused Questions   | Bb #3  |
| <b>5</b>              | <b>Read</b> Chap. 6 Information Gathering and Solution-Focused Questions   | <b>Bb #4 Reflection Log #2</b>   |
| <b>6</b>              | <b>Read</b> Chap. 7 Advanced Skills and Specialized Training   | Bb #5 Assignment #1: Assessment and Planning Summary<br>“OR”<br>Group Summary (NOT |



|    |   |   |
|----|---|---|
|    |   | BOTH!)  |
| 7  | <b>Read</b> Chap 7 Advanced Skills and Specialized Training           | Bb #6   |
| 8  | <b>Read</b> Chap. 8 Case Management                                   | Bb #7 Scan and post-Mid-semester evaluation (Agency Forms)<br><b>Bb #8 Reflection Log #3</b>    |
| 9  | <b>Read</b> Chap. 8 Case Management and Anti-Racist Practices         | Bb #9 Assignment #2: Assessment and Planning Summary_<br><u>OR</u><br>Group Summary (NOT BOTH!) |
| 10 | <b>Read</b> Chap.9 Culturally Competent Helping vs Cultural Humility  | Bb #10  |
| 11 | <b>Read</b> Chap. 9 Culturally Competent Helping vs Cultural Humility | <b>Bb #11 Reflection Log #4</b>   |

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|----|---|---|
| 12 | <b>Read</b> Chap. 10 Ethical Issues and Ethical Decision-Making<br><b>Read</b> Human Services Code of Ethics<br><a href="https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals">https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals</a><br><b>Read</b> Appendix A: Competency Area for Skills Standards, p. 197 | Bb #12  |
| 13 | <b>Read</b> Chap. 10 Ethical Issues and Ethical Decision-Making   | Bb #13 Assignment #3: Process Recording and Closing/Transfer Summary With Client/Group #1 (NOT BOTH!) |
| 14 | Individual 5-minute Presentations based on Closing/Transfer Summary of Client #1  | Bb #14 Reflection Log #5  |
| 15 | Summary of course and wrap-up   |   |

## REFLECTIONS LOGS

1. All Reflection Logs should include the following for best grades:
  - Reading and carefully following printed directions
  - Heading: Student Name, Course Name, Professor, Date, and Title: Reflection Log #
  - (single-spaced) in the top left-hand corner
  - Format: 2-page essay style, double-spaced, 12-inch Times New Roman Font
  - Correct grammar, content, paragraphing, and sentence sense
  - Use APA citation style to cite the idea and source of your reading (those not your original thoughts).

**Log #1: A.** Describe your agency setting, your role, and your duties at the agency. Discuss your first impressions of the agency and the work you will be undertaking. Identify the name and job title, of your supervisor, along with their contact information, and the date and time of weekly supervision meetings with you.

**B.** In this section, after carefully reading *Chapter 5 Commonly Used Skills* of the

Neukrug textbook post your answers to Reflection Exercises 5.1 and 5.3 in preparation for the class exercises, describing how you are using these skills in your work with the agency this semester.

**Log #2: A.** Discuss the challenges you have experienced at your agency with the following: Clients, Supervisors, Coworkers, the Agency, and/or the Community. What strategies have you employed to overcome these challenges?

**B.** In this section, after carefully reading *Chapter 6 Information Gathering and Solution Focused Questions* of the Neukrug textbook post your answers to Experiential Exercises 6.4, and 6.5, in preparation for the class exercises, describe how you are using these skills in your work with the agency this semester.

**Log #3: A.** Discuss any challenges you have experienced at your site during these three weeks. Why do you think these challenges were present? Identify areas where you can continue to grow and that you will continue to learn related to your work in the agency.

**B.** In this section, after carefully reading *Chapter 8 Case Management* of the Neukrug textbook post your answers to Experiential Exercise 8.3 in preparation for the class exercises, describing how you are using these skills in your work with the agency this semester.

**Log #4: A.** Discuss any challenges you have experienced at your site during these three weeks. Why do you think these challenges are present? Identify areas where you can continue to grow

and that you will continue to learn related to your work in the agency.

**B.** In this section, after carefully reading *Chapter 9 Culturally Competent Helping* of the Neukrug textbook post your answers to Experiential Exercise 9.3 in preparation for class discussion.

**Log #5: A.** Reflect on what you have learned this semester about the individuals, agency, community, and yourself as a human service worker.

**B.** In this section, after carefully reading *Chapter 10 Ethical Issues and Ethical Decision-Making* of the Neukrug textbook post your answers to Experiential Exercises 10.2 and 10.3 in preparation for the class exercises, describe how you are using these skills in your work with the agency this semester.

### ASSIGNMENT TOPIC #1: ASSESSMENT AND PLANNING SUMMARY

**Objective:** Upon completion of this assignment students will be able to interview, describe and evaluate a client's presenting issue.

**Instruction:** Interview a client that has been approved by your site supervisor or interview a peer approved by the instructor.

**Interviewer:**

**Course Section:**

**Field Instructor:**

**Date Completed:**

- **Client Identifying information:** Use client initials or pseudo name and provide client demographics: Age, Gender identity, Race/Ethnic Identity, Gender Identity, Sexual Orientation, Religious identity, Education level, Disability, Employment Status, Marital status, Living arrangement.
- **Presenting Problem or Reason for Referral:** Describe the client's presenting concern(s). What reason(s) do they have for seeking treatment currently? Include one direct quote from the client describing how they feel about their identified issue i.e. "I am very frustrated with..."
- **Family of Origin:** Provide a summary of the client's family background. Who they grew up with (family members), where they grew up and any history of immigration? Include the family's socio-economic status, level of education, and parent's employment. Describe how the clients feel about their childhood and their family relationship overall.

- **Significant Relationships:** Describe the client's current family status and identified significant others in their lives (i.e., spouse, children, significant others). Identify any loss of significant others (through displacement, death, or separation)
- **Current Living Arrangement:** Where does the client live? Who do they live with? How long have they lived there?
- **Education History:** Discuss the client's current level of education. Overall schooling experience.
- **History of Military Services:** Discuss any history of military service and length of time.
- **Employment History:** Discuss the client's history of employment and current employment. Identify Goals.
- **Medical History:** Also include family history.
- **Mental Health History:** Also include family history.
- **History of Substance Use:** Also include family history.
- **Legal History:** Also include family history.
- **Social and Recreational Interests:** What are the client's social interactions (spending time with family, friends, sports, religious affiliations, hobbies, any interest)?
- **Religious Activity and Affiliations/ Spirituality:** Discuss the client's identified faith, religious affiliation, spirituality, or worldview.
- **Client Strengths and Resources:** Identify the client's strengths and resources. This could be personal outlook or motivations, social connections to family, friends, community, or institutions. This area can also include education level, employment history, or skills. Resources can include social institutional or economic resources. Identify the client's short and long-term goals and areas where the client has had a history of successes in their life and in reaching goals.
- **Evaluation:** Summarize the presenting concern and reason the client has sought services at this time. Summarize how the client presented throughout the interview (appearance, demeanor, body language, eye contact, speech, and tone).
- Summarize client strengths and resources. Identify the client's short-term and long-term goals. Offer recommendations for services and resources.

## ASSIGNMENT TOPIC #2: GROUP SUMMARY

**Objective:** Upon completion of this assignment, you will be able to observe and identify different types of groups, group stages, and process.

**Instructions:** Observe a group at your site or watch the assigned group work video and reflect on your observations.

### Use the following characteristics when discussing your observations of the group

- **Description of Group:** Describe the type of group observed. What is the purpose? In what setting does the group take place? What is the structure of the group and group rules? Who set up the group rules? Who is in attendance in this group?
- **Member Description:** Observe and describe the member's interactive styles (appearance, demeanor, communication style, attitude, task roles, social-emotional roles, self-related roles, decision-making, leadership, etc.). Interaction between group members and leader (include diagram, communication patterns, and group cohesiveness, conflicts, etc.).

- **Group stages:** Identify the stage in the helping process of the group and describe why you think so: Pre-planning, initial, transition, working, termination, conclusion?
- **Helping Skills:** Identify what types of skills are used in the group: What specific foundational skills, Essential, and Commonly used skills do you observe. Describe them and where each happens (include time stamp in the video).
- **Evaluation:** What is accomplished in this group session? what were the barriers? What were some of the group's problems? What has been the dynamic of the interaction? What was the degree of cohesion in the group? Describe the facilitator's leadership style. What group goals were identified for the future? Add your overall personal reflection of the interaction



### **ASSIGNMENT TOPIC 3: PROCESS RECORDING AND CLOSING/TRANSFER SUMMARY WITH CLIENT/GROUP # 1**

**Objective:** At the completion of this assignment, you will know the purpose and process of the process recording. You will learn how to conduct a termination interview and complete a care summary.

**Interview:** Re-interview client or group #1 and complete process recording.

#### **Write up a Closing/Transfer Summary:**

- I. UPDATE:** summarize current situation of client/family/group
- II. GOAL(S):** provide an update on goals that have been completed and goals that have been challenging or that the client/group is not currently working towards.
  - Explain the problems/obstacles to achieving goals.
  - Strengths: What you as the Human Service worker has done well and what you would have done differently.
- III. NEW GOAL(S)** for the client/group/family
  - Objectives: Identify how the client/group/family will be working toward new goals.
- IV. PLANS FOR TRANSFER/CONCLUSION OF SERVICE**
- V. PROCESS RECORDING AND CLOSING TRANSFER SUMMARY**

## 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.**

### 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 POLICY ON ACADEMIC INTEGRITY

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.

## References:

- Corey, G. (2012). *Case approach to counseling and psychotherapy* (8<sup>th</sup> ed.). Pacific Grove, CA: Cengage Learning.
- Corey, M. & Corey, G. (2014). *Groups: process & practice* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Corey, M. & Corey, G. (2015). *Becoming a helper* (7<sup>th</sup> ed.). Boston, MA: Brooks/Cole.
- Diller, J. (2014). *Cultural Diversity: A Primer for the Human Services* (5<sup>th</sup> ed.). Australia: Cengage Learning.
- Jacobs, E., Masson, L., Harvil, L. & Schimmel, C. (2011) *Group counseling: Strategies and skills* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Kiser, P. (2015). *Getting the most from your human service internship* (4<sup>th</sup> ed.). Boston, MA: Cengage Learning.
- Monette, D., Sullivan, T., & DeJong, C. (2013). *Applied Social Research: A tool for the Human Services* (9<sup>th</sup> ed.). Brooks/Cole.
- Sweitzer, F. & King, M. (2008). *The successful internship: personal, professional, and civic development* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Woodside, M. & McClam, T. (2014). *An introduction to Human Services* (8<sup>th</sup> ed.). Stamford, CT: Brooks/Cole.
- Yalom, D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.



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

**HUS 4701 PROFESSIONAL INTERNSHIP I**

**Section Number:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_

**Email Address On-Line Office Hours:** \_\_\_\_\_

**Course Description:** This course provides students with a professionally supervised fieldwork experience in a human service agency. The development of responsible and appropriate problem-solving techniques is emphasized. Upon successful completion of HUS 4701, students will be able to advance to Professional Internship II where they will learn more about supervision and administration.

**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.

**Hours** : 1.5 classroom hours a week + 100 field work hours in an approved Internship site.

**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* (4<sup>th</sup> edition). Belmont, CA: Wadsworth.

See Field Manual, in college website, Human Services Dept. All forms are online.

**Grading Criteria**

|               |     |
|---------------|-----|
| 4 Logs /Blogs | 20% |
|---------------|-----|

|  |     |
|--|-----|
| Supervisor's Evaluation/ Certified Hours Forms | 10% |
| Biopsychosocial                                | 20% |
| Process Recording                              | 10% |
| Special Assignment                             | 15% |
| Participation (Black Board)                    | 15% |
| Small Project                                  | 10% |

(Instructor will determine how many sessions will be synchronous and amount of BB postings for Participation Grade)

**A passing grade of C in all HEA/HUS major courses must be achieved**

**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. 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. 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/> The fall 2020 CityTech semester calendar has important dates: [http://www.citytech.cuny.edu/registrar/docs/fall\\_2020.pdf](http://www.citytech.cuny.edu/registrar/docs/fall_2020.pdf) *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 the 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 1<sup>st</sup> floor) at 718-260-4900. Students can also email: [studenthelpdesk@citytech.cuny.edu](mailto: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.*

**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)

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

### **Course Assignments:**

#### **Logs / Blogs**

Logs /Blogs 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 student progress, as well as limitations. All assignments must be typewritten in APA format and submitted to the seminar instructor on the dates/times indicated. The instructor may assign additional readings and fieldwork exercises.

### **Fieldwork Requirements and Procedures:**

All students must complete a minimum of **100 clock hours** of supervised fieldwork by the end of the semester. **Fifty (50) hours** must be completed by the mid-semester. Regardless of the number of hours completed, students must continue working at fieldwork sites until the 15<sup>th</sup> week of the semester. Consult the field practicum manual for further information.

### **Learning Contract Forms:** This is due before the student can enter the placement site.

Students are expected to continue at their HUS 4701 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 4701COURSE OUTLINE**

Students are expected to read the assigned chapter before class, and apply the concepts to on-line discussion.

| <u><b>SESSION(S)</b></u> | <u><b>TOPIC</b></u>   | <u><b>CHAPTER</b></u> |
|--------------------------|---|-----------------------|
| 1.                       | Introduction to The Course And Course Requirements.                           |                       |
| 2.<br>1                  | Getting Started   |                       |
|                          | <b>DISCUSS PROCESS RECORDING ASSIGNMENT LOG #1 DUE</b>                        |                       |
| 3.<br>2                  | Continue: Getting Acquainted  |                       |
| 4.                       | Getting Acquainted  |                       |
|                          | <b>LOG #2 DUE</b>   |                       |
| 5<br>2                   | Continue: Getting Acquainted.   |                       |
|                          | <b>DISCUSS BIOPSYCHOSOCIAL ASSIGNMENT PROCESS RECORDING DUE</b>               |                       |
| 6 and 7<br>3             | Developing Ethical Competence   |                       |
|                          | <b>LOG #3 DUE 6th session</b>   |                       |
| 8 and 9<br>4             | Using Supervision   |                       |
|                          | <b>LOG # 4 DUE 9th session</b>  |                       |
| 10                       | Learning to Learn from Experience:<br>The Integrative Process Model           | 5                     |
| 11<br>5                  | Continue: Learning to Learn from Experience:<br>The Integrative Process Model |                       |
|                          | <b>BIOPSYCHOSOCIAL ASSIGNMENT DUE</b>   |                       |



12

Communicating with Clients

6

13

Continue: Communicating With Clients

6

**SPECIAL ASSIGNMENT DUE**

14

Supervisor's Evaluation Due

Student's Evaluation of Supervisor/Agency Due

15

End & Summary of course

### **HUS 4701 COURSE ASSIGNMENTS**

#### **1. 4 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 blogs / logs are to be written in essay format; theme, paragraphs 4+sentences, conclusion paragraph, APA paper format.

Log 1. Discuss the placement process and your placement site, population and community served, agency mission, supervisor name and credentials, and any concerns that you may have about starting at this site. Identify your own learning goals for this internship.

Log 2. Discuss how are you have prepared for this Internship Site. What is your experience with getting acquainted with the organization, consumers, community, staff, your supervisor and fellow co-workers?

Log 3. Discuss your understanding of Human Service Ethics, Use the Code of Ethics from the National Association of Human Services Education. Pick four ethic concepts and discuss how your organization is in compliant and or noncompliant?

Log 4. How have you adapted to working in this agency? Give an example of a positive interaction and a negative interaction with your supervisor and fellow staff. What is your understanding of Cultural Competence / Diversity / Inclusion and how is that practiced at this Internship site? Define team work and describe an activity where team work was essential to complete an organizational task?

**PROCESS RECORDING Due Date:** \_\_\_\_\_

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

**Clinical Practice with Individuals and Families (CPIF) Verbatim Recording Template (4-column)**

Students Name: \_\_\_\_\_ Date/Time of session: \_\_\_\_\_ Number of session: \_\_\_\_\_

Client Identifying Info: \_\_\_\_\_

Reason(s) for referral and/or presenting problem(s): \_\_\_\_\_

Purpose of this session (why client is being seen): \_\_\_\_\_ Objectives/Goals for this session: \_\_\_\_\_

**C= Counselor X= Client (Average Process Recording for this assignment is 2-3 pages. Choose only a section of the session)**

| <b>Verbatim Dialogue/Content:</b>   | <b>Impressions/Feelings/Thoughts of Yours</b>        | <b>Your Assessment/Analysis of</b>                      | <b>Professor's Comments:</b> |
|---|--|---|------------------------------|
| C: Hello, nice to see you   | I'm nervous to do the session                        | X seems a little 'off'<br>I'm trying to build rapport   |                              |
| X: You too. I've got some stuff to tell you.  | Okay, let's get started, wondering what it could be! | X greets appropriately, willing to disclose information |                              |
| C: Okay, I'm 'all ears'   | I'm becoming more attentive                          |   |                              |
| X: Well, I had my test for the job I applied for. It was very hard. I was so nervous, yet excited that they called me in. | Oh yeah....I remember the job X applied for.         | X shares natural feelings. Two: Nervous and excitement  |                              |

|  |   |   |  |
|--|---|---|--|
| C: Wow, you got a call back, That's great. So, tell me more about the test.  | I feel I want to give X some support. I want X to expand more about the test, because I eventually want to ask about the two feelings of nervousness and excitement. I don't want to rush it so let me find out more about the test, as I think the feelings will be re-surfaced if I ask about the test. Plus it will help me to foster my empathy and then share. | (Students: no need to fill this box out when you are reporting about yourself)              |  |
| X: The test was so early in the morning. I went there and they had me sit in a room with a worker. They gave me the test which had some examples of work-related issues and questions.   | I'm listening for the details. Early morning was one. Wondering if the questions were hard? Easy? Let me find out.  | X's tone is serious and anxious as X describes the process. Almost like it was a challenge. |  |
| C: Ahh...so you had to get up early and get ready to go. And the test was specific to work. On a scale of 1-10, with 10 being very difficult, how difficult did you experience the test? | Reflecting back the early morning activity as well as the nature of this important test. Using a scale so I don't guess what X experienced. Plus, it gives me some data to continue the discussion. I want to tell X it is okay, about the test, but then I would not be letting X express feelings.  | (Students: no need to fill this box out when you are reporting about yourself)              |  |
| X: Ummm I would say about a 7  | I'm not sure what a 7 means to X, so I'll ask.  | X: Facial expression shows X is not so confident with a 7                                   |  |
| C: Describe what a 7 means and feels to you  | I think a 7 is great, but.....who knows what X will say   | (Students: no need to fill this box out when you are reporting about yourself)              |  |

|   |  |   |  |
|---|--|---|--|
| X: Ahhh a 7 for me means that I kinda think I might have passed, like a 70.   | I feel X's vulnerability! I feel X's feelings of being unsure. I feel bad for X and I want to make X feel better-but I realize this is my wish. Stay away from making myself feel better. Otherwise X will think I am just glossing over the test. | X's voice/tone is questioning as if 70 is good enough or not. X may have wanted a higher score and could be disappointed. |  |
| C: 70 is considered passing, but I sense some hesitancy on your part. What feelings were you left with after the test?    | While I normalize a 70, I still want to find out the feelings anyway. Just like I would if he said any number.   | (Students: no need to fill this box out when you are reporting about yourself)  |  |
| X: I felt stupid. I know the questions were what they were supposed to ask, but I wish I would have answered them better. | Awe... X is not stupid. I feel bad.  | X is name calling; low confidence statement.  |  |
| C: Besides not feeling good about your performance, what else did you feel?   |  | (Students: no need to fill this box out when you are reporting about yourself)  |  |
| X: Not confident. Worry that I won't be called back in.   | I can relate when one wants something so bad and the unknown of if it will all work out or not.  | X is thinking it is all over. Defeated  |  |

### **Summary Assessment/Analysis of the Session:**

1. Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation).
2. What did you learn from the session that adds to your understanding of the client?
3. What were the major themes?
4. What were the challenges presented?
5. What was accomplished?
6. What concepts or theories did you apply? And what were the results--what worked and what didn't give the socio-cultural context of the client's

presenting problem(s) and underlying issues?

What questions do you now have for your Professor?

Evaluation of Intervention/Next Steps/Plans for the Next Session:

### 3. **BIOPSYCHOSOCIAL ASSESSMENT**

**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)

### 4. **SPECIAL ASSIGNMENT** **Due Date:** \_\_\_\_\_

Write an essay (3/4pages) that answers and explores two of these questions. Your responses must be coherent, reflect recent articles /research on these topics. Site your sources.

1. Discuss COVID19 demographic Data and its impact on Communities of Color. Why do you think COVID 19 has affected Communities of Color?
2. How do you think the Human Services Profession will change as a result of COVID19?
3. If you know someone who has expired from COVID19, write about this experience, discuss issues of access to health care, isolation, fear of contagion, funeral arrangements, fear of infecting family members, etc.?
4. How do you balance your own fear of COVID19 and Human Services Practice and Ethics?
5. Discuss impact of COVID19 on Essential front line workers, why do you think they are at risk?
6. Discuss the increase of Domestic Violence (children and families) during COVID19 Pandemic?
7. Discuss the increase of substance and alcohol use during the COVID19 Pandemic, why is this occurring and what intervention do you think is needed to assist clients?
8. How has COVID19 impacted our society; Loss of Jobs, Food Insecurity, Financial

bankruptcy, Mental Health issues, Fear, depression, anxiety of social interaction, lack of access to health care? What do you think needs to change in our society?

9. What have you learned during these specific difficult times, be specific and discuss how will you move forward during this pandemic?
10. What are you willing to do as a Human Service professional to help others during this pandemic?
11. How has COVID19 exposed the social /economic gap between the wealthy and the poor? Discuss the impact of iniquity and inequality in our society?

### **HUS 4701**

#### **COURSE OBJECTIVES: Knowledge; Skills, Values and General Education**

#### **KNOWLEDGE**

| <b>Standard</b>   | <b>Knowledge</b>  | <b>Measurable Outcomes</b>   |
|---|---|--|
| Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.              | 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). |
| Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.  | Understand the role of assessment when working with consumers 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.                                   |
| Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. | Understand the administrative duties of the agency's management team.   | In blogs/logs and written assignments, and final evaluations students will demonstrate knowledge of the agency management team's administrative duties.                |

|   |  |   |
|---|--|---|
| Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills. | Develop the ability to analyze his or her work as a professional human service worker. | In blogs/logs and written assignments, students will analyze their work as a professional human service worker. |
|---|--|---|

## SKILLS

| Standards  | OBJECTIVES  | ASSESSMENT  |
|--|---|---|
| Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. | 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. |
| Standard 21: The program shall provide field experience that is integrated with the curriculum.  | Demonstrate that they can perform as effective case managers with a diverse population. | -Logs<br>-Supervisor Evaluation of Student<br>- Process Recording<br>- Biopsychosocial  |
| Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.   | Understand the process of assessment.   | -Students will develop a comprehensive biopsychosocial summary.   |
| Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.  | Demonstrate effective collaboration with other professionals.                           | -Supervisor evaluation of student will demonstrate their understanding of effective collaboration with other professionals.                       |

|   |  |                                |
|---|--|--------------------------------|
| Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. | Use supervision effectively in the service of helping clients at the agency.   | -Evaluation by site supervisor |
| Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. | Demonstrate how to prepare clients for changes in worker status such as workers taking vacation time or terminating with the client or agency. | -Logs                          |

## VALUES

| Standard   | Values   | Measurable Outcomes  |
|--|--|--|
| Standard 19: The curriculum shall incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice.                                | Diversity: Understand the role of diversity in human services. | Completion of a biopsychosocial that includes cultural aspects of the client.  |
| Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. | 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.<br><br>-Completion of internship hours and all requirements |



|  |  |   |
|--|--|---|
| Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning. | Demonstrate professionalism by their respect and sensitivity to cultural differences as well as to the various barriers, handicaps or problems that clients present. | Blogs/Logs and discussion board activities will demonstrate their understanding of and sensitivity to cultural differences and barriers that clients present. |
|--|--|---|

## GENERAL EDUCATION

| Standard  | General Education  | Measurable Outcomes                           |
|---|--|---|
| Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.  | -Understand the critical thinking necessary to assess needs.   | -biopsychosocial                              |
| Standard 14: The curriculum shall provide knowledge and skills in information literacy.   | Writing human service reports with technical language  | -Process Recording<br>-Logs                   |
| Standard 18: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. | Oral Communication: Able to communicate to students and instructor cases within the internship for review. | -Discussion of a case in class participation. |

**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**

**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. 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:
1. Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
  2. Presenting another person's ideas or theories in your own words without acknowledging the source.
  - 3.
3. **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.

- **4. 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.

**CITY UNIVERSITY OF NEW YORK  
NEW YORK CITY COLLEGE OF TECHNOLOGY  
Human Services Department - 805A  
(718) 260-5135**

**HUS 4801 PROFESSIONAL INTERNSHIP II**

**Section Numbers:**

**Instructor:**

**Email Address:**

**Office Hour(s):**

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 Description:**

HUS 4801 provides students with a professionally supervised work experience in a human service agency. On campus weekly classroom seminars assess students' progress towards learning objectives, explore student's concerns and professional practice issues. The development of responsible and appropriate problem-solving techniques is emphasized. During the semester there is a shift away from direct practice-to areas of supervision, administration, needs assessment, elementary program evaluation and resource development.

**Hours :** 1.5 classroom hours for 15 sessions and **100** field work hours

**Credits:** 4 Credits

**Prerequisites:** HUS 4701 ("C" grade or better)

2. Grade Point Average of 2.0 or higher.

**Required Textbook:**

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

See Field Manual, on College website, Human Services Dept.

All forms needed for internship are located online.

### **GRADING**

|  |            |
|--|------------|
| <b>Blogs (4)</b>                               | <b>30%</b> |
| <b>Written Assignments (4)</b>                 | <b>40%</b> |
| <b>Internship Hours</b>                        | <b>10%</b> |
| <b>Supervisor Evaluation</b>                   | <b>10%</b> |
| <b>Participation: Zoom, Black Board and Db</b> | <b>10%</b> |

**A passing grade of C is required for all HEA/HUS major courses.**

**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. 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. 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/> The fall 2020 CityTech semester calendar has important dates: [http://www.citytech.cuny.edu/registrar/docs/fall\\_2020.pdf](http://www.citytech.cuny.edu/registrar/docs/fall_2020.pdf) 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 the 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 1<sup>st</sup> floor) at 718-260-4900. Students can also email: [studenthelpdesk@citytech.cuny.edu](mailto: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.*

**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)

**Attendance:** Attendance is recorded for Financial Aid and Registrar purpose

**Fieldwork Requirements and Procedures:**

All students must complete a minimum of 100 clock hours of supervised fieldwork by the end of the semester. Fifty (50) hours must be completed by the mid-semester. Regardless of the number of hours completed, students must continue working at fieldwork sites until the 15<sup>th</sup> week of the semester. Consult the field practicum manual for further information.

**Learning Contract Forms:** This is due before the student can enter the placement site. Students are expected to continue at their HUS 4701 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. Students 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, must not be used in assignments: only initials, in order to protect client(s) confidentiality.

**COURSE OBJECTIVES: Knowledge; Skills, Values and General Education  
KNOWLEDGE**

| Standard  | Knowledge  | Measurable Outcomes                                   |
|---|--|---|
| Standard 11: The curriculum shall include the historical development of human services.   | Information on policies and implementation of HUS services.  | -Written Assignment Final                             |
| Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.  | Understand his/her/their role when interacting with the supervisor of the internship site.<br><br>Demonstrate an understanding of supervision of paraprofessionals or volunteers (if the placement site offers such an opportunity). | -Supervisor's Evaluation<br>- Blogs<br>-Participation |
| Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.<br><br>Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery. | Understand the utilization of needs assessment to enhance the delivery of appropriate services to the client.<br>Including the individual, group, family and community   | -First Impression Assignment<br>-Service Plan         |

|   |  |   |
|---|--|---|
| Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.   | Understand the role of research in enhancing the agency's ability to deliver services to the population it serves. | -Blogs<br>-First Impression Assignment        |
| Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the human service delivery system.   | Understand the administrative duties of the agency's management team.  | -Supervisor's Evaluation<br>-Participation    |
| Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.<br><br>Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. | Understand his/her/their professional growth and will be able to write a professional plan for self                | - Professional Plan Assignment                |
| Standard 21: The program shall provide field experience that is integrated with the curriculum.   |  | -Supervisor's Evaluation<br>-Internship Hours |



## SKILLS

| Standard  | Skills   | Measurable Outcomes  |
|---|--|--|
| Standard 14: The curriculum shall provide knowledge and skills in information management.   | Demonstrate that student can perform as effective case managers with a diverse population.   | -Blogs<br>-First Impression Assignment   |
| Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. | Summarize and reflect on all previous internship experiences and site ones' professional growth, development and future challenges. Showcase critical thinking skills. | -Written Assignment Final  |
| Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.   | Gain the skill set to determine best practices and interventions   | -Supervisor's Evaluation<br>-Internship Hours<br>-Written Assignment Final<br>-Participation |
| Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.   | Showcase interpersonal skills with professionals and those receiving services  | -Supervisor's Evaluation<br>-Internship Hours<br>-Blogs                                      |

## VALUES

| Standard  | Values   | Measurable Outcomes   |
|---|--|---|
| Standard 21: The program shall provide field experience that is integrated with the curriculum.   | 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. Students will demonstrate their understanding of professionalism to client and agency. | --First Impression Assignment<br>-Supervisor's Evaluation<br>-Internship Hours<br>-Service Plan<br>-Participation |
| Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.   | Demonstrate professionalism by their respect and sensitivity to cultural differences as well as to the various barriers, handicaps or problems that clients present.   | -Blogs<br>-Supervisor's Evaluation  |
| Standard 19: The curriculum shall incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice. | Cultural competency and application of ethics  | -Blog 2<br>-Supervisor's Evaluation<br>- Internship Hours   |

## GENERAL EDUCATION

| Standard  | General Education   | Measurable Outcomes                                     |
|---|---|---|
| Standard 19: The curriculum shall incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice. | Diversity: Demonstrate that the student can perform as effective case managers with a diverse population                      | -Blogs<br>-Internship Hours<br>-Supervisor's Evaluation |
| Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.   | Oral Communication: Discuss internship experience   | -Participation  |
| Standard 14: The curriculum shall provide knowledge and skills in information management.   | Demonstrate the ability to write clearly and knowledge of essay format with error free and use of APA format when appropriate | -Blogs<br>-Service Plan<br>-Written Assignments         |

## HUS 4801 COURSE OUTLINE

Students are expected to be prepared to discuss the weekly assigned readings as part of participation – applying relevant concepts to the internship setting.

### COURSE CALENDAR

| SESSION | CONTENT                                      | READINGS  |
|---------|--|-----------|
| 1       | Introduction to course & course requirements |           |
| 2       | Communicating with clients                   | Chapter 6 |
| 3       | Communicating with clients                   | Chapter 6 |
| 4       | Cultural Competence                          | Chapter 7 |
| 5       | Cultural Competence                          | Chapter 7 |
| 6       | Writing & Reporting                          | Chapter 8 |

|    |   |            |
|----|---|------------|
| 7  | Writing & Reporting   | Chapter 8  |
| 8  | Taking Care of Self   | Chapter 9  |
| 9  | Taking Care of Self   | Chapter 9  |
| 10 | Ending your Internship  | Chapter 10 |
| 11 | Ending your Internship  | Chapter 10 |
| 12 | Planning your Career  | Chapter 11 |
| 13 | Termination of Internship: Notifying Supervisor and Participants                        |            |
| 14 | Discussion of Supervisor's Evaluation and Certified Hours due via email (no exceptions) |            |
| 15 | Reflection of Internship and what will you do next!                                     |            |

### **HUS 4801 COURSE ASSIGNMENTS**

#### **BLOG ASSIGNMENTS**

**Each Blog must be posted on Black Board on the designated due date.**

#### **4 BLOGS (2-3 pages each)**

Develop a brief summary and critique of your challenges, struggles, work and experiences during this Internship including individual/family/group sessions, supervision, meetings and other relevant agency assignments. You are expected to target critical or important incidents. Do not report on matters that are routine unless there is some relevance to this. You are also expected to apply concepts from the reading assignments. (Do not use logs/work from other field/internship courses, as this is considered plagiarism)

#### **Blog 1.**

Discuss your first week experience at the Internship. Write about your understanding of the mission of the organization, the population served, the surrounding community and your ethical responsibility. Identify the unit and or work that you have been assigned, who is your supervisor and what has been your experience thus far.

**Blog 2.**

Write the definition of cultural competence, diversity and inclusion. Discuss how it has informed your work with the stakeholders and this organization. Identify the impact that these concepts have on the organization and your daily work at the internship site. Have you observed any situations that have given you insight into working with diverse stakeholders? Why is this concept critical to working with stakeholders? Write about a specific experience that enhances your knowledge of cultural competence and inclusion?

**Blog 3.**

Discuss your experience with supervision, your working relationship with fellow Interns and any other related experience with staff while at the internship site. Also discuss your interaction with your supervisor and the role of supervision. Discuss the patient population and some of the medical and or social factors that impact the population being served.

**Blog 4.**

Discuss the importance of the Team. Write about your interaction with others in delivering services. How have you now adjustment to the internship environment? Discuss the concept of termination and your overall experience at the internship. How has this internship contributed to your professional growth? Site a few examples.

**WRITTEN ASSIGNMENTS (4)****Assignment #1 First Impressions:**

Write a two-three-page essay that fully describes where you are placed. Describe the setting, population served, surrounding community and your adjustment to placement. Identify any issues that you are experiencing and what professional skills you hope to improve during this internship experience.

**Assignment #2 Service Plan**

Write a comprehensive service plan (aka treatment plan) on a client with whom you are working with or have identified. Define the long-term and short-term objectives (goals), modality of treatment, referrals, and time line of service for each area that needs goals (\*health; mental health; developmental; substance use; family; social/interpersonal; legal; housing; education/voc; employment; finances) Include in the introduction a paragraph the demographic information of the client and the presenting problem:

-Introduction/Demographic Data:

Area: \_\_\_\_\_ (for each area\* that needs a plan)

-Long Term Goal

-Short Term Objective

-Modality of treatment of the short-term objective

-Time-Frame to work on short-term objective

### **Assignment #3 Prof. Dev. Plan**

Develop a professional development plan for your future after graduation (2-3 pages). This should include areas where you would like to grow and develop. Discuss issues related to the type of work you feel you can do. Where do you see your future with regard to furthering your education? How do you plan to stay current with the latest advancements in the field? What do you think the future trends will be in your area of service or concentration? How important is the issue of continuing education to you?

### **Assignment #4 Term Paper**

Write a 3-4-page essay about your experiences in each Internships that you have completed (HUS2305, HUS2405, HUS4701). Site Agency Mission, populations served and what you did during these internship experiences. Discuss issues of supervision, team-work, and overall accomplishments. Reflect on your emotional and professional growth. Discuss how effective you were in working with the agency population, supervisors, fellow co-workers and other Interns. How have these experiences influenced your understanding of the profession of Human Services? Did you meet any resistance? How did you handle it? How did you adjust to conflicts and or difficult events/situations? What was your learning experience related to your expectations? Is there anything you would do differently in retrospect? (Do not use logs/work from other field/internship courses, as this is considered plagiarism)

## **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*. (6<sup>th</sup> 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.
- Boston, MA: Allyn & Bacon.
- Jacobs, E. E., Masson, R. L., and Harvil, R. L. (2006) *Group Counseling: Strategies and Skills (5<sup>th</sup> edition)*. Brooks-Cole Publishing: Pacific Grove, CA)
- Myers Kiser, P. (2008) *The human services internship: getting the most from your experience*. (2nd edition). Pacific Grove, CA:Brooks/Cole.
- Grove, CA: Brooks/Cole.
- Neukrug, E. G. (2002). *Skills and techniques for human service professionals. (1<sup>st</sup> edition)*. Pacific Grove: California
- Yalom, I. D., (2005). *The theory and practice of group psychotherapy*. (5<sup>th</sup> edition). New York: Basic Books.

## **SUPERVISION AND ADMINISTRATION**

Austin, M. J., and Hopkins, K. M. (2004). *Supervision as collaboration in the human service: Building a learning culture*. Thousand Oaks, CA: Sage Publications.

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: 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**

**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. 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:
1. Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
  2. Presenting another person's ideas or theories in your own words without acknowledging the source.
  - 3.
3. **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.

- **4. 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.

Corey, M. & Corey, G. (2007) *Becoming a helper*. (5th edition). Pacific Grove Brooks/Cole.

Harris, H. & Maloney, D., (2004). *Human services: contemporary issues & trends*. (3rd edition

McClam, T. & Woodside, M., (2006). *An introduction to human services* (5th edition). Pacific

**INFORMATION  
AND  
FORMS  
FOR  
AGENCY SUPERVISORS**

DEPARTMENT OF HUMAN SERVICES

NEW ACADEMIC COMPLEX ROOM 805 D

AAS/BS Programs

Accredited by the Council for Standards in Human Services Education

718 260-5415 Fax 718 254-8530

**TO: ALL NEXT SEMESTER FIELD PRACTICUMS AND  
PROFESSIONAL INTERSHIP STUDENTS**

**FROM: DEPARTMENT OF HUMAN SERVICES / ACADEMIC INTERNSHIP OFFICE**

**RE: PRE-PLACEMENT QUESTIONNAIRE FOR ALL FIELD/INTERNSHIP COURSES:**

**Associate: HUS 2305/HUS 2405 Field Practicum I & II**

**Bachelors: HUS 4701/HUS 4801 Professional Internship I & II**

\*\*\*\*\*

- 1. INTERNS MUST PASS INTERVIEW/BEFORE REGISTERING FOR THE COURSE**
- 2. COMPLETE THIS PRE-PLACEMENT QUESTIONNAIRE AND SUBMIT TO THE ACADEMIC INTERNSHIP COORDINATOR VIA EMAIL.**
- 3. UPON COMPLETION OF STEPS 1 – 2 YOU WILL RECEIVE A REFERRAL LETTER BY CITYTECH EMAIL TO ARRANGE AN AGENCY INTERVIEW FOR POSSIBLE ACCEPTANCE AS AN INTERN.**

**NOTE:**

- 1. It is the student's responsibility to comply with all deadlines and requirements of the HUS Department and referral agency in a timely manner. This way students can start their internship the first day/week of class. Do not wait until the internship class starts or you will be behind one week of hours. There are no incompletes for internship courses, as there is no NYCCT instructor overseeing the intern once the course ends, otherwise this poses a liability issue for the agency and student. The College does hold a malpractice licensure policy for student interns, only during the duration of the course period.**

2. **Some agencies may require health checks (vaccinations, PPD testing, etc.) as well as criminal background checks before accepting you as an intern. Please use the Student Wellness Center as a possible resource.**
3. **Due to the FERPA Student Law of Confidentiality we do not respond to non-student emails. If your CityTech email is not working, go to the Student Center/Atrium.**



NEW YORK CITY COLLEGE OF TECHNOLOGY

THE CITY UNIVERSITY OF NEW YORK

285 NEW ACADEMIC COMPLEX, JAY STREET, BROOKLYN, NY 11201-2983

HUMAN SERVICES ACADEMIC INTERNSHIP OFFICE

ROOM 805 D • (718) 260-5415 • FAX: (718) 254-8530

**HUMAN SERVICES DEPARTMENT**

**FIELD / INTERNSHIP PRE-PLACEMENT QUESTIONNAIRE**

**TO BE CONSIDERED FOR PLACEMENT REFERRAL STUDENTS MUST:**

- a. **COMPLETE BY NEXT SEMESTER: ALL PREREQUISITE COURSES.**
- b. **RETURN THIS FORM TO THE HUMAN SERVICES DEPARTMENT (ROOM 805).**
- c. **REGISTER FOR THE APPROPRIATE INTERNSHIP COURSE.**
- d. **PREREQUISITES FOR HUS-2305 ARE MATH CERTIFICATION, ENG-1101, HUS-1101, HUS-1201 & HUS 1203**
- e. **PREREQUISITES FOR HUS-4701 ARE HUS-2405**

**1. Check Internship Course:** HUS 2305 \_\_\_\_ HUS 2405 \_\_\_\_ HUS 4701 \_\_\_\_ HUS 4801 \_\_\_\_

**2. Last Name** \_\_\_\_\_ **First Name** \_\_\_\_\_ **EMPLID #** \_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_  
**Borough** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Telephone (Day)** (\_\_\_\_) \_\_\_\_\_ **(Eve)**

(\_\_\_\_) \_\_\_\_\_

**CityTech Email:**

\_\_\_\_\_@mail.citytech.cuny.edu

Due to the FERPA Law of Student Confidentiality, we do not use/respond to personal emails.

**3. Indicate your client population choice by choosing your first, second choice (1<sup>st</sup>, 2<sup>nd</sup>...)**

\_\_\_\_ Alcohol and Substance Abuse

\_\_\_\_ Child Welfare and Family

\_\_\_\_ Disabilities Across the Life Span (physical/mental/developmental)

\_\_\_\_ Gerontology (older adults/seniors)

\_\_\_\_ Public Schools. If you know the public school (PS) please indicate:

Revised 1/15/2025

PS# \_\_\_\_\_

\_\_\_\_\_ Employment. Must be Human Services related establishment please indicate  
\_\_\_\_\_

\_\_\_\_\_ Other. Human Services Categories not listed \_\_\_\_\_

4. **Indicate your availability below. Due to agency/supervisor availability, we will not always be able to honor your request(s).**

A. \_\_\_\_\_ Weekdays (generally during the hours of 9:00 am – 5:00 pm)

B. \_\_\_\_\_ Evenings (generally from 4:00 pm - 7:00 pm) **Note: that we have limited evening hours.**

C. \_\_\_\_\_ Weekends or Remote Online **Note: very limited, must be negotiated.**

5. **I wish to: (CHOOSE “A”, “B” or “C”):**

A. \_\_\_\_\_ be referred to college’s internship site by the HUS Academic Internship Coordinator

B. \_\_\_\_\_ recommend my current employment: **IF SO, STUDENT IS TO HAVE SUPERVISOR COMPLETE**

**NEW AGENCY APPLICATION W/ RESUME AND DEGREE COPY AND THE FOLLOWING:**

Director of Interns \_\_\_\_\_

Agency  
Name \_\_\_\_\_

Address \_\_\_\_\_

Borough \_\_\_\_\_ State \_\_\_\_\_ Zip Code  
\_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_ Cell (\_\_\_\_\_) \_\_\_\_\_

FAX: \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

email: \_\_\_\_\_

C. recommend a new site: **IF SO, STUDENT IS TO HAVE SUPERVISOR COMPLETE**

**NEW AGENCY APPLICATION W/ RESUME AND DEGREE COPY AND THE FOLLOWING:**

Director of Interns \_\_\_\_\_

Agency  
Name \_\_\_\_\_

Address \_\_\_\_\_

Borough \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone Number (\_\_\_\_) \_\_\_\_\_ Cell (\_\_\_\_) \_\_\_\_\_

FAX: (\_\_\_\_) \_\_\_\_\_ email: \_\_\_\_\_

6. Are you currently employed? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, please indicate:

Agency  
Address: \_\_\_\_\_  
Supervisor's  
Name/Email/Phone \_\_\_\_\_  
Your Work  
Tasks: \_\_\_\_\_

7. Please list your previous internships:

|          | AGENCY | COLLEGE | DATES |
|----------|--------|---------|-------|
| HUS 2305 |        |         |       |
| HUS 2405 |        |         |       |
| HUS 4701 |        |         |       |

7. **Personal and Confidential:** Please describe any physical limitations, accommodations, family responsibilities, work schedule and/or other factors which should be a consideration in arranging a Professional internship assignment for you. (Include if you are part of SEEK, Center for Accessibility)

8. **Student Goals for the Practicum.** Describe the kinds of experiences you would like to have in your area of concentration. Be sure to indicate the method you wish to learn more about i.e. community organization, group work or individual work.
- 

All students must complete, the Sexual Harassment, Gender-Based Harassment and Sexual Violence Curriculum Workshop, online at the following website [www.citytech.cuny.edu/title-ix](http://www.citytech.cuny.edu/title-ix)

**DECLARATION** – I understand that Human Services professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status in accordance with the Ethical Standards of Human Services Professional (2025).

<https://www.nationalhumanservices.org/assets/pdf/Ethics+Code+2024/>

I also understand that Human Services Internship requires a commitment on my part to fulfill all Human Services Department requirements and deadlines as well as agency and course requirements as stated in the Pre-Placement Questionnaire, Field Practicum Contract, Professional Internship Contract, and Field Practicum Manual.

Human Services Student Signature \_\_\_\_\_ Date \_\_\_\_\_



**NEW YORK CITY COLLEGE OF TECHNOLOGY**  
**HUMAN SERVICES ACADEMIC INTERNSHIP COORDINATOR'S OFFICE (718) 260-5415**  
**ASSOCIATE DEGREE / HUS 2305 AND HUS 2405 PROFESSIONAL LEARNING CONTRACT**

**Note:** This form is to be completed and signed by the student and the agency supervisor or his/her designee, prior to beginning Internship. The completed form should be submitted, by the first day of the semester to the HUS Internship Office, A805, to the HUS Internship Coordinator, Dr. Andres Rosado. Please print or type all information. A student and the Agency should keep a copy for their records.

**1. Student Information – This Section To Be Completed By Student**

Student's Name \_\_\_\_\_ Emplid ID: \_\_\_\_\_  
Last First  
Address \_\_\_\_\_ Borough \_\_\_\_\_ Zip \_\_\_\_\_  
Day Telephone (\_\_\_\_) \_\_\_\_\_ Eve Telephone (\_\_\_\_) \_\_\_\_\_  
Emergency Name \_\_\_\_\_ Telephone \_\_\_\_\_  
Semester \_\_\_\_\_ Course: HUS 2305 \_\_\_\_\_ HUS 2405 \_\_\_\_\_

**Student Must Sign At Bottom Of Form**

**2. Agency Information – Field Supervisor Must Complete All Sections Before The College Will Approve**

**Internship Site.**

Name of Agency \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
Boro \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Telephone: Day (\_\_\_\_) \_\_\_\_\_ Cell # (\_\_\_\_) \_\_\_\_\_  
Fax # (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_  
Supervisor: \_\_\_\_\_ Telephone: (\_\_\_\_) \_\_\_\_\_  
Coordinator of Interns \_\_\_\_\_ Telephone: (\_\_\_\_) \_\_\_\_\_  
Has this student ever or they currently working at this agency? Yes \_\_\_\_\_ No \_\_\_\_\_

A. This student: ( ) has been accepted as an intern. The student's schedule will be as follows: **NOTE: The student must**

**intern for 2 semesters at this site (10 hours per week for at least 2 days per week, for a total of 125**

**hours per 15-week semester).**

( ) has not been accepted as an intern. Reason for rejection: \_\_\_\_\_

B. The student:

1. is scheduled to start on: (Date) \_\_\_\_\_
2. will be supervised by a staff member credentialed in their field (a minimum of a Bachelors degree in Human Services or related discipline). The supervisor will meet with the student **weekly for 1 hour** to discuss their progress, learning needs, and other issues related to performance as a human services intern.

C. The agency will provide the student with:

1. an agency orientation on: \_\_\_\_\_, at \_\_\_\_\_
2. opportunities and guidance in the completion of the following assignments:
  - a. Recordings (progress notes, intake summaries, assessment and planning, group summaries, etc.)
  - c. Attendance at meetings - case conferences, staff meetings, community meetings, etc (where appropriate)
  - d. Basic research project to address client need(s) at the agency.

D. **Please Complete If The Student Has Been Placed As An Intern At A Site Other Than The One Above.**

Name of Agency \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
Borough \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Primary Contact Person \_\_\_\_\_ Title \_\_\_\_\_  
Telephone: Day (\_\_\_\_\_) \_\_\_\_\_ Eve (\_\_\_\_\_) \_\_\_\_\_

**Supervisor Must Sign At Bottom Of Form**

**Human Service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status in accordance with Human Services Ethical Standards of Human Service Professionals.**

Signature of Student: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Academic Internship Coordinator of \_\_\_\_\_

Field Placement: \_\_\_\_\_ Date \_\_\_\_\_

**NEW YORK CITY COLLEGE OF TECHNOLOGY**  
**HUMAN SERVICES ACADEMIC INTERNSHIP COORDINATOR'S OFFICE (718) 260-5415**  
**BACHELOR DEGREE / HUS 4701 AND HUS 4801 PROFESSIONAL LEARNING CONTRACT**

**Note:** This form is to be completed and signed by the student and the agency supervisor or his/her designee, prior to beginning Internship. The completed form should be submitted, by the first day of the semester to the Professional Development Center/Atrium Bld., @ the Student Center. Please print or type all information. Student and Agency should keep a copy for their records.

**1. Student Information – This Section To Be Completed By Student**

Student's Name \_\_\_\_\_ Emplid ID: \_\_\_\_\_  
Last First  
Address \_\_\_\_\_ Borough \_\_\_\_\_ Zip \_\_\_\_\_  
Day Telephone (\_\_\_\_\_) \_\_\_\_\_ Eve Telephone (\_\_\_\_\_) \_\_\_\_\_  
Emergency Name \_\_\_\_\_ Telephone \_\_\_\_\_  
Semester \_\_\_\_\_ Course: HUS 4701 \_\_\_\_\_ HUS 4801 \_\_\_\_\_

**Student Must Sign At Bottom Of Form**

**2. Agency Information – Field Supervisor Must Complete All Sections Before The College Will Approve**

**Internship Site.**

Name of Agency \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
Boro \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Telephone: Day (\_\_\_\_\_) \_\_\_\_\_ Cell # (\_\_\_\_\_) \_\_\_\_\_  
Fax # (\_\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_  
Supervisor: \_\_\_\_\_ Telephone: (\_\_\_\_\_) \_\_\_\_\_  
Coordinator of Interns \_\_\_\_\_ Telephone: (\_\_\_\_\_) \_\_\_\_\_  
Has this student ever or they currently working at this agency? Yes \_\_\_\_\_ No \_\_\_\_\_

A. This student: ( ) has been accepted as an intern. The student's schedule will be as follows: **NOTE: The student must**

**intern for 2 semesters at this site (8 hours per week for at least 2 days per week, for a total of 100 hours per 15-week semester).**

( ) has not been accepted as an intern. Reason for rejection: \_\_\_\_\_

B. The student:

1. is scheduled to start on: (Date) \_\_\_\_\_
2. will be supervised by a staff member credentialed in their field (a minimum of a Masters degree in Human Services or related discipline). The supervisor will meet with the student **weekly for 1½ hours** to discuss their progress, learning needs and other issues related to performance as a human services intern.

C. The agency will provide the student with:

1. an agency orientation on: \_\_\_\_\_, at \_\_\_\_\_
2. opportunities and guidance in the completion of the following assignments:
  - a. Recordings (progress notes, intake summaries, assessment and planning, group summaries, etc.)
  - c. Attendance at meetings - case conferences, staff meetings, community meetings, etc (where appropriate)
  - d. Basic research project to address client need(s) at the agency.

D. **Please Complete If The Student Has Been Placed As An Intern At A Site Other Than The One Above.**

Name of Agency \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
Borough \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Primary Contact Person \_\_\_\_\_ Title \_\_\_\_\_  
Telephone: Day (\_\_\_\_\_) \_\_\_\_\_ Eve (\_\_\_\_\_) \_\_\_\_\_

**Supervisor Must Sign At Bottom Of Form**

**Human Service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status in accordance with Human Services Ethical Standards of Human Service Professional.**

Signature of Student: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Academic Internship Coordinator of Field Placement:**

\_\_\_\_\_ Date \_\_\_\_\_

NEW YORK CITY COLLEGE OF TECHNOLOGY  
CITY UNIVERSITY OF NEW YORK  
HUMAN SERVICES DEPARTMENT  
**SUPERVISOR'S EVALUATION OF STUDENT**

**Please check: Associate (    )      Bachelor (    )**

Student's Full Name: \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

Title: \_\_\_\_\_ email: \_\_\_\_\_

Agency Site: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Description of Agency and Services Provided: Circle All That Apply:

|   |                     |                             |                |
|---|---------------------|-----------------------------|----------------|
| Children Services                         | Family Services     | Older Adults                | Teens          |
| Substance Abuse/Dependency                | Mental Health (Any) | Physical Disabilities (Any) | School Setting |
| Community Organization                    | Hospital Setting    | After School Program        | Domestic       |
| Violence                                  |                     |                             |                |
| Developmental (Intellectual) Disabilities |                     | LGBTQ Shelter System        |                |

Other: \_\_\_\_\_

Description of Student's Assignment: Circle All That Apply:

|                                    |                  |                   |
|------------------------------------|------------------|-------------------|
| Individual Counseling              | Group Counseling | Family Counseling |
| Socialization / Activity Therapies | Outreach         | Court             |
| Community Events                   |                  |                   |

Other: \_\_\_\_\_

INSTRUCTIONS: This form is designed to help supervisors provide feedback about the performance of interns. This form will become part of the intern's record for this course and is a major percentage of the course grade. Please answer each item using the 1-5 scale. While interns have promising potential, only rate the student's work for this semester, thus all scale numbers are to be considered in the evaluation. The department uses this scale for internal research purposes, so in order to not skew the overall results always use the 1-5 rating. Rate the student as an intern for this semester, not an employee. Calculate the final average/grade for the internship site grade.

**RECORD THE TOTAL NUMBER FOR EACH GRADE GIVEN**

N/A

**Five (Far above Expectations for intern-A)      TOTAL: \_\_\_\_\_**

**4 (Above Expectations for intern-B)      TOTAL: \_\_\_\_\_**

**3 (Acceptable for intern C)      TOTAL: \_\_\_\_\_**

**2 (Below Expectations for intern-D)      TOTAL: \_\_\_\_\_**

**1 (Far Below Expectations for intern-F)      TOTAL: \_\_\_\_\_**

**AVERAGE THE TOTAL FOR FINAL GRADE plus/minus are allowed: \_\_\_\_\_**

Revised 1/15/2025

### **I. Basic Work Requirements**

- \_\_\_\_\_ Arrives on time consistently, and if late/absent informs supervisor
- \_\_\_\_\_ Reliably completes requested or assigned tasks on time.
- \_\_\_\_\_ Completes required total number of hours or days on site.
- \_\_\_\_\_ Is responsive to norms about clothing, language, communication, etc., on site.

### **II. Ethical Awareness and Conduct**

- \_\_\_\_\_ Knowledge of ethical guidelines of internship placement.
- \_\_\_\_\_ Demonstrates awareness and sensitivity to ethical issues.
- \_\_\_\_\_ Personal behavior is consistent with ethical guidelines.
- \_\_\_\_\_ Consults with others about ethical issues, if necessary.

### **III. Knowledge & Direct Service**

- \_\_\_\_\_ Knowledge of treatment approaches
- \_\_\_\_\_ Knowledge of client population
- \_\_\_\_\_ Appears comfortable interacting with clients
- \_\_\_\_\_ Initiates interactions with clients
- \_\_\_\_\_ Communicates effectively with clients
- \_\_\_\_\_ Builds rapport and respect with clients
- \_\_\_\_\_ Sensitive and responsive to client's needs
- \_\_\_\_\_ Sensitive to issues of gender differences
- \_\_\_\_\_ Believes client self-determination
- \_\_\_\_\_ Respects the personal values of clients

### **IV. Supervision**

- \_\_\_\_\_ Recognition of personal attitudes and biases.
- \_\_\_\_\_ Willingness to discuss personal limitations, attitudes and biases.
- \_\_\_\_\_ Personal commitment and conscientiousness.
- \_\_\_\_\_ Prepared for weekly supervision sessions

### **V. Student Work Evaluation**

- \_\_\_\_\_ Biopsychosocial summary
- \_\_\_\_\_ Treatment/Service plan
- \_\_\_\_\_ Client data; record keeping
- \_\_\_\_\_ Written or verbal reports are presented in professional manner.
- \_\_\_\_\_ Appears comfortable interacting and communicating with staff members

### **Overall Evaluation:**

Identify areas, which you have discussed with student as per their strengths:

---

Identify areas, which you have discussed with student for improvement:

---

Would you recommend this intern for employment at his or her present level? Please explain and include any additional comments:

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student: I have read and discussed the evaluation with my supervisor and I AGREE \_\_\_ I DISAGREE \_\_\_

with evaluation. Student's comments (optional): \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Agency stamp:

**INFORMATION**

**AND**

**FORMS**

**FOR**

**STUDENTS**



**NEW YORK CITY COLLEGE OF TECHNOLOGY**  
**Department of Human Services**  
**Student Field Work Agreement (AAS)**

**Student's Name:** \_\_\_\_\_  
**Course:** \_\_\_\_\_  
**Instructor** \_\_\_\_\_

**Emplid #** \_\_\_\_\_  
**Section:** \_\_\_\_\_  
**Semester** \_\_\_\_\_

I have attended the Field Work Orientation, and received information regarding the requirements of the field practicum. I have read the Field Work Manual and understand all the requirements. I agree that:

1. I will not be considered in attendance in HUS 2305 or HUS 2405 until I bring the Agency Placement Form to the Office of Field Practicum by the end of the second week of class. If the form is not submitted, I understand that I will be dropped from the class.
2. I understand that agencies may do background checks and may require fingerprinting, inoculations, physical checkups and other procedures prior to agency placement. It is my responsibility to provide correct information to the agencies and the placement agency. Dismissal from the agency based on incorrect or incomplete information may require me to withdraw from the internship until I am able to provide appropriate documentation.
3. I am required to complete two hundred and fifty hours (250) of fieldwork for the Associate Degree in Human Services. One Hundred Twenty-Five hours for HUS 2305 and another One Hundred Twenty-Five hours for HUS 2405.
4. I agree to be at my agency field site the first week of classes until the last class session. I will not be permitted to finish my fieldwork before the fifteenth (15<sup>th</sup>) week of class even if the total numbers exceed One Hundred Twenty-Five hours (125) for each internship semester.
5. I will be required to withdraw from the field practicum course if I have not completed forty (63) hours by mid-semester.
6. I am responsible for discussing with my field supervisor the learning objectives and required field assignments. I must notify and work with my fieldwork instructor during the first two weeks of class to resolve any serious problems or issues about appropriate assignments.
7. I am not permitted to select or change an agency placement without approval from the Coordinator of Field Placement.
8. All excused absences from field placement must be verified by presenting a medical document to the instructor. I cannot be absent from any of my classes to fulfill agency responsibilities.
9. Incomplete ("I") grades are not given for Field Practicum courses HUS 2305 or HUS 2405.
10. If I am planning to continue agency field placement in HUS 2405, I must get approval from the agency supervisor, fill out another agency placement form, and submit it to the Coordinator of Field Placement by the 13<sup>th</sup> week of class.
11. I will not be permitted to register for HUS 2405 until all course and agency requirements for HUS 2305 are completed.

Name (Signature) \_\_\_\_\_

Date \_\_\_\_\_

**NEW YORK CITY COLLEGE OF TECHNOLOGY**  
**Department of Human Services**  
**Student Field Practicum Agreement (B.S.)**

Name: \_\_\_\_\_

Emplid. # \_\_\_\_\_

Course: \_\_\_\_\_

Instructor \_\_\_\_\_

Semester \_\_\_\_\_

Section: \_\_\_\_\_

I have attended the Field Practicum Orientation and received information regarding the requirements of the field practicum. I have read the field work manual and understand all the requirements. In addition, I have taken HUS 2305 and HUS 2405 or their equivalent, which must be approved by the Field Work Director.

I agree that:

1. I will not be considered in attendance in HUS 4701 or HUS 4801 until I bring the Professional Learning Contract to the Coordinator of Fieldwork. This form must be returned by the end of the second week of class. If the form is not submitted I will be dropped from the class.
2. I understand that agencies may do background checks and may require fingerprinting, inoculations, physical checkups and other procedures prior to agency placement. It is my responsibility to provide correct information to the agencies and the placement agency. Dismissal from the agency based on incorrect or incomplete information may require me to withdraw from the internship until I am able to provide appropriate documentation.
3. I am required to complete two hundred hours (200) of fieldwork for the BS Degree in Human Services. Two hours for HUS 4701 and another two hours for HUS 4801.
4. I agree to be at my agency field site the first week of classes until the last session. I will not be permitted to finish my fieldwork before the fifteenth (15th) week of class even if the total number exceeds two hundred hours (200).
5. I will be required to withdraw from the professional internship course, if I have not completed fifty (50) hours by mid-semester.
6. I am responsible for discussing with my field supervisor the learning objectives and required field assignments. I must notify and work with my fieldwork instructor during the first two weeks of class to resolve any serious problems or issues about appropriate assignments.
7. I am not permitted to select or change an agency placement without approval from the Coordinator of Fieldwork.
1. I am expected to remain 2 consecutive semesters (200 hours) at the same agency.
2. All excused absences from field placement must be verified by presenting medical document to the Instructor and/field supervisor. I cannot be absent from any of my classes to fulfill agency responsibilities.
3. Incomplete ("I") grades are not given for Professional Internship Courses HUS 4701 or HUS 4801.
4. I will not be permitted to register for HUS 4801 unless I fulfill all the course and agency requirements for HUS 4701.

Name (Signature) \_\_\_\_\_

Date \_\_\_\_\_

### Monthly Checklist for Field Supervisors

Student's Name \_\_\_\_\_ Emplid. # \_\_\_\_\_

Course \_\_\_\_\_ Section \_\_\_\_\_ Semester \_\_\_\_\_ Instructor \_\_\_\_\_

Name of Agency \_\_\_\_\_ Field Supervisor \_\_\_\_\_

| <u>Meetings:</u>       | <u>Number of Assignments</u> | <u>Comments</u> |
|------------------------|------------------------------|-----------------|
| Intern Orientation     |                              |                 |
| Staff Meetings         |                              |                 |
| Case Conferences       |                              |                 |
| Community Meetings     |                              |                 |
| Other (Please Specify) |                              |                 |

#### **Supervision (Please check all that apply)**

|            |                     |                     |                        |
|------------|---------------------|---------------------|------------------------|
| Individual | _____ ½ hour weekly | _____ 1 hour weekly | _____ 1 hour bi-weekly |
| Group      | _____ ½ hour weekly | _____ 1 hour weekly | _____ 1 hour bi-weekly |

| <b>Contacts</b> | <b>Formal #</b> | <b>Informal #</b> | <b>Comments</b> |
|-----------------|-----------------|-------------------|-----------------|
| Individual      |                 |                   |                 |
| Group           |                 |                   |                 |
| Family          |                 |                   |                 |

| <b>Professional Writing</b>                                       | <b>Number of Assignments</b> | <b>Comments</b> |
|---|------------------------------|-----------------|
| Progress Notes (Individual, Group, or Family)                     |                              |                 |
| Phone Contacts  |                              |                 |
| Intake Summary  |                              |                 |
| Assessment and Planning Summary                                   |                              |                 |
| Professional Letters  |                              |                 |
| Special Projects (Flyers, Websites, Manuals, etc. please specify) |                              |                 |

**Concerns (regarding students' performance, behavior, attitude and appearance this month)** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was the student supervised/informed about these concerns? Yes \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_

Agency Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Seminar Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

NEW YORK CITY COLLEGE OF TECHNOLOGY

CITY UNIVERSITY OF NEW YORK

Please Check:

A.A.S. ( )

B.S. ( )

HUMAN SERVICES FIELD PRACTICUM

FIELD WORK HOURS CERTIFICATION

SEMESTER: \_\_\_\_\_

All students enrolled in the Human Services Field Practicum and Professional Internships are required to do two hundred fifty (250) hours for Associate Degree (A.A.S) and two hundred (200) hours for Baccalaureate Degree (B.S) of fieldwork in an approved Social or Health Agency. A total of One-Hundred Twenty-Five (125) hours per semester for the (A.A. S) Degree and one-hundred (100) hours for the (B.S) degree. This form is for keeping a record of hours worked during the semester. **The student and the Agency Supervisor must sign it.** You are responsible to keep accurate and authentic documentation of hours worked. Falsifying this document can result in dismissal from the program. **Photocopies are not accepted.**

Student's Name \_\_\_\_\_ Course \_\_\_\_\_ Section \_\_\_\_\_

Agency \_\_\_\_\_ Field Supervisor \_\_\_\_\_

*LUNCH AND/OR DINNER HOURS ARE NOT TO BE INCLUDED*

| Date | Time In | Time Out | Total Hours | Supervisor's Signature |
|------|---------|----------|-------------|------------------------|
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |
|      |         |          |             |                        |

TOTAL HOURS ON THIS TIME SHEET \_\_\_\_\_

TOTAL HOURS ON PREVIOUS TIME SHEET \_\_\_\_\_

TOTAL HOURS TO DATE \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Student's Signature      Date      Supervisor's Signature and Agency Stamp      Date

# Department of Human Services

## INTERN MID-SEMESTER EVALUATION FORM

Student Name \_\_\_\_\_ Emplid: # \_\_\_\_\_  
 Last First

Number of Field Hours completed to date \_\_\_\_\_ Date \_\_\_\_\_

**Note:** HUS 2305 / HUS 2405 students must intern 10 hours per week and have at least 63 hours by mid-semester.  
 HUS 4701 / HUS 4801 students must intern 8 hours per week and have at least 50 hours by mid-semester.

*Directions:* Please respond to the following statements by circling the appropriate ratings

|     |   | Below Average    | Average | Above Average | Excellent       |   |
|-----|---|------------------|---------|---------------|-----------------|---|
| 1.  | Arrives on time consistently  | 1                | 2       | 3             | 4               | 5 |
| 4.  | Informs supervisor and makes arrangements for absences  | 1                | 2       | 3             | 4               | 5 |
| 3.  | Completes requested or assigned tasks on time   | 1                | 2       | 3             | 4               | 5 |
| 4.  | Presents written or verbal reports in a professional manner (clinically or administratively useful) | 1                | 2       | 3             | 4               | 5 |
| 5.  | Demonstrates knowledge and sensitivity to ethical issues  | 1                | 2       | 3             | 4               | 5 |
| 6.  | Demonstrates knowledge of client population   | 1                | 2       | 3             | 4               | 5 |
| 7.  | Demonstrates knowledge of treatment approaches  | 1                | 2       | 3             | 4               | 5 |
| 8.  | Demonstrates knowledge of treatment setting   | 1                | 2       | 3             | 4               | 5 |
| 9.  | Responds to supervision   | 1                | 2       | 3             | 4               | 5 |
| 10. | Communicates effectively with co-workers  | 1                | 2       | 3             | 4               | 5 |
| 11. | Number of specific assignments  | Individual _____ |         |               | Group _____     |   |
|     |   | Family_____      |         |               | Community _____ |   |
| 12. | Overall evaluation of student’s progress  | 1                | 2       | 3             | 4               | 5 |
| 13. | Additional comments:  |                  |         |               |                 |   |

Agency \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Title \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

NEW YORK CITY COLLEGE OF TECHNOLOGY

HUMAN SERVICES DEPARTMENT

A Guideline for Writing Daily Logs

1. General Directions:

- a. All logs must be typed on one side of the page only. Use 11 or 12 standard font and the following format for each day's entry. Allow one-inch margins on the top, bottom, and left-hand sides of each page and a 2.5 to 3-inch margin on the right side of each page for field instructor's comments.
- b. Proof read and makes corrections before submitting your work to your Seminar Instructor.
- c. **Submit all work on time.** Assignments turned in after the date due will have 10 points deducted for every week submitted late. Logs will be given "F" grades when turned in two weeks late.
- d. Use the following format for the page heading:

|                       |                        |
|-----------------------|------------------------|
| Name                  | <u>Sample</u>          |
| Class and Section No. | John Brown             |
| Agency Name           | HUS 2305, Section 5555 |
| Supervisor            | The American Red Cross |
| Week of:              | Mary Stewart           |
| Hours Worked          | 10/5/00                |
| Log #                 | 6 hours                |
|                       | Log # 5                |

2. Contents of Your Log:

- a. Note that the dates and hours that you record in your Hours Certification form must be consistent with the dates and hours recorded in the logs. There must be an entry (process recording) for each field practicum day.
- b. Your logs should reflect your daily face-to-face/phone activities, self-reflections, and application of theories, knowledge and skills learned through your courses. Please use the outline below to assist you as you prepare your logs.

**Part I (1 paragraph)** List by the hour (or in a narrative style) all the activities that you did for the week.

**Part II (3 paragraphs)** Describe your face-to-face or phone contact work with three (3) of the following. Include all concerns/issues that came out of your sessions.

- |             |               |                       |
|-------------|---------------|-----------------------|
| 1. clients  | 3. family     | 5. case conferences   |
| 2. group(s) | 4. supervisor | 6. community outreach |

**Part III (2 paragraphs)**

- A. What theories and/or techniques did you apply this week?
- B. What was effective/ineffective? Why?
- C. Describe how you felt about the situation, the client, the agency, the staff, etc.
- D. How did/will you prepare for next week's activities (client, group, family, supervision, etc.)?
- E. What did you learn (theory, technique, new information) about the client, the agency, the supervisor and yourself this week?

## Guidelines for Writing Assessment Planning Narrative

Client's Name \_\_\_\_\_ Date Prepared \_\_\_\_\_

Prepared by \_\_\_\_\_ Emplid# \_\_\_\_\_

Course \_\_\_\_\_ Section \_\_\_\_\_ Seminar Instructor \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Semester \_\_\_\_\_

1. Reason(s) for Referral:
2. Description of client (appearance, demeanor, attitude, etc.)
3. Client's history (include age, marital status, family mental health/chemical dependency history, birth order, relationships with significant others, cultural background, physical/sexual abuse history, loss/abandonment issues):
4. Assessment of client's need(s) and problem(s) in terms of:
  - a. physical health
  - b. mental health
  - c. finances
  - d. housing
  - e. legal/prison/probation
  - f. substance abuse
5. Assessment of client's strengths, including (give examples):
  - a. client's self assessment
  - b. degrees/certificates earned
  - c. education/GED
  - d. strong and weak qualities
  - e. skills learned
  - f. people skills
  - g. persistence
  - h. adjustment
6. Assessment of client's resources:
  - a. self
  - b. family
  - c. community involvement
7. Your overall evaluation of the client's present situation.
8. Client's short term and long-term goals.
9. In behavioral terms, specify client's plans (list objectives, time lines, referrals, etc.). Describe the steps your client must accomplish to reach his/her goal.

### **A Guideline for Group Summaries**

1. Description of Group - Purpose, Setting, Contract, etc.
2. Description of individual members in terms of their interactive styles (appearance, demeanor, attitude, task roles, social-emotional roles, self-related roles, decision-making, leadership, etc.).
3. Interaction between group members and leader (include diagram, discussion communication and group cohesiveness, conflicts, etc.).
4. Group stages - preplanning, initial beginning, transition stage, working stage, and termination.
5. Evaluation of group's progress to date:
  - a. What was accomplished?
  - b. What were the barriers?
  - c. What were some of the group's problems?
  - d. What was the degree of cohesion in the group?
6. Description of the facilitator's leadership style.
7. Tentative future plan(s) for the group.
8. Describe your personal reflections on the groups observed.



**NEW YORK CITY COLLEGE OF TECHNOLOGY**

**CITY UNIVERSITY OF NEW YORK**

**HUMAN SERVICES DEPARTMENT**

**STUDENT'S EVALUATION OF SUPERVISOR/AGENCY**

This form is designed to give interns the opportunity to provide feedback about the supervision and experience they receive during their internship. This information will be useful in discussions with supervisors and will help your faculty instructor evaluate the learning opportunities at various internship sites.

Please answer all items. Space is provided at the end for general comments.

Supervisor's Name \_\_\_\_\_ Please check: \_\_\_\_\_

Agency \_\_\_\_\_ A.A.S. (    )    B.S. (    )

Student's Name \_\_\_\_\_ Course \_\_\_\_\_ Section No. \_\_\_\_\_

**STUDENT'S EVALUATION OF SUPERVISOR:**

**I. INTRODUCTION TO SETTING. CHECK N/A \_\_\_\_\_ IF YOU ALREADY DID A PREVIOUS SEMESTER AT THIS SITE, SKIP TO PART II, ACTIVITIES OF SUPERVISION**

1. \_\_\_\_\_ Yes \_\_\_\_\_ No Did your supervisor give you a tour or arrange for a tour of the internship site?
2. \_\_\_\_\_ Yes \_\_\_\_\_ No Did your supervisor introduce you to other staff when you began the internship?
3. \_\_\_\_\_ Yes \_\_\_\_\_ No Did your supervisor discuss procedural matters, agency policy, etc., when you began the internship?
4. \_\_\_\_\_ Yes \_\_\_\_\_ No Did your supervisor discuss ethical and legal issues when you began the internship?
5. Overall during the internship, approximately how closely did the actual supervision contacts match the agreed upon plan?

Sometimes      Often      Never

6. Apart from scheduled meetings, how available was your supervisor if you requested additional contact?

Sometimes      Often      Never

**II. ACTIVITIES OF SUPERVISION: Check off activities experienced in supervision**

\_\_\_\_\_ Using case notes or material to review your interactions with clients/community

- \_\_\_\_ Observing the supervisor providing treatment, assessments, or other services to clients.
- \_\_\_\_ Providing services, yourself under the direct observation of your supervisor.
- \_\_\_\_ Discussing institutional issues.
- \_\_\_\_ Didactic instruction in specific topics or skills.
- \_\_\_\_ Reviewing assessments or other reports you have written.
- \_\_\_\_ Reviewing case notes or other records you have written.
- \_\_\_\_ Reviewing assessments or other reports written by other professionals.
- \_\_\_\_ Reviewing case notes or other records written by other professionals.
- \_\_\_\_ Discussing your personal impressions, reactions and adjustment to the internship.
- \_\_\_\_ Discussing your relationship with your supervisor.

### **III. INTERPERSONAL ISSUES AND FEEDBACK FROM YOUR SUPERVISOR**

The items refer to how you were given feedback by your supervisor and the quality of your relationship.

Please check off if your supervisor participated in any of the following areas:

- \_\_\_\_ Recognizing areas in which your skills or knowledge are relatively strong.
- \_\_\_\_ Recognizing areas in which your skills or knowledge need improvement.
- \_\_\_\_ Recognizing and complimenting you for accomplishments or things you have done well.
- \_\_\_\_ Letting you know when your performance has not been good in certain areas.
- \_\_\_\_ Providing emotional support.
- \_\_\_\_ Dealing with differences

Based on your experience, briefly describe the ways in which you feel supervision was most helpful to you during your internship, anything not helpful and ways you think it could be more beneficial to you.

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**IV ACTIVITIES AT THE INTERNSHIP SITE** Check off all activities within your internship experience:

\_\_\_\_ Observing the milieu of your setting or interacting informally with clients, but not directly

Observing or participating in treatment or other services.

\_\_\_\_ Interacting informally with staff members.

\_\_\_\_ Observing treatment, assessment, or other direct service with clients.

\_\_\_\_ Participating in or providing treatment, assessment, or other direct service with clients.

\_\_\_\_ Attending meetings other than supervision or informal conversation.

\_\_\_\_ Reading record, reports, etc.

\_\_\_\_ Writing case notes, assessments, reports, correspondence, etc.

\_\_\_\_ Other activities you participated in during your internship.

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What additional activities would have been useful to you during the internship? Did you mention this to your supervisor? Circle: YES or NO

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**V: OVERALL EVALUATION:** Would you recommend future students to this site? Explain your answer:

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Professional Paper Check List EXAM III (Complete and attach/staple to paper) Student:**

| Item                            | Checklist Item   | Circle        |
|---------------------------------|--|---------------|
| <b>RUBRIC</b>                   | Did you re-read the Rubric and check it with your paper for an A grade?  | YES NO        |
| <b>IDENTIFICATION</b>           | Is your name, course, assignment and date ONE LINE at the top of each page? (No title pages please) EX: Jamie Vega DSAB 663 Term Paper   | YES NO<br>N/A |
| <b>MARGINS</b>                  | Are the margins on all 4 sides one inch after you printed your paper?  | YES NO        |
| <b>JUSTIFICATION</b>            | Is the paper justified on the left side? (APA)   | YES NO        |
| <b>THEME SENTENCE</b>           | Is the last sentence of the first paragraph the topic of your whole paper? (aka theme sentence = Describes the assignment)   | YES NO        |
| <b>LINE SKIPPING</b>            | Did you make sure you did not skip lines between paragraphs? (APA) ( <b>Set your computer Documents and Page Layout correctly to zero</b> )  | YES NO        |
| <b>ACRONYMS</b>                 | Did you properly do acronyms? Health Guidance Center (HGC); Center For Disease Control (CDC)   | YES NO<br>N/A |
| <b>PREPOSITION RULE</b>         | Did you check to make sure a sentence did not end with a preposition: do, on, if, it, in, with, up, is, by, be, etc.? See full list: <a href="http://www.englishclub.com/vocabulary/prepositions-list.htm">www.englishclub.com/vocabulary/prepositions-list.htm</a>  | YES NO        |
| <b>SLANG / METAPHOR</b>         | Did you check your work by making sure the verbs are not slang ( <b>Slang: He was clean and sober. Correct: He was abstinent</b> )? <a href="http://www.manythings.org/slang/">www.manythings.org/slang/</a>   | YES NO        |
| <b>WORDS &amp; MARKS</b>        | Did you not use the words: you, I, we, us, or bold, italics, ! marks in a paper? (N/A for Logs/Reflection assignments)   | YES NO<br>N/A |
| <b>FONT</b>                     | Is the font 12pt? (APA)  | YES NO        |
| <b>SPACING</b>                  | Is the paper double spaced? (APA)  | YES NO        |
| <b>SPELL CHECK</b>              | Did you use spell check? Including using lower case for professions (i.e., human services, doctor, schizophrenia, counselor, social worker)  | YES NO        |
| <b>RHETORICAL (?)</b>           | Did you make sure if you ask a rhetorical question the mark is in parenthesis (?)  | YES NO<br>N/A |
| <b>INDENTATION</b>              | Are there 5 spaces, indented, for each new paragraph? (APA)  | YES NO        |
| <b>BEGINNING SENTENCE</b>       | Did you avoid starting sentences using: And, But, Because?   | YES NO        |
| <b>PARAGRAPH</b>                | Are the paragraphs at least 5 sentences?   | YES NO        |
| <b>RUN-ON</b>                   | Are there short sentences designed, to avoid a run-on sentence?  | YES NO        |
| <b>REPEAT WORDS</b>             | Did you make sure you did not repeat words unnecessarily?  | YES NO        |
| <b>LENGTH</b>                   | Is your paper as long as it is supposed to be and not shorter?   | YES NO        |
| <b>APA BODY OF PAPER</b>        | Did you use an online American Psychological Association (APA) Style source to make sure the citation(s) or quotes in the body of your paper are correct? <b>Without this it is considered plagiarism = F for assignment and instructor is required to file student violation with College Academic Integrity Committee. (OWL@Perdue) N/A for Logs</b>   | YES NO<br>N/A |
| <b>APA REFERENCE SECTION</b>    | Did you use an online American Psychological Association (APA) Style source to make sure the reference section at the end of your paper is APA correct? <b>Without this it is considered plagiarism = F for assignment and instructor is required to file student violation with College Academic Integrity Committee. Double check when using citation machines. N/A for Logs (use: OWL@Perdue for APA)</b> | YES NO<br>N/A |
| <b>APA LONG QUOTES</b>          | Did you use an online American Psychological Association (APA) Style source for long quotes <b>OWL@Perdue? N/A for Logs/Reflection assignments</b>   | YES NO<br>N/A |
| <b>APA MORE THAN ONE AUTHOR</b> | Did you use an online American Psychological Association (APA) Style source when using more than one author <b>OWL@Perdue)? (proper use of et al) N/A for Logs/Reflection papers</b>   | YES NO<br>N/A |
| <b>LEARNING CENTER</b>          | Did you use a College Learning Center for guidance, and show them the assignment requirements, including this form?  | YES NO        |
| <b>EDIT</b>                     | Did you then re-read your work, edit print it, and re-read one more time?  | YES NO        |
| <b>DUE DATE</b>                 | Did you submit your work at the beginning of scheduled class time in order to avoid a lower grade?   | YES NO        |
| <b>CHECK WORK</b>               | Did you DOUBLE check your work using all items on this form, rather than circling YES, when it should be NO?   | YES NO        |
| <b>PURPOSE</b>                  | Do you realize this Professional Paper Checklist is for YOUR learning and grading benefit, NOT FOR THE INSTRUCTOR?   | YES NO        |

**RUBRIC FOR A LOG**
**STUDENT:**
**Log #** \_\_\_\_\_

| CRITERIA   | EXCELLENT<br>20   | VERY GOOD<br>15   | SATISFACTORY<br>10  | NEEDS WORK<br>5   | UNSATISFACTORY<br>0   |
|--|---|---|---|---|---|
| <b>WRITING QUALITY?</b><br><br>Commitment to Completing a Flawless Log   | Strong writing style with clear ability to express thoughts and professional point of view. Excellent grammar, sentence structure, spelling, full paragraphs, editing. No errors. | Good writing style with solid ability to convey meaning. Very good grammar, sentence structure, spelling, paragraphs, editing. 1-3 errors | Writing style conveys meaning adequately. Some grammar, sentence and spelling errors. Lacks full editing and/or paragraphs. 4-6 errors. | Difficulty expressing ideas, feelings or descriptions. Limited sentence structure. Needs to work on grammar, spelling, paragraph, design, editing. 7-10 errors. | Considerable difficulty expressing ideas or descriptions clearly. Many grammatical, sentence, spelling and editing errors. Unclear paragraphs. 10 or more errors. |
| <b>WHAT?</b><br><br>Description of Internship Adjustment & Experience(s) | Clear description that reveals situation and HUS dynamics. Sensitive and perceptive insights included.  | Solid description that fully discloses the scene. Some interpretation of events meanings etc.   | Factual description of sequence of events with little interpretation. Clearly not fully developed.                                      | Brief or general statements with few details. Little if any sense of insight.   | Little description at all, or brief statements glossing over the event(s). The reader has little idea of what transpired.   |
| <b>SO WHAT?</b><br><br>(Insights and Understandings)                     | Definite insights into issues and implications of events for self and consumers. Aware of complexity of issues and situations related to HUS profession.                          | Some insights into situations, issues for self or consumers. Some sense of complexity of issues related to HUS profession.                | Reports situation with minimum insight. Gains "experience" from situations but insights are few, simplistic, based on common fact       | Completes a basic assignment. Neutral experience. Simply reports without insights into self, consumers or HUS profession.                                       | Reports situation with rigid thinking. Unable to self reflect. Lacks HUS professional reporting.  |
| <b>NOW WHAT?</b><br><br>(Commitment, Change & Challenges)                | Creates a "next step" self plan of professional change or understanding based on commitment/concepts within the HUS profession.   | Creates a clear "next step" for self, based on previous events. HUS professional related goals included.                                  | Creates a "next step" approach for self, but unclear specific objectives or HUS professional related goals.                             | Begins a 'next step' approach for self but incomplete. Poor/lacks objectives or HUS professional related goals.   | No 'next step' approach for self identified.  |
| <b>SUMMARY &amp; CONCLUSIONS?</b><br><br>(Overall Comments)              | Full conclusion paragraph, highlights important HUS concepts & professional insights. Ending is effortless and perceptive.  | Full conclusion paragraph, highlights important concepts. Ending is clear.  | Attempts full conclusion paragraph with highlights but lacks understanding of the overall experience. Ending is somewhat noticeable.    | Not a full paragraph, lacks overall summary, ending is hardly noticeable.   | Not in paragraph format. Lacks summary information. Appears unfinished. Ending is not noticeable.   |

Total Points:

**Human Services Department**  
**Policy on Student Readiness for Internship Placement**

Students requesting placement at a field/internship site, working with vulnerable populations, must meet the following prior to placement:

1. Maintain a minimum of a 2.0 GPA
2. Completed all prerequisites for the course
3. Completed Sexual Harassment/Workforce Violence Workshop
4. Maintained punctuality in prior classes
5. History of submitting assignments on time
6. Demonstrated:
  - a. good interpersonal skills-interacting with others collegially, professionally and with respect
  - b. emotional maturity
  - c. professional boundaries at City Tech
  - d. stable physical and mental health
7. Be free of interpersonal conflicts and/or able to highly resolve conflicts with insight and action
8. Does not have any disciplinary actions at the College or elsewhere
9. Complies with the spirit and the letter of the Human Services Code of Ethics
10. Acceptance of feedback from HUS faculty
11. Knowledge of executing basic clinical concepts, including empathy
12. Acknowledgement and willingness to work on self, with an ongoing plan for improvement

If a student is deemed not ready for field/internship placement, the Chair, Internship Coordinator and other faculty will meet with the student to inform him/her/ as to their concerns about his/her/ placement in an agency that serves vulnerable populations. Recommendations to the student for improvement may be suggested by faculty for future placement readiness. This can include delay of the internship, completion of counseling or other requirements that can aid the student in readiness for internship in the field of human services. The College has a responsibility to recognize and not place students who are deemed 'unfit for the profession' and the Accreditation on Human Service Education requires the HUS Department to have policies and procedures for students who do not meet the general criteria for placement. In some cases, the Department may suggest the student consider changing to a non-clinical field/major.

**Note:** Passing courses does not automatically make a student ready for field-internship placement.

# **ETHICAL STANDARDS OF HUMAN SERVICE PROFESSIONALS NATIONAL ORGANIZATION FOR HUMAN SERVICE EDUCATION**

## **Preamble**

The field of human services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The human services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.

## **Ethics Code Purpose:**

The purpose of this ethics code is to establish a set of principles and standards to guide decision-making and conduct for all human services professionals. It serves to safeguard the well-being of clients, uphold the integrity of the profession, and foster trust and respect in all professional relationships. This code is designed to promote excellence in service delivery, ensure ethical practice in diverse social contexts, and address ethical dilemmas with professionalism and moral clarity. By adhering to this code, members commit to the highest standards of ethical behavior of their field which transcend legal requirements, foster enduring trust and respect, and advance the principles of human dignity, social justice, and responsible stewardship of the care placed in them by clients and society towards making profound contributions to their well-being.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, practitioners, employers, supervisors, and others in community agencies who identify with the human services field (henceforth all are referred to throughout this code as human service professionals). The ethical standards are organized according to defined professional domains.

This ethics code emphasizes our unwavering commitment to ethical decision-making, a cornerstone of the human services profession. This commitment obliges all human service professionals to engage in continuous reflection, prioritize the welfare and rights of service recipients, and navigate complex ethical landscapes with diligence and moral clarity. It mandates the seeking of counsel and adherence to established ethical guidelines when confronting dilemmas, and ensures decisions are made with integrity and transparency.

## **Responsibility to Clients**

**STANDARD 1** Human service professionals recognize and build on client and community strengths.

**STANDARD 2** At the beginning of the helping relationship, human service professionals obtain informed consent for services from clients. Clients should be informed that they may withdraw consent at any time and can ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally responsible for them review an informed consent statement document and provide appropriate consent. In the case of mandated services, human service professionals explain to clients their right to consent, including limitations to confidentiality and privacy, and possible consequences from service refusal.

**STANDARD 3** Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause serious harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Human service professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

**STANDARD 4** When a human service professional suspects a client's behavior may endanger themselves or others, they must take appropriate and professional actions to ensure safety, which may include consulting, seeking supervision, or, in accordance with state and federal laws, breaching confidentiality.

**STANDARD 5** Human service professionals recognize the potential harm and impaired judgment resulting from dual or multiple relationships with clients. If such relationships cannot be avoided, professionals must assess whether to limit or forego the professional relationship and make appropriate referrals as needed.

**STANDARD 6** Human service professionals must not engage in sexual or romantic relationships with current clients.

In the case of former clients, their friends, or family, professionals must thoroughly assess any potential harm or exploitative dynamics before considering such relationships.

**STANDARD 7** Human service professionals ensure that their values or biases are not imposed upon their clients.

**STANDARD 8** Human service professionals are responsible for safeguarding the integrity, safety, and security of client records. Client information, whether in written or electronic form, can only be shared with other professionals with the client's prior written consent, unless required or allowed by law or during professional supervision.

**STANDARD 9** When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

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## **Responsibility to the Public and Society**

**STANDARD 10** Human service professionals are committed to delivering services equitably, ensuring inclusion and accessibility, and respecting diversity by valuing and affirming differences in age, ethnicity, culture, race, ability, gender, gender identity, gender expression, language preference, religion, sexual orientation, socioeconomic status, nationality, and other identities associated with historically marginalized groups.

**STANDARD 11** Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of diversity in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

**STANDARD 12** Human service professionals have a duty to be informed about relevant local, state, and federal laws. They bear the responsibility to advocate for amendments or changes in regulations and statutes when they conflict with the ethical standards and/or the rights of clients.

**STANDARD 13** Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups, and communities as part of their work.

**STANDARD 14** Human service professionals are aware of social and political issues, comprehend their effects on clients, and recognize how the impact of such issues vary among individuals from diverse backgrounds.

**STANDARD 15** Human service professionals must establish processes to identify client needs and assets, actively draw attention to them, and facilitate planning and advocacy at individual, community, and societal levels to address them.

**STANDARD 16** Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness about systems of discrimination and inequity that affect historically minoritized and marginalized groups and advocate for systemic change to address these inequalities within their workplace, communities, and legislative systems.

**STANDARD 17** Human service professionals accurately represent the effectiveness of their treatment programs, interventions, and techniques, substantiating claims with empirical data and/or sound theoretical inferences whenever feasible.

## **Responsibility to Colleagues**

**STANDARD 18** Human service professionals avoid duplicating another professional's helping relationship with a client. With written permission from their client, human service professionals consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

**STANDARD 19** When human service professionals have a conflict with a colleague, they first seek out the colleague to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

**STANDARD 20** Human service professionals have a duty to respond appropriately to unethical behavior of



colleagues. This generally means first discussing the issue directly with the colleague in question, unless there are extenuating circumstances, such as concerns about repercussions due to an existing power relationship. If a satisfactory resolution is not reached or extenuating circumstances exist, the professional should report the colleague's behavior to a supervisor. If the potential unethical behavior is seen as egregious, then the individual should report the behavior to the colleague's professional association, credentialing board, police, and/or other administrators or boards, as appropriate.

**STANDARD 21** Clients have a right to information discussed between their helper and other professionals, except when state or federal law notes otherwise. All information discussed among professionals should be kept confidential from all others, except when withholding information would lead to harm to clients, others, or communities.

### **Responsibility to Employers**

**STANDARD 22** Human service professionals honor their commitments to employers to the fullest extent possible.

**STANDARD 23** Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

**STANDARD 24** When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals work with all involved to manage the conflict.

### **Responsibility to the Profession**

**STANDARD 25** Human service professionals seek the training, experience, education, and supervision necessary to ensure their effectiveness in working with culturally diverse individuals, families, and communities.

**STANDARD 26** Human service professionals provide services only within their expertise and scope of practice, recognizing the limits to their knowledge and skills.

**STANDARD 27** Human service professionals must accurately represent them, qualifications, encompassing, but not limited to, their skills, education, credentials, training, and areas of expertise, to the client, colleagues, and members of the public. When any intentional or accidental misrepresentation is discovered, they must take immediate action to rectify the situation.

**STANDARD 28** Human service professionals must pursue relevant consultation and supervision to guide their decision-making in the face of legal, ethical, or other complex dilemmas.

**STANDARD 29** Human service professionals promote cooperation across related disciplines, aiming to enhance professional development and maximize the benefits of inter-professional collaboration for clients at all levels.

**STANDARD 30** Human service professionals are committed to the continued development of the field. They promote professional association memberships, support research initiatives, foster educational advancement, advocate for appropriate legislative actions, and engage in other professional development activities.

**STANDARD 31** Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are evidence-based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks and gain client consent for their usage.

**STANDARD 32** Human service professionals engage in research that upholds ethical standards, meets institutional standards, and maintains scientific integrity. Such research accounts for cross-cultural and diversity bias and is reported with transparency regarding its limitations.

**STANDARD 33** Human service professionals exercise discretion in sharing personal information on social media, knowing that they reflect the profession of human services. They also reflect on how their public behavior might impact their personal reputation and the perception of their professional community.

### **Responsibility to Self**

**STANDARD 34** Human service professionals maintain awareness of their own cultural and diverse backgrounds, beliefs, values, and biases. They recognize the potential impact of these factors on their relationships with others and commit to delivering culturally competent services to all clients.

**STANDARD 35** Human service professionals are committed to their personal growth and well-being to ensure they provide the highest quality service to clients. Should they become aware of any physical, emotional, or psychological impediments to their ability to serve clients effectively, they direct clients to appropriate alternative services and seek measures for personal remediation of such impediments via consultation, treatment, or education.

**STANDARD 36** Human service professionals are dedicated to lifelong learning, consistently seeking to enhance their knowledge and skills to better serve their clients.

### **Responsibility to Students**

**STANDARD 37** Human service educators develop and implement teaching methodologies that are culturally sensitive, using pedagogical approaches that recognize student's diverse backgrounds and perspectives.

**STANDARD 38** Human service educators commit to fostering equity and inclusion, actively employing measures to ensure educational accessibility for students of all abilities.

**STANDARD 39** Human service educators uphold high standards of scholarship in their academic, pedagogical, and professional engagements. They remain abreast of developments in the field through active participation in professional associations, attendance at workshops and conferences, and engagement in both the review and conduct of research.

**STANDARD 40** Human service educators recognize and acknowledge the contributions of students to their work including, but not limited to, case material, grants, workshops, research, publications, and other related activities.

**STANDARD 41** Human service educators monitor students' field experiences to ensure the quality of the placement site, the supervisory experience, and that the educational outcomes align with the objectives of personal, professional, academic, career, and civic development of the student. When students experience potentially harmful situations during field placements, educators provide appropriate investigations and respond as necessary to safeguard the student.

**STANDARD 42** Human service educators establish and uphold appropriate guidelines regarding student disclosure of sensitive or personal information. This involves providing students with advance notice of any activities requiring self-disclosure, offering students the option to opt-out of in-depth self-disclosure when reasonable, and ensuring that there are processes in place to discuss and debrief these activities.

**STANDARD 43** Human service educators acknowledge the inherent power imbalance in their relationships with students and are committed to defining and upholding clear ethical and professional boundaries. This commitment includes avoiding any behavior that is demeaning, embarrassing, or exploitative. Human service educators are dedicated to treating all students with fairness and equity, actively working to eliminate discrimination in all forms, and ensuring a respectful and inclusive educational environment.

**STANDARD 44** Human service educators ensure that students are familiar with, guided by, and held accountable to the ethical standards and policies established by their academic program or department, the specific guidelines outlined in the course syllabus by the instructor, the expectations of their advisors, and the Ethical Standards of Human Service Professionals.

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

**ETHICAL GUIDELINES**

All those taking part in internship opportunities are expected to adhere to certain guidelines for ethical, responsible conduct. This is necessary for the benefit and protection of the interns themselves, as well as for the clients, placement agencies, instructor, supervisor, and the university. Certain basic guidelines are described below but these are not exhaustive. Interns are also expected to learn and adhere to the broader ethical guidelines dictated by their relevant profession (e.g., APA, NASW, ACA, etc.), as well as the guidelines specific to their placement agency. If, at any time, interns have questions about ethics or responsible conduct, they should contact their instructor or the placement supervisor. At a minimum, interns agree to adhere to the following principles:

1. **Confidentiality.** The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which the client may be dangerous to themselves or others and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case materials discussed in class must be prepared in such a way that confidentiality is maintained.
2. **Recognition of Qualifications and Limitations.** Interns must recognize the limitations to their training and abilities and must not exceed these in work with clients. It is incumbent upon interns that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their supervisors and instructor.
3. **Identification as Interns.** Interns will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status. Interns who will be at a placement for a limited time will inform clients of that limitation at the outset of therapy and will consider it in their work with clients.
4. **Record Keeping.** Interns will accurately and reliably maintain written and other records as required by their placement agency.
5. **Dual Relationships.** Interns will refrain from clinical work with persons with whom the intern is already involved in other types of relationships. Such "dual relationships" may inhibit the effectiveness of the intern's clinical work and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student in class. Similarly, coworkers, friends, and other should not be seen as clients.
6. **Prohibition Regarding Sexual Conduct or harassment.** Under no circumstances shall interns become involved in sexual or romantic relationships of any sort with clients of their placement agency. Interns will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.

7. **Self-Awareness and Monitoring.** Interns will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, interns should inform their placement supervisor and instructor.
  
8. **Ethics Discussion with Supervisor.** Each intern must discuss the ethical standards of their placement with their supervisor before performing any clinical work or patient contact. Space is provided at the bottom of this form to indicate that such discussion has taken place and the intern has been informed of ethical expectations.

**New York City College of Technology**

**The Human Services Department**

**Office of Student Internships**

**718 260-5415**

