



**NEW YORK CITY
COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK**

**Health & Human Services Department
285 Jay Street, New Academic Complex Room 805 D
Brooklyn, New York 11201
(718) 260-5415 Fax (718) 254-8530**

From: Andres Rosado D.Arts, Academic Internship Coordinator
Arosado@citytech.cuny.edu
Direct Phone Number: 718-260-5415

RE: New Agency Application & Contract

The Department of Human Services at New York City College of Technology (CUNY) is currently seeking dynamic and challenging **direct service agencies** that will provide appropriate experiences and supervision to our Associate (AAS) and Bachelor (BS) Human Services interns.

- 1) To be eligible as an ASSOCIATE STUDENT field supervisor**, the person must have
 - At least a Bachelor's Degree in Human Services, Social Work, or Psychology related field
 - A licensed, or MSW Degree person as a master supervisor to the field supervisor
- 2) To be eligible as a BACHELOR STUDENT field supervisor**, the person must have
 - Master's Degree in Counseling, Social Work, Psychology, or Human Services related field
 - Person with license is preferred.
- 3) Able to accommodate the student's internship required hours:**
 - Associate level: 250 hours of fieldwork (125 hours each semester, a total of 2 semesters)
 - Baccalaureate level: 200 hours (100 hours each semester, a total of 2 semesters)

Prior to placement, the student will make an appointment to meet with agency supervisor for a scheduled interview. Once the approved agency for placement is acceptable, the student can begin their fieldwork internship. The agency supervisor and the student determines the specific schedule.

If you are interested and able to work with our students, please complete the enclosed materials and return them to the college. Upon receipt of the above items, and approval of the college, we will be able to start referring students to you. Any further, please feel free to contact me at (718) 260-5415.

Sincerely,

**Andres Rosado, D.Arts
Human Services Academic Internship Coordinator**

NEW YORK CITY COLLEGE OF TECHNOLOGY

DEPARTMENT OF HEALTH & HUMAN SERVICES

AGENCY QUESTIONNAIRE AND APPLICATION

Name of Agency _____

Address _____

Borough _____ **State** _____ **Zip Code** _____

Day (Work) Phone _____ **Cell (Work) Phone** _____

Primary Contact Person _____ **Title** _____

Email _____

Days and hours of agency operation _____

Agency Mission _____

Client population (include age, gender, ethnicity, socio-economic status, etc.)

List the types of assignments available for student interns. Indicate at least three substantially different assignments that student interns may experience at this agency.

1. _____

2. _____

3. _____

4. _____

5. _____

Will the agency provide the following for student interns?

Yes _____ No _____ Weekly Supervision Sessions

Yes _____ No _____ A caseload and/or Administrative assignments related to caseload
Fieldwork Internship

Methods of practice used by the agency (individual, group, community organization)

Are there any other learning experiences available at the agency? (Seminars, workshops, etc.)

Number of student interns requested per semester: _____

Students preferred are **AAS Students** _____ **BS Students** _____ **Both** _____
Day _____ **Evening** _____ **Weekends** _____

Students must complete:

Finger Printing _____ **Special Training** _____ **Medical Exam** _____
Drug Testing _____ **PPD** _____ **Orientation** _____
Clearance from Albany _____
Other _____ (please explain)

Proposed Field Work Instructors – Student Supervisors

Name	Title/Position	Email Address	Phone Number
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For each proposed Field Instructor/Student Supervisor, please attach a current resume and copy of Degree.

Name _____ **Title** _____

Signature _____ **Date** _____

**HEALTH & HUMAN SERVICES DEPARTMENT
NEW YORK CITY COLLEGE OF TECHNOLOGY
(City University of New York)
285 Jay Street, New Academic Complex Room 805 D
Brooklyn, New York 11201**

Agency Field Work Contract

This agreement between the Human Services Department of NYCCT (hereafter called the college) and _____ hereafter called the agency) agree to provide fieldwork experience for students as part of the Human Services curriculum.

PLEASE READ THE BELOW REQUIREMENTS CAREFULLY. MARK A CHECK NEXT TO EACH POINT TO AGREE TO PROVIDE THE INTERN(S) WITH EACH OF THE FOLLOWING:

- (1) The agency agrees to provide opportunities for practical learning and to enable students to meet the objectives of the Human Services Fieldwork seminar as stated in the Fieldwork Manual. _____
- (2) The College will select students already interviewed by the Agency and will share, prior to placement, student's previous work/internship experiences and academic record if required. _____
- (3) The agency reserves the right to reject any student who, in the Agency's judgment, does not meet the criteria for acceptance. _____
- (4) Dismissal of student from an Agency will be a mutually agreed upon decision made between Agency, Field Coordinator, Fieldwork Instructor and Chairperson. _____
- (5) The Agency will provide students with such assignments and client contacts as are appropriate to meet the objectives of the Fieldwork. Such objectives must agree with the outlined acceptable and non-acceptable assignments for the student intern(s). _____
- (6) The Agency agrees to inform the College Fieldwork Coordinator of any changes in policies, procedures and/or staffing that might affect the quality or nature of the Fieldwork experience. ____ -

- (7) The Agency will provide the use of office space, including privacy for interviewing, and the necessary equipment and supplies for the accomplishment of the student's learning objectives. ____ -

- (8) The College will assign a faculty member to serve as a liaison between the College and the Agency who will be responsible for maintaining contact (visits, phone) in regards to a student's progress. ____
- (9) The Agency will appoint a qualified staff member to serve as a field supervisor of students (a person with a BA/BS Degree for the Associate level student; a person with a Masters Degree for the Baccalaureate level student). _____
 - a) The Agency Supervisor will be responsible for directing and supervising the student's fieldwork experience. _____
 1. Develop specific assignments for each student, including:
 - A. Assessment and treatment planning narratives of work with individual clients ____
 - B. Group work summaries _____
 - C. Process recordings _____

2. Provide a structured orientation within the first week of fieldwork experience. _____
 3. Schedule regular supervisory conferences, one hour a week. _____
 4. Communicate with the College's Seminar Instructor regarding any urgent or serious student problems **in a timely fashion**. _____
 5. Be responsible for directing and supervising the student's fieldwork experience. _____
 6. Complete and return Timesheets to the College, which verifies student internship hours. ____ -

 7. Complete and return to the College the Monthly Supervisor Checklist. _____
 8. Complete and send to the college an overall student evaluation of his/her performance for the semester. _____
- (10) The agency agrees to supply the student with sufficient hours of fieldwork experience that will enable the student to complete his/her course requirements. _____
- (11) The Agency Field Supervisor is required to attend at least one Human Services Department sponsored field supervisor workshop/forum/orientation each year. _____
- (12) This agreement will remain valid until canceled by either or both parties. Such cancellation must be in writing to the other party prior to the start of the academic semester. _____

Name _____

Title _____

Signature _____

Date _____

THE ASSOCIATE LEVEL HUS 2305/HUS 2405 - SUGGESTED ACTIVITIES

***Internship hours: A minimum of one (1) week day (10 hours per week) or one (1) week day and Saturday and/or Sunday with approval of the Coordinator of Fieldwork Placement.**

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
- include 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, and sexual preference and socio-economic backgrounds.
- use supervision to strengthen student's individual group or family counseling skills.
- relate professionally to other staff members (teamwork).
- participate in individual, group or

***Documentation: statistics, service logs, case recording, letters, brief psychosocial 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

BACCALAUREATE LEVEL HUS 4701/HUS 4801 - SUGGESTED ACTIVITIES

***Internship hours: a minimum of two (2) week days (8 hours per week) or one (1) week day and Saturday and/or Sunday with approval of the Coordinator of Fieldwork Placement.**

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 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. Interacting 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. Taking the role of: (1) care giver, (2) broker/advocate, (3) teacher and (4) behavior changer, the student will learn the advanced level skills for many of these roles or obtain a higher level of skill development through specialized training in one or two roles.

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.

List of UNACCEPTABLE ASSIGNMENTS for the HUS Student Intern:

- Students must not do any kind of cleaning or organizing at the internship site. For example: Taking out trash, cleaning out refrigerators, cleaning, maintenance, organizing desks and office space, and clerical maintenance (i.e. shredding, etc.) are not part of the learning contract.
- Students should not be providing any kind of personal errands/food for their supervisor and/or site staff.
- Students should not be feeding or attending to the personal hygiene of clients. This also includes changing beds and other duties of a direct care worker.
- Students should not be conducting any home visits or removals without an employee of the agency.
- Students should not be transporting/accompanying minors or vulnerable populations, outside of the site without an employee of the agency.
- Students must not pay for their own transport if some traveling is required for a site assignment.
- Students should not be assisting clients with non-related HUS activities and paperwork, such as homework and computer help.
- Students must not come in on days and times outside of their previously decided, regular work schedule. Any assistance needed outside of a student's normal work schedule, then the student has the right to accept or refuse to attend. Students have specific academic days off and if they desire to work that day, they should inform their supervisor.
- Students' only assignment should not be administrative work such as filing and answering phones. Light administrative work is understandable in some cases, but students are not at sites to be administrative assistants. They should be having direct contact with clients and the opportunity to engage in case management work.
- Students must not come up with their own assignments and cases. The site supervisor should have these opportunities and the proper supervision already available to them, as stated in the agency contract agreement with the Human Services Department.

As you know, internships are an essential part of the HUS student's education, and it is imperative that they get the most out of their internship experience. Internships are conducive to learning and further developing professional job skills and training. Students receive the foundation for their HUS career in the classroom, but there is nothing like getting direct experience in the field.

Our expectation is that the internship sites meet the requirements mutually decided upon, prior to placing students at the various sites. It is our desire to continue partnerships with these sites, so we strongly suggest all guidelines met. For internship sites and students to succeed, the experience must have appropriate tasks. Despite the benefit for the agency having another worker, usually it takes time for the intern to adjust and become familiar with the agency policies and delivery of service. We recognize that the efforts given by the supervisor can be extensive, as this is a learning laboratory and not a full-time salaried position. Please refer to the suggested activities for the AAS and BS student intern for further clarification.

Please direct any questions or concerns regarding this matter to Dr. Andres Rosado Academic Internship Coordinator, at (718) 260-5415 or Arosado@citytech.cuny.edu

I have reviewed the application and contract requirements. I acknowledge that I am able to provide the intern(s) with all of the above, and agree to fulfill the guidelines of this document.

Signature _____

Date _____