

**NEW YORK CITY COLLEGE OF TECHNOLOGY**  
of the  
**CITY UNIVERSITY OF NEW YORK**  
300 Jay Street  
Brooklyn, N.Y. 11201



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

**IN THE**

**HUMAN SERVICES DEPARTMENT**

**NAMM BUILDING - ROOM N401**

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**FALL 2010 - SPRING 2011**

**Rev. 7/10**



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## HUMAN SERVICES FIELD PLACEMENT

### FALL 2010 INTERNSHIP CALENDAR

<b>AUGUST</b>		
<b>26</b>	<b>Thursday</b>	<b>Fall 2010 classes begin, Human Services Field Placement Begins.</b>

<b>SEPTEMBER</b>		
<b>4-5</b>	<b>Saturday-Sunday</b>	<b>No Classes Scheduled</b>
<b>6</b>	<b>Monday</b>	<b>COLLEGE IS CLOSED</b>
<b>8</b>	<b>Wednesday</b>	<b>Last day to submit Fall 2010 Agency Placement forms to Human Services Office (N 401)</b>
<b>9-10</b>	<b>Thursday-Friday</b>	<b>No Classes Scheduled</b>
<b>14</b>	<b>Tuesday</b>	<b>Classes follow Friday Schedule</b>
<b>17 – 19</b>	<b>Friday – Sunday</b>	<b>No Classes Scheduled</b>
<b>20</b>	<b>Monday</b>	<b>Spring 2011 Early Internship Placement Referral period begins. Students may obtain the following in the Human Services Office (N 401):</b> <ul style="list-style-type: none"><li>- Pre-Placement Questionnaires</li><li>- HUS 2305 Credit by Examination application packet</li></ul>

<b>OCTOBER</b>		
<b>11</b>	<b>Monday</b>	<b>COLLEGE IS CLOSED</b>
<b>29</b>	<b>Friday</b>	<b>Last day to submit completed Credit-by-Examination Portfolio for HUS Departmental approval for exemption from Spring 2011 HUS 2305</b>

<b>NOVEMBER</b>		
<b>3</b>	<b>Wednesday</b>	<b>No Classes Scheduled for Classes that end at or before 4:00 PM</b>
<b>25 – 29</b>	<b>Thursday – Friday</b>	<b>COLLEGE IS CLOSED.</b>

<b>DECEMBER</b>		
<b>10</b>	<b>Friday</b>	<b>Spring 2011 Early Internship Placement Referral period ends.</b>
<b>16</b>	<b>Thursday</b>	<b>Last meeting of Field Seminar classes</b>

## HUMAN SERVICES FIELD PLACEMENT

### SPRING 2011 INTERNSHIP CALENDAR

<b>JANUARY</b>		
<b>28</b>	<b>Friday</b>	<b>Spring 2011 classes begin. Human Services Field Placement Begins.</b>

<b>FEBRUARY</b>		
<b>10</b>	<b>Thursday</b>	<b>Last day to submit Spring 2011 Agency Placement forms to Human Services Office (N 401). Interns who have not filed these forms by this date will be administratively withdrawn from internship courses</b>
<b>11</b>	<b>Friday</b>	<b>COLLEGE CLOSED</b>
<b>12</b>	<b>Saturday</b>	<b>No Classes Scheduled</b>
<b>21</b>	<b>Monday</b>	<b>COLLEGE CLOSED</b>
<b>22</b>	<b>Tuesday</b>	<b>Fall 2011 Internship Early Placement Referral period begins. Students may obtain the following in the Human Services Office (N 401):</b> <ul style="list-style-type: none"><li>- Pre-Placement Questionnaires</li><li>- HUS 2305 Credit by Examination application packet</li></ul>
<b>23</b>	<b>Wednesday</b>	<b>Classes follow Monday Schedule</b>

<b>MARCH</b>		
<b>29-31</b>	<b>Wednesday</b>	<b>Spring Recess (no classes)</b>
<b>31</b>	<b>Wednesday</b>	<b>Last day to submit completed Credit-by-Examination Portfolio for HUS Departmental approval for exemption from Spring 2011 HUS 2305</b>

<b>APRIL</b>		
<b>17-26</b>	<b>Sunday - Tuesday</b>	<b>Spring Recess (No Classes Scheduled)</b>

<b>MAY</b>		
<b>18</b>	<b>Wednesday</b>	<b>Fall 2011 Early Internship Placement Referral period ends.</b>
<b>19</b>	<b>Thursday</b>	<b>Last meeting of Seminar classes</b>

## 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 has been made to be specific, there may be additional questions or concerns, which may be discussed with the Coordinator of Fieldwork or seminar instructor(s).

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Marcia E. Powell, M.Ed.  
Coordinator of B.A. Professional Internships  
Human Services Department

Christine Thorpe, Ed.D  
Coordinator of A.A.S Field Practicum

## 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 = 200 clock hours each semester, total 400 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 provides 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 services 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. Coordinator of Fieldwork will review, evaluate and approve all placement sites.
2. Coordinator will notify the agency the names of candidates for fieldwork interview at least two months before the semester begins.
3. Seminar 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 Human Service Fieldwork 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 Seminar Instructor, the Fieldwork 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 = ½ 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 serious 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 seminar 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 14-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 are expected to 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 = 200 hours each semester**

4. Students will not be permitted to complete fieldwork hours before the 14th week of class, even if the total number of hours exceeds the minimum hours for that fieldwork class.
5. Students will be 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 - 60 hours**

**Baccalaureate Degree - 125 hours**

6. Students are not permitted to change agencies without the approval of the Coordinator of Fieldwork.

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.
13. Students are required to develop a "Professional Portfolio" containing examples of professional writing and projects (flyers, websites, manuals, etc.) developed during their semesters 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 Coordinator of Field Placement and Internship 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 Field Placement Coordinator.

### **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
  12. 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, MEd., Ph.D., Psy.D. or Ed.D. for Baccalaureate Degree students.

V. **GRADING**

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

Weekly logs	20%
Agency Supervisor Evaluation	20%
Written Assignments	30% - 50%
ePORTFOLIO Assignments	10 % - 20%
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 Filed Practicum agency to “take stock” of 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 Field Practicum Seminar 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 seminar.
4. The student's weekly logs as required in the seminar.

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

Students may withdraw voluntarily or be asked to withdraw from the Field Practicum by the Seminar Instructor, the Coordinator of Fieldwork, 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 seminar instructor and the Coordinator of Fieldwork 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, s/he will meet with the seminar instructor to decide on an appropriate course of action. It is the responsibility of the seminar instructor to inform the Coordinator of the Fieldwork of his/her recommendation(s).

#### **C. Unsatisfactory Performance at an Agency**

It is very important that the Field Practicum agency supervisor informs the seminar 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 seminar instructor, the following procedures will be followed:

1. The seminar instructor will meet with the student.
2. The seminar instructor will meet with the Coordinator of Fieldwork.
3. The Coordinator of Fieldwork will meet with the student and seminar instructor.
4. The seminar instructor will meet with the field supervisor and the student.

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, Namm 401.**

**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) 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, N 401.
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 305 / HUS 2305.1/ HUS 2405 /HUS 2405.1**

**GPA: 2.00 or higher**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
HUS 1101	Introduction to Human Services	3
HUS 1201	Elements of Counseling	3
HUS 1202	Community Mental Health	3
HUS 1206	Group Dynamics	3
HUS 1207	Human Services Seminar	1
ENG 1101	English Composition I	3
PSY 1101	Introduction to Psychology	3
SOC 1101	Elements of Sociology	3

**BACCALAUREATE DEGREE FIELD PLACEMENT COURSE PRE-REQUISITES  
HUS 4701 / HUS 4801**

**GPA: 2.00 or higher**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
HUS 3501	Counseling Methods	3
HUS 3503	Case Management	3
HUS 3504	Group Work Practice	3
	Area of Concentration (See Below)	6

**Areas of Concentration:**

**(1) Alcohol and Substance**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
HEA 3502	Drugs and Personal Health: Their Use and Abuse	3
HUS 3602	Alcohol and Substance Abuse Treatment	3

**(2) Gerontology**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
HEA 3508	Health & Mental Health With Vulnerable Populations Across the Lifespan	3
HUS 3608	Human Services With Vulnerable Populations Across the Lifespan	3

**(3) Child Welfare and Family Services**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
HEA 3505	Health Problems of Children and Adolescents	3
HUS 3605	Child Welfare and Family Services	3

**(4) Administration & Supervision**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
HUS 3510	Social Welfare Policy & Programs	3
HUS 3620	Supervision in Human Service	3

## SUGGESTED ACTIVITIES FOR THE ASSOCIATE LEVEL

### HUS 2305/HUS 2405

**Internship hours: 9 hours per week with approval of the Coordinator of Fieldwork.**

- 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 / HS 801

**Internship hours: a minimum of two (2) weekdays (16 hours) with approval of the Coordinator of Fieldwork.**

#### **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

Section Number: \_\_\_\_\_ Instructor: \_\_\_\_\_  
Email Address: \_\_\_\_\_ Office Hours: \_\_\_\_\_

**HUS 2305 Field Practicum**

**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, process recordings as well as written reports on a series of assigned readings and activities.

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

**Credits:** 3 credits

**Prerequisites:**

1. HUS 1101, HUS 1201, HUS 1202, HUS 1206, HUS 1207, ENG 1101, PSY 1101, and SOC 1101.
2. CUNY certification in reading, writing, and math.
3. GPA of 2.0 or above. Students on probation are not eligible.

**Required Textbooks:**

Baird, B.N. (2008). *The internship, practicum and field placement handbook: A guide for the helping professions* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

*A Guide to Field Practicum and Professional Internship in the Human Services Department* (2009). New York City College of Technology, CUNY.

All textbooks from HUS 1101, HUS 1201, HUS 1202, HUS 1206, and HUS 1207.

**Supplementary Readings:**

Selected and handed out by the instructor

**Teaching and Learning Methods:**

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

**Grading Criteria:**

Weekly logs	25 %
Agency supervisor's evaluation	25 %
Written assignments	25 %
Class attendance and participation	25 %

### **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**

Any assignment (weekly logs, process recordings and written assignments) turned in after the due date will have 10 points deducted for every week it is late. Assignments will be given "F" grades if they are turned in two weeks after due dates. All assignments must be typewritten in 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.

### **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

1. **Knowledge:** Upon completion of this course, the student will be able to demonstrate his/her:
  - A. Knowledge of client population.
  - B. Knowledge of client treatment approaches.
  - C. Knowledge of client treatment setting.
  - D. Knowledge of supervision and professional relationships with colleague and peer.
  - E. Knowledge of diversity issues.
  - F. Knowledge of ethical issues and concerns related to human services.
  - G. Knowledge of organizational structure.
  
- II. **Skills:** The student will:
  - A. **Documentation:** The student will:
    - 1) Demonstrate the ability to write an assessment summary psychosocial summary (or treatment service plan, etc.) and group/family summary.
    - 2) Demonstrate an ability to do process recording (dialogue)
    - 3) Be able to do agency statistical reports and other record keeping tasks, as required by the agency.
    - 4) Demonstrate word processing skills.
  
  - B. **Interviewing Skills:** The student will:
    - 1) Demonstrate the ability to interact with clients in a comfortable and respectful way.
    - 2) Communicate effectively with individuals/groups/families/community agencies.
    - 3) Be able to build rapport and respect of clients.
    - 4) Be able to show sensitivity to client's needs.
    - 5) Be able to show sensitivity to client's issues of personal and cultural values and differences.
    - 6) Be able to show a belief in client self-determination.
  
  - C. **Assessment Skills:** The student will observe and identify needs/problems and strengths/resources of clients (individual/group/family/community).
  
  - D. **Goal Setting** The student will:  
Set appropriate goals with the client/family/group or community.  
Identify steps to achieve goals.
  
  - E. **Referrals to community agencies:** The student will be able to research appropriate resources and make timely referrals to community agencies.
  
  - F. **Evaluation of service/treatment plan:** The student will identify progress and/or barriers/obstacles to achieve goals.

- G. Intervention strategies: The student will demonstrate conflict resolution, mediation, crisis intervention and termination.

**III. Attitudes:**

- A. Work Attitudes: The student will demonstrate the following conduct:
- 1) Consistently arrives on time.
  - 2) Informs supervisor and make arrangements for absences.
  - 3) Reliably completes requested or assigned tasks on time.
  - 4) Completes required total number of home visits or days on site.
  - 5) Positively responds to norms about clothing, language, accessories, etc. on site.
- B. Ethical Awareness and Conduct: The student will:
- 1) Conduct oneself within general professional and ethical guidelines.
  - 2) Demonstrate awareness and sensitivity to cultural issues.
  - 3) Consult with others about ethical issues, if necessary.

## 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.

<b>Session(s)</b>	<b>Topic</b>	<b>Assignment</b>
<b>1</b>	Introduction and Overview of course requirements and course outline	Materials distributed
<b>2</b>	Preparation (Review) Getting Started	<b>Chapter 1</b> <b>Chapter 2</b>
<b>3 and 4</b>	Supervision	<b>Chapter 4</b>
<b>5 and 6</b>	Clinical Writing, Treatment Records, and Case Notes	<b>Chapter 6</b>
<b>7</b>	Ethical And Legal Issues	<b>Chapter 3</b>
<b>8</b>	Working With Diversity	<b>Chapter 5</b>
<b>9</b>	Stress And Self-Care	<b>Chapter 7</b>
<b>10 and 11</b>	Assault And Other Risks	<b>Chapter 8</b>
<b>12</b>	Closing Cases	<b>Chapter 9</b>
<b>13</b>	Finishing the Internship	<b>Chapter 10</b>
<b>14</b>	Frustrations, Lessons, Discoveries, And Joy	<b>Chapter 11</b>
<b>15</b>	Summary of course and wrap-up	

## HUS 2305 ASSIGNMENT #I

### SUMMARY OF AGENCY FACTS

**THIS ASSIGNMENT MUST BE REVIEWED AND SIGNED OFF BY YOUR FIELD SUPERVISOR BEFORE SUBMISSION TO YOUR SEMINAR INSTRUCTOR.**

**Due Date:** \_\_\_\_\_

#### **Introduction:**

In the course of the practicum, it is normal to expect that you, as a new member of the agency, will become acquainted with the agency's policies, rules and regulations, helping methods, administrative, systems, and the forms which are necessary to conduct and document the agency's daily business.

The purpose of this assignment is to help you develop an understanding of the agency in which you are completing your Human Services Field practicum.

**Assignment: Write a 3-4 page summary to organize the data you have collected.**

As you gather the information on your agency, collect samples of the booklets, brochures, pamphlets, charts, and other forms used by the agency. A brief description of each, indicating its purpose, how used, etc. Please make sure that you discuss this assignment with your supervisor.

#### **Documents to be included in the Appendix:**

1. Brochures used for education, publicity, and public relations.
2. Pamphlets used for distribution to staff and clients outlining rights, responsibilities, rules, and regulations.
3. Charts of the organization, systems, methods, etc.
4. Forms used for providing and documenting services: intake, applications, psychosocials, client records (blank), logs . . . . .
5. Newsletters.
6. Form letters used by the agency for follow-up, referrals, etc.
7. Job announcements, press releases.
8. Flyers, posters
9. Newspaper articles
10. Fund raising announcements



## HUS 305 ASSIGNMENT #2

### THE COMMUNITY AND ITS RESOURCES

**THIS ASSIGNMENT MUST BE REVIEWED AND SIGNED OFF BY YOUR FIELD SUPERVISOR BEFORE SUBMISSION TO YOUR SEMINAR INSTRUCTOR.**

**Due Date:** \_\_\_\_\_

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

**Instructions:**

1. Visit the agency neighborhood with another student or two, plan a visit to walk around the neighborhood and record your observations. Interview community residents, storekeepers, professionals, etc. Visit social and health agencies, community planning boards, political offices/boards, local school boards, churches, playgrounds, libraries, schools, store, etc.....**Ask for information and research current data. Paraphrase and "give citations"**.
2. Write a 3 - 4 page report on the community following the summary guidelines listed below.
2. Prepare a 10 - 15 minute class presentation with emphasis on community resources.

---

### Summary Guidelines

**I. Description of the Community**

- A. Community Boundaries:
  1. Formal - School district, electoral, community planning board district, precinct, fire, and post office.
  2. Informal boundaries
- B. Residents of the Community: Ethnic composition, age group, and socioeconomic status.
- C. Housing: Availability, condition, and affordability.

D. Educational institutions: Who are the consumers? From pre-k to universities.

1. public education
2. parochial schools
3. private institution
4. special interest schools, (dancing, art, music, etc.)
5. adult education centers

## II. Community Resources

A. **Health and Mental Health Services**: Include hospitals, group services, individual providers, community programs, nursing homes, substance abuse programs, etc. Who are the consumers?

1. Public
2. Non-profit, voluntary
3. Private, for profit

B. Social Welfare Agencies and Programs: Include income maintenance centers, social services, family service agencies, information and referral services, daycare centers, congregate residential facilities, shelters for the homeless, senior centers, etc.

C. Community Groups and Other Organizations: political clubs, churches, synagogues, ethnic organizations, women organizations, professional association, lions, rotary, business owners organization, boys and girls scouts, boys and girls club, credit union, neighborhood associations, property owners association, tenant patrols, block associations...

D. Other Public Services: Public and private transportation, sanitation services, law enforcement, private neighborhood patrol, school crossing guards, firehouse, post office, etc.

## III. Evaluation

Your Evaluation of this Community: In your opinion, what are the assets of this community? Why? What are the problems? What would you do to improve this community?

## HUS 305 ASSIGNMENT #3A

### GUIDELINES FOR WRITING AN ASSESSMENT AND PLANNING SUMMARY

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

**Due Date:** \_\_\_\_\_

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

Prepared by \_\_\_\_\_ SS# \_\_\_\_\_

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

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

1. Reason(s) for Referral:
2. Description of client (appearance, demeanor, attitude, etc)
3. Client's identifying information (age, ethnicity, marital status, religion, cultural background, etc.)
4. Assessment of client's need(s) and problem(s) in terms of:
  - a. physical health (physical/sexual abuse)
  - b. mental health
  - c. finances
  - d. housing
  - e. legal/prison/probation
  - f. substance abuse
  - g. family mental health/birth order/family relationships
  - h. social relationships
5. Assessment of client's strengths, including (give examples):
  - a. client's self assessment ( sense of humor, sociable, etc.)
  - b. education/GED/certificates earned
  - c. skills learned (hobbies, talents, sports)
  - d. people skills (friends, teamwork)
  - e. persistence
  - f. flexibility
6. Assessment of client's resources:
  - a. self
  - b. family ( spouse, children, parents, siblings, neighbors, etc.)
  - c. community involvement (church, social groups, political groups, etc.)
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.).

**HUS 305 ASSIGNMENT #3B**

**GUIDELINES FOR WRITING A GROUP SUMMARY**

**THIS ASSIGNMENT MUST BE REVIEWED AND SIGNED OFF BY YOUR FIELD SUPERVISOR BEFORE SUBMISSION TO YOUR SEMINAR INSTRUCTOR.**

Due Date: \_\_\_\_\_

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, communication patterns and group cohesiveness, conflicts, etc.).
4. Group stages - preplanning, initial, transition, working, and termination/conclusion.
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.

## REFERENCES

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- Corey, M. & Corey, G., (2006). *Groups: process & practice*. (7<sup>th</sup> 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.
- Harris, H. & Maloney, D., (2004). *Human services: contemporary issues & trends*. (3<sup>rd</sup> edition) Boston, MA: Allyn & Bacon.
- Howatt, W. A., (2000). *Human services counseling toolbox*, (1st edition). Pacific Grove, CA: Brooks/Cole.
- Jacobs, E. E., Masson, R. L., and Harvil, R. L. (2006) *Group Counseling: Strategies and Skills*. (5<sup>th</sup> edition) Pacific Grove, CA: Brooks/Cole.
- Lewis, J. A., Lewis, M., Daniels, J. D. and D'Andrea, M. D. (2003). *Community counseling: Empowerment Strategies for a diverse society*. (3<sup>rd</sup> edition). Pacific Grove, CA: Brooks/Cole.
- Myers Kiser, P. (2000) *Getting the most from your human service internship*. (1st edition). Pacific Grove, CA: Brooks/Cole
- Myers Kiser, P. (2008) *The human services internship: getting the most from your experience*. (2nd edition). Pacific Grove, CA: Brooks/Cole.
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- Neukrug, E. G. (2002). *Skills and techniques for human service professionals*. (1<sup>st</sup> edition). Pacific Grove, CA., Brooks/Cole.

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Sweitzer, H. F. and King, M. A. (2004). *The successful internship: Transformation and empowerment in experiential learning*. (2nd edition). Pacific Grove, CA: Brooks/Cole.

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

## ACADEMIC INTEGRITY STANDARDS

### CUNY Policy on Academic Integrity

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

A. Definitions and Examples of Academic Dishonesty.

1. **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

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

2. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.

- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

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

### 3. **Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

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



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

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

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

**HUS 2405 Field Practicum**

**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, process recordings as well as written reports on a series of assigned readings and activities.

**Hours:** 1.5 classroom hours a week + 125 field work 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:**

Corey, M. & Corey, G. ((2007) *Becoming a helper*. (5<sup>th</sup> edition). Pacific Grove, CA., Brooks/Cole.  
*A Guide to Field Practicum and Professional Internship In The Human Services Department* (2009). New York City College of Technology, CUNY.

All textbooks from HUS 1101, HUS 1201, HUS 1202, HUS 1206, HUS 1207 and HUS 2305.

**Supplementary Readings:**

Selected and handed out by the instructor

**Teaching And Learning Methods**

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

**Grading Criteria:**

Weekly logs	25 %
Agency supervisor's evaluation	25 %
Written assignments	25 %
Class attendance and participation	25 %

Rev. 7/10

### **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**

Any assignment (weekly logs, process recordings and written assignments) turned in after the due date will have 10 points deducted for every week it is late. Assignments will be given "F" grades if they are turned in two weeks after due dates. All assignments must be typewritten in 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 (14<sup>th</sup> week). Consult the field practicum manual for further information.

### **Agency Placement Forms:**

Agency placement forms (for those students who have been placed at new sites for HUS 2405) 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.

### **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 2405 Course Objectives

1. **Knowledge:** Upon completion of this course, the student will be able to demonstrate his/her:
  - A. Knowledge of client population
  - B. Knowledge of client treatment approaches.
  - C. Knowledge of client treatment setting.
  - D. Knowledge of supervision and professional relationships with colleague and peer.
  - E. Knowledge of diversity issues.
  - F. Knowledge of ethical issues and concerns related to human services.
  - G. Knowledge of organizational structure.
  
- II. **Skills: The student will:**
  - A. **Documentation:** The student will:
    - 1) Demonstrate the ability to write an assessment summary psychosocial summary (or treatment service plan, etc.) and group/family summary.
    - 2) Demonstrate an ability to do process recording (dialogue)
    - 3) Be able to do agency statistical reports and other record keeping tasks, as required by the agency.
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  - B. **Interviewing Skills:** The student will:
    - 1) Demonstrate the ability to interact with clients in a comfortable and respectful way.
    - 2) Communicate effectively with individuals/groups/families/community agencies.
    - 3) Be able to build rapport and respect of clients.
    - 4) Be able to show sensitivity to client's needs.
    - 5) Be able to show sensitivity to client's issues of personal and cultural values and differences.
    - 6) Be able to show a belief in client self-determination.
  - C. **Assessment Skills:** The student will observe and identify needs/problems and strengths/resources of clients (individual/group/family/community).
  - D. **Goal Setting** The student will:
    - 1) Set appropriate goals with the client/family/group or community.
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  - E. **Referrals to community agencies:** The student will be able to research appropriate resources and make timely referrals to community agencies.
  - F. **Evaluation of service/treatment plan:** The student will identify progress and/or barriers/obstacles to achieve goals.
  - G. **Intervention strategies:** The student will demonstrate conflict resolution, mediation, crisis intervention and termination.
  
- III. **Attitudes:**
  - A. **Work Attitudes:** The student will demonstrate the following conduct:
    - 1) Consistently arrives on time.
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B. Ethical Awareness and Conduct: The student will:

- 1) Conduct oneself within general professional and ethical guidelines.
- 2) Demonstrate awareness and sensitivity to cultural issues.
- 3) Consult with others about ethical issues, if necessary.

## HUS 2405 COURSE OUTLINE

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

<u>Session(s)</u>	<u>Topic</u>	<u>Assignment</u>
1	Introduction and Orientation overview, requirements, course outline	Materials distributed
2	Are the Helping professions for you?	Ch. 1
3	Getting the Most From Your Education and Training	Ch. 2
3	Helper Know Thyself	Ch. 3
4	Common Concerns of Beginning Helpers	Ch. 4
5	Theory Applied to Practice	Ch. 5
6	Theory Applied to Practice (Cont.)	Ch. 5
7	The Helping Process	Ch. 6
8	The Helping Process	Ch. 6
9	Understanding Diversity	Ch. 7
10	Knowing Your Values and the Helping Professions	Ch. 8
11	Ethical and Legal Issues Facing Helpers	Ch. 9
12	Managing Boundary Issues	Ch. 10
13	Working in the Community	Ch. 11
14	Working With Groups and Families	Ch. 12
15	Stress, Burnout and Self-Care Summary of Course	Ch. 13

HUS 2405 ASSIGNMENT #1A

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

**Guidelines for Writing an Assessment and Planning Summary**

Due Date: \_\_\_\_\_

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

Prepared by \_\_\_\_\_ SS# \_\_\_\_\_

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

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

1. Reason(s) for Referral:
2. Description of client (appearance, demeanor, attitude, etc)
3. Client's identifying information (age, ethnicity, marital status, religion, cultural background, etc.)
4. Assessment of client's need(s) and problem(s) in terms of:
  - a. physical health (physical/sexual abuse)
  - b. mental health
  - c. finances
  - d. housing
  - e. legal/prison/probation
  - f. substance abuse
  - g. family mental health/birth order/family relationships
  - h. social relationships
5. Assessment of client's strengths, including (give examples):
  - i. client's self assessment ( sense of humor, sociable, etc.)
  - j. education/GED/certificates earned
  - k. skills learned (hobbies, talents, sports)
  - l. people skills (friends, teamwork)
  - m. persistence
  - n. flexibility
6. Assessment of client's resources:
  - d. self
  - e. family ( spouse, children, parents, siblings, neighbors, etc.)
  - f. community involvement (church, social groups, political groups, etc.)
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.

**HUS 405 ASSIGNMENT #1B**

**THIS ASSIGNMENT MUST BE REVIEWED AND SIGNED OFF BY YOUR FIELD SUPERVISOR BEFORE SUBMISSION TO YOUR SEMINAR INSTRUCTOR.**

**Guidelines for Writing a Group Summary**

**Due Date:** \_\_\_\_\_

3. Description of Group - Purpose, Setting, Contract, etc.
4. 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.).
4. Interaction between group members and leader (include diagram, communication patterns and group cohesiveness, conflicts, etc.).
10. Group stages - preplanning, initial, transition, working, and termination/conclusion.
11. Evaluation of group's progress to date:
  - e. What was accomplished?
  - f. What were the barriers?
  - g. What were some of the group's problems?
  - h. What was the degree of cohesion in the group?
12. Description of the facilitator's leadership style.
13. Tentative future plan(s) for the group.
14. Describe your personal reflections on the groups observed.

HUS 405 ASSIGNMENT #2

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

Guidelines For Writing A Closing/Transfer Summary With Client #1  
Or  
Client #2/Group/Family.

- I. Update current situation of client/family/group
- II. Goal(s) completed**
- III. Explain the problems/obstacles to achieving goals.
- IV. What you have done well and what you would have done differently.
- V. New goal(s) for the client/group/family
- VI. Plans for transfer/conclusion of service
- VII. Attach process recording with your report



## REFERENCES

### Human Services

- Alle-Corliss, L. & Alle-Corliss, R. (1999). *Human service agencies: an orientation to fieldwork*, (2nd edition). Pacific Grove, CA: Brooks/Cole.
- Chiaferi, R. and Griffin, M. (1997) *Developing fieldwork skills: a guide for human services, counseling, and social work students*. (1st edition). Pacific Grove, CA: Brooks/Cole.
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- Harris, H. & Maloney, D., (2004). *Human services: contemporary issues & trends*. (3<sup>rd</sup> edition) Boston, MA: Allyn & Bacon.
- Howatt, W. A., (2000). *Human services counseling toolbox*, (1st edition). Pacific Grove, CA: Brooks/Cole.
- Jacobs, E. E., Masson, R. L., and Harvil, R. L. (2006) *Group Counseling: Strategies and Skills*. (5<sup>th</sup> edition) Pacific Grove, CA: Brooks/Cole.
- Lewis, J. A., Lewis, M., Daniels, J. D. and D'Andrea, M. D. (2003). *Community counseling: Empowerment Strategies for a diverse society*. (3<sup>rd</sup> edition). Pacific Grove, CA: Brooks/Cole.
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Summers, N. (2003). *Fundamentals for practice with high risk populations*. (1st edition). Pacific Grove, CA: Brooks/Cole.

Sweitzer, H. F. and King, M. A. (2004). *The successful internship: Transformation and empowerment in experiential learning*. (2nd edition). Pacific Grove, CA: Brooks/Cole.

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

## ACADEMIC INTEGRITY STANDARDS

### CUNY Policy on Academic Integrity

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

A. Definitions and Examples of Academic Dishonesty.

1. **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

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

2. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

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

### 3. **Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

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

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

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

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

**HUS 4701 Professional Internship**

**Course Description:** This course provides students with a professionally supervised field work experience in a human service agency. On campus weekly classroom seminars assess student progress toward learning objectives, explore student concerns and professional practice issues. The development of responsible and appropriate problem solving techniques is emphasized. Upon successful completion of HUS 4701, students will be able to advance to HUS 4801 where they will learn more about supervision and administration.

**Hours:** 1.5 classroom hours a week + 200 field work hours

**Credits:** 4 credits

- Prerequisites:**
1. Completion of ("C" grade or better) HUS 3501, HUS 3503, HUS 3504, one specialization course: HUS 3602, or HUS 3605 or HUS 3608 or HUS 3620 and the corresponding health course; HEA 3502 or HEA 3505 or HEA 3608 or HEA 3510.
  2. Grade Point Average 2.0 or higher

**Required Textbooks:**

Alle-Corliss, L. & Alle-Corliss, R. (1999). *Advanced practice in human services agencies. Issues, trends, and treatment perspectives.* (1<sup>st</sup> edition). Belmont, CA: Wadsworth.

*A Guide to Field Practicum and Professional Internship in the Human Services Department* (2009). New York City College of Technology, CUNY.

All textbooks from HUS 3501, HUS 3503, HUS 3504, (HUS 3602, or HUS 3605 or HUS 3608 or HUS 3620) and (HEA 3502 or HEA 3505 or HEA 3608 or HEA 3510).

**Supplementary Readings:**

Selected and handed out by the instructor

**Teaching And Learning Methods**

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

## **Grading Criteria**

Weekly logs	25 %
Agency supervisor's evaluation	25 %
Written assignments	25 %
Class attendance and participation	25 %

## **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:**

Weekly logs will focus on various practice issues, such as problem solving analysis, professional practice issues, program development, administration, supervision ethical dilemmas, philosophy of human services, analysis of students' progress as well as limitations. Any assignment (weekly logs, process recess recordings and written assignments) turned in after the due date will have 10 points deducted for every week it is late. Assignments will be given "F" grades if they are turned in two weeks after due dates. All assignments must be typewritten in 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 200 clock hours of supervised fieldwork by the end of the semester. One hundred (100) 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.

## **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 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 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 4701 COURSE OBJECTIVES**

### **KNOWLEDGE:** The student will:

1. Develop the ability to analyze his or her work as a professional human service worker.
2. Understand his or her role when supervisor of paraprofessionals or volunteers.
3. Understand the utilization of needs assessment to enhance the delivery of appropriate services to the client (individual, group, family and community).
4. Understand the role of research in enhancing the agency's ability to deliver services to the population it serves.
5. Understand the administrative duties of the agency's management team.
6. Understand his or her professional growth and will be able to write a professional plan for self at the end of the semester.

### **SKILLS:** The student will:

1. Demonstrate that they can perform as effective case managers with diverse population.
2. Demonstrate professional use of self when working with a client.
5. Propose an administrative/ research project that will benefit clients at the agency or enable the agency to service clients more effectively.
6. Demonstrate effective collaboration with other professionals.
7. Write a comprehensive psychosocial summary and service plan on a client.
8. Use supervision effectively in the service of helping clients at the agency.
9. Demonstrate how to prepare clients for changes in worker status such as workers taking vacation time or terminating with the client or agency.

### **ATTITUDES:** The student will:

1. Demonstrate professionalism to their agency and clients. This means that they will comply with all agency regulations and will show respect, empathy and dignity toward their client(s) or client system(s) at all times.
2. Show respect and sensitivity to cultural differences.
3. Be expected to come to class on time and act within a professional manner in the classroom. The student will be expected to participate in classroom discussions.

## HUS 4701 COURSE OUTLINE

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

<u>SESSION(S)</u>	<u>TOPIC</u>	<u>PAGES</u>
1.	Introduction to the course	
	<b><u>Chapter 1: Practice Issues in Human Service Agencies</u></b>	
2	Maintaining a Balance: Awareness, Knowledge and Skills	1 - 6
3	Practice Issues	6 - 11
4 - 5	Key Ingredients for a Successful Fieldwork Experience	11 - 38
	<b>Chapter 2: Key Elements and Challenge of Practice</b>	
6	Essential Aspects of Practice	41 - 54
7 - 8	Challenges of Practice	54 - 85
	<b>Chapter 3: Micro Level Practice: Working with Individuals</b>	
9 - 10	Varied Theoretical Orientations within a Micro Focus	88-106
11 - 12	Different Treatment Modalities	107-133
	<b>Chapter 4: Mezzo Level Practice: Working with Families and Groups</b>	
13 - 14	Working with Families Termination	135-166
15	Summary of course	



## HUS 4701 ASSIGNMENTS

### I. WEEKLY ASSIGNMENTS:

#### A. LOGS

Develop a brief summary and critique of your work 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.

#### B. PROCESS RECORDING

Process recording of a session with a person/family/group **(To Be Assigned by Seminar Instructor)**.

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

**Assignment 1**      **Due Date:** \_\_\_\_\_

Write in process form a significant client/worker interaction that you observed or participated in at your agency. Include your gut reactions in your recording.

**Assignment 2**      **Due Date:** \_\_\_\_\_

Write a comprehensive psychosocial summary or service plan on a client.

**Assignment 3**      **Due Date:** \_\_\_\_\_

Describe a situation where you collaborated with other professionals in order to fulfill the goals of a service plan. Why did you decide to involve other professionals? Describe your initial contact. Include the analysis of benefits and limitations of involving other professionals.

**Assignment 4**      **Due Date:** \_\_\_\_\_

Write a proposal for a small project that you will implement at the agency during the semester **(TO BE COMPLETED AFTER DISCUSSION WITH YOUR SUPERVISOR)**. Some previous proposal examples are:

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

## REFERENCES

### Human Services

- Alle-Corliss, L. & Alle-Corliss, R. (1999). *Human service agencies: an orientation to fieldwork*, (2nd Edition). Pacific Grove, CA: Brooks/Cole.
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## SUPERVISION AND ADMINISTRATION

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

Berger, S.S., & Buchholz, E.S. (1993). On becoming a supervisor: Preparation for learning in a supervisory relationship. *Psychotherapy*, 30, 86-92.

Berliner, A. (1971). Some pitfalls in administrative behavior. *Social Casework*. November, 52.

Bogo, M. (1993). The Student/field instructor relationship. The critical factor in field education. *The Clinical Supervisor*, 11, 23-36.

Costa, L. (1995). Reducing anxiety in live supervision. *Counselor Education and Supervision*, 34, 30 - 40.

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Kaiser, T. L. (1997). *Supervisory relationships: exploring the human element*. (1st edition). Pacific Grove, CA: Brooks/Cole.

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

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- Giving assistance to acts of academic misconduct/dishonesty.
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- Submitting someone else's work as your own.
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NEW YORK CITY COLLEGE OF TECHNOLOGY  
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HUMAN SERVICES DEPARTMENT

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

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

**HUS 4801 Professional Internship**

**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 a week + 200 field work hours

**Credits:** 3 Credits

**Prerequisites:**

1. HUS 4701 ("C" grade or better)
2. Grade Point Average of 2.0 or higher.

**Required Textbooks:**

Alle-Corliss, L. & Alle-Corliss, R. (1999). *Advanced practice in human services agencies. Issues, Trends, and Treatment Perspectives*. (1<sup>st</sup> edition). Belmont, CA: Wadsworth.

*A Guide to Field Practicum and Professional Internship in the Human Services Department* (2009). New York City College of Technology, CUNY.

All textbooks from HUS 3501, HUS 3503, HUS 3504, (HUS 3602, or HUS 3605 or HUS 3608 or HUS 3620) and (HEA 3502 or HEA 3505 or HEA 3608 or HEA 3510).

**Supplementary Readings:**

Selected and handed out by the instructor

**Teaching And Learning Methods:**

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

**Grading Criteria:**

Weekly logs	25 %
Agency supervisor's evaluation	25 %
Written assignments	25 %
Class attendance and participation	25 %

### **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**

Weekly logs will focus on various practice issues, such as problem solving analysis, professional practice issues, program development, administration, supervision ethical dilemmas, philosophy of human services, analysis of students' progress as well as limitations. Any assignment (weekly logs, process recess recordings and written assignments) turned in after the due date will have 10 points deducted for every week it is late. Assignments will be given "F" grades if they are turned in two weeks after due dates. All assignments must be typewritten in 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 200 clock hours of supervised fieldwork by the end of the semester. One hundred (100) 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.

### **Agency Placement Forms:**

Agency placement forms (for those students who have been placed at new sites for HUS 4801) 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.

### **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 4801 COURSE OBJECTIVES

**KNOWLEDGE:** The student will:

1. Develop the ability to analyze his or her work as a professional human service worker.
2. Understand his or her role when acting as a supervisor of paraprofessionals or volunteers.
3. Understand the utilization of needs assessment to enhance the delivery of appropriate services to the client (individual, group, family and community).
4. Understand the role of research in enhancing the agency's ability to deliver services to the population it serves.
5. Understand the administrative duties of the agency's management team.
6. Understand his or her professional growth and will be able to write a professional plan for self at the end of the semester.

**SKILLS:** The student will:

1. Demonstrate that they can perform as effective case managers with a diverse population.
2. Demonstrate effective supervisory skills (if the placement site offers such an opportunity).
3. Implement the administrative/research project proposed in HUS 4701.
4. Make an oral presentation on the latest developments and controversies in the field of specialization.
5. Write a self-evaluation inclusive of his or her strengths, limitations, personal growth and professional ethics and values.
6. Formulate a professional development plan after the completion of the Baccalaureate degree.
7. Demonstrate the ability to terminate effectively and appropriately with client systems as well as the agency system.

**ATTITUDES:** The student will:

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



## HUS 4801 COURSE OUTLINE

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

<u>WEEK</u>	<u>TOPICS AND ASSIGNMENTS</u>	<u>PAGES</u>
1.	<b>Introduction To The Course And Requirements.</b>	
	<b>Chapter 4: Mezzo Level Practice: Working with Families and Groups</b>	
2 - 4	Working with Groups	177 - 204
	<b>Chapter 5: Macro Level Practice: Working with Organizations and Communities</b>	
5 – 6	Working with Organizations and Communities	207 - 245
	<b>Chapter 6: Practice Issues Diverse Populations</b>	
7	Practice Issues Related to Race, Culture and Ethnicity.	246 – 258
8	Age	270 - 283
9	Gender Issues	284 - 295
10	Socioeconomic Status	296 - 300
11	Sexual Orientation	300 - 305
	<b>Chapter 7: Ethical And Legal Issues In Advanced Practice</b>	
12	Ethical Decision Making	307 - 318
13	Advanced Treatment Considerations	319 - 361
14	Additional Ethical and Legal Issues	362 - 367
15	Summary of Course	

**HUS 4801 WRITTEN ASSIGNMENTS;**

**I. WEEKLY ASSIGNMENTS:**

**A. LOGS**

Develop a brief summary and critique of your work and experiences during the week, 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.**

**B. PROCESS RECORDINGS**

Process recording of a session with a person/family/group **(To Be Assigned by Seminar Instructor).**

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

**Assignment #1**

**Due** \_\_\_\_\_

Write a two page progress report that fully describes what you have done to implement the project you designed last semester in HUS 4701. Include a timeline chart that illustrates how and when various tasks will be implemented, the person responsible for each task and when the project will be completed..

**Assignment #2**

**Due** \_\_\_\_\_

Write a comprehensive service plan on a client with whom you have worked. Identify the multicultural issues and concerns that you needed to address in your delivery of service to this client.

**Assignment #3**

**Due** \_\_\_\_\_

Fill out the perception checklist handout. You will not be asked to turn this in. Please write a self evaluation based on your strengths, limitations, knowledge, skills, ethics and values-that you have developed as a human services worker.

**Assignment #4**

**Due** \_\_\_\_\_

Please formulate a professional development plan for your future after graduation. 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 #5**

**Due** \_\_\_\_\_

Using your progress report and timeline chart (assignment #1) discuss how effective you were in implementing your plans. Did you meet any resistance? How did you handle it? Did you revise your original plans? What were you learning experience related to this project? Is there anything that you would do different in retrospect?

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**ACADEMIC INTEGRITY STANDARDS**  
**CUNY Policy on Academic Integrity**

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

A. Definitions and Examples of Academic Dishonesty.

**1. Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

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

**2. Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- 
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources w without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

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

### 3. **Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

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

**INFORMATION  
AND  
FORMS  
FOR  
AGENCY SUPERVISORS**



**NEW YORK CITY COLLEGE OF TECHNOLOGY**  
**of the**  
**City University of New York**  
**300 Jay Street**  
**Brooklyn, New York 11201**  
**Human Services Department**  
**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 field work experience for students as part of the Human Services curriculum.

- (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 to be interviewed by the Agency and share with the Agency, prior to placement, student's academic record, and previous work experiences.
- (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 and Chairperson.
- (5) The Agency will provide students with such assignments and client contacts as are appropriate to meet the objectives of the Fieldwork.
- (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 Field Work experience.
- (7) The Agency will provide the use of office space, including privacy for interviewing and such equipment and supplies as are necessary for the accomplishment of the student's learning objectives.

(over)

- (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, by 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. 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.
  - a) The Agency Supervisor will be responsible for directing and supervising the student's fieldwork experience by due date.
  - b) This Agency Supervisor will also be responsible for verifying the hour's students have worked by due date.
  - c) The Agency Supervisor will complete and return to the College a monthly checklist evaluation form.
  - d) The Agency Supervisor will provide a structured orientation within the first week of fieldwork experience.
  - e) The Agency Supervisor will complete and send to the college an overall student evaluation of his/her performance for the semester by due date.
  - f) The agency supervisor will communicate any urgent or serious student concerns and or any urgent or serious changes in supervision with the student's on-campus seminar instructor in a timely fashion through the Human Service Office (718) 260-5135.
- (10) Students are required to follow agency hours and office procedures. Students will be required to maintain confidentiality, with respect to any information acquired during the field work experience.
- (11) The agency agrees to supply the student with sufficient hours of field work experience that will enable the student to complete his/her course requirements.
- (12) The Agency Field Supervisor is required to attend at least one Human Services Department sponsored field supervisor workshop/forum each year.
- (13) 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

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

Name of Supervisor: \_\_\_\_\_

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

Certification/License/Degree (Please attach a copy for our records): \_\_\_\_\_

OF THE CITY UNIVERSITY OF NEW YORK  
HUMAN SERVICES DEPARTMENT

SUPERVISOR'S EVALUATION OF STUDENT

Please check:  
A.A.S. ( )  
B.S. ( )

Student's Name: \_\_\_\_\_ Date of Evaluation: \_\_\_\_/\_\_\_\_/\_\_\_\_

Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

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

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

General Description of Agency and Services Provided: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of Student's Assignment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Instructions:** This form is designed to help supervisors provide feedback about the performance of interns. I know you are probably busy, but the form usually takes just five or ten minutes to complete and your answers and comments will be much appreciated. This form will become part of the intern's record for this course and may be considered in assigning grades for the internship. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supervisor's Evaluation Of Student (Contd.)**

**Answer Code for Evaluation Items**

- NA. Not applicable or not enough information to form a judgment
- 1. Far Below Expectations - Needs much improvement, a concern.
- 2. Below Expectations - Needs some improvement to meet standards.
- 3. Acceptable - Meets standards at average level for interns.
- 4. Above Expectations - Performs above average level for interns.
- 5. Far Above Expectations - A definite strength, performs well beyond average levels for interns.

**I. Basic Work Requirements**

- \_\_\_\_\_ Arrives on time consistently.
- \_\_\_\_\_ Informs supervisor and makes arrangements for absences.
- \_\_\_\_\_ 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, etc., on site.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested areas for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Ethical Awareness and Conduct**

- \_\_\_\_\_ Knowledge of general ethical guidelines.
- \_\_\_\_\_ 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.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested areas for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supervisor's Evaluation Of Student (Contd.)**

**Answer Code for Questions**

- NA. Not applicable or not enough information to form a judgment.
- 1. Far Below Expectations - Needs much improvement, a concern.
- 2. Below Expectations - Needs some improvement to meet standards.
- 3. Acceptable - Meets standards at average level for interns.
- 4. Above Expectations - Performs above average level for interns.
- 5. Far Above Expectations - A definite strength, performs well beyond average levels for interns.

**III. Knowledge**

A. Knowledge of Client Population

- \_\_\_\_\_ Knowledge of treatment approach at beginning of internship.
- \_\_\_\_\_ Knowledge level of client population at end of internship.

B. Knowledge of Treatment Approaches

- \_\_\_\_\_ Knowledge of treatment approach at beginning of internship.
- \_\_\_\_\_ Knowledge of treatment approach at end of internship.

C. Knowledge of Treatment Setting

- \_\_\_\_\_ Knowledge of treatment at beginning of internship.
- \_\_\_\_\_ Knowledge of treatment setting at end of internship.

**IV. Response to Supervision**

- \_\_\_\_\_ Recognition of personal attitudes and biases.
- \_\_\_\_\_ Willingness to discuss personal limitations, attitudes and biases.
- \_\_\_\_\_ Personal commitment and conscientiousness.
- \_\_\_\_\_ Repeat for confidentiality of personal information.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested areas for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supervisor's Evaluation Of Student (Contd.)**

**Answer Code for Questions**

NA. Not applicable or not enough information to form a judgment.

1. Far Below Expectations - Needs much improvement, a concern.
2. Below Expectations - Needs some improvement to meet standards.
3. Acceptable - Meets standards at average level for interns.
4. Above Expectations - Performs above average level for interns.
5. Far Above Expectations - A definite strength, performs well beyond average levels for interns.

**V. Student Evaluation**

Information Management Skills

- \_\_\_\_\_ Psychosocial summary
- \_\_\_\_\_ Treatment/service plan
- \_\_\_\_\_ Client data
- \_\_\_\_\_ Record keeping
- \_\_\_\_\_ Research reports

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested areas for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VII. Interaction with Co-workers**

- \_\_\_\_\_ Appears comfortable interacting with other staff members.
- \_\_\_\_\_ Initiates interactions with staff.
- \_\_\_\_\_ Communicates effectively with staff.
- \_\_\_\_\_ Effectively conveys information and expresses own opinions.
- \_\_\_\_\_ Effectively receives information and opinions from others.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested areas for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supervisor's Evaluation Of Student (Contd.)**

**Answer Code for Questions**

NA. Not applicable or not enough information to form a judgment.

1. Far Below Expectations - Needs much improvement, a concern.
2. Below Expectations - Needs some improvement to meet standards.
3. Acceptable - Meets standards at average level for interns.
4. Above Expectations - Performs above average level for interns.
5. Far Above Expectations - A definite strength, performs well beyond average levels for interns.

**VII. Direct Service**

	Individual Counseling	Group Counseling	Family Counseling
Appears comfortable interacting with clients			
initiates interactions with clients			
communicates effectively with clients			
builds rapport and respect with clients			
is sensitive and responsive to client's needs			
is sensitive to issues of gender differences			
believes client self-determination			
respects the personal values of clients			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggested areas for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Supervisor's Evaluation Of Student (Contd.)**

**Answer Code for Questions**

NA. Not applicable or not enough information to form a judgment.

1. Far Below Expectations - Needs much improvement, a concern.
2. Below Expectations - Needs some improvement to meet standards.
3. Acceptable - Meets standards at average level for interns.
4. Above Expectations - Performs above average level for interns.
5. Far Above Expectations - A definite strength, performs well beyond average levels for interns.

**VIII. Work Productivity**

- \_\_\_\_\_ Reliably and accurately keeps records.
- \_\_\_\_\_ Written or verbal reports are accurate and factually correct.
- \_\_\_\_\_ Written or verbal reports are presented in professional manner.
- \_\_\_\_\_ Reports are clinically or administratively useful.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested areas for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Overall Evaluation:**

What would you identify as this student's strong points? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What would you identify as areas in which this student should improve? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Supervisor's Evaluation Of Student (Contd.)**

Would you recommend this intern for employment at his or her present level? Please explain:

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Additional Comments: \_\_\_\_\_

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

Agency \_\_\_\_\_

Agency stamp

Thank you for completing this evaluation.

**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 \_\_\_\_\_

Soc. Sec. # \_\_\_\_\_  
 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 and twenty-five hours for HUS 2305 and another one hundred and 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 fourteenth (14<sup>th</sup>) week of class even if the total numbers exceeds one hundred and 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 sixty (60) 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: \_\_\_\_\_ Soc. Sec. # \_\_\_\_\_  
 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 four hundred hours (400) of fieldwork for the BS Degree in Human Services. Two hundred hours for HUS 4701 and another two hundred 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 fourteenth (14th) 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 one hundred (100) 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.
8. I am expected to remain 2 consecutive semesters (400 hours) at the same agency.
9. 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.
10. Incomplete ("I") grades are not given for Professional Internship Courses HUS 4701 or HUS 4801.
11. 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 \_\_\_\_\_



Appendix D

Monthly Checklist for Field Supervisors

Student's Name \_\_\_\_\_ SS# \_\_\_\_\_

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

<u>Contacts</u>	<u>Formal #</u>	<u>Informal #</u>	<u>Comments</u>
Individual			
Group			
Family			

<u>Professional Writing</u>	<u>Number of Assignments</u>	<u>Comments</u>
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  
Department of Human Services

INTERN MID-SEMESTER EVALUATION FORM

Student Name \_\_\_\_\_ Soc. Sec # \_\_\_\_/\_\_\_\_/\_\_\_\_  
Last First

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

**Note: HUS 2305 / HUS 2405 students must intern 9 hours per week and have at least 60 hours by mid-semester.**

**HUS 4701 / HUS 4801 students must intern 15 hours per week and have at least 100 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 the 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:

	<b><u>Sample</u></b>
Name	John Brown
Class and Section No.	HUS 2305, Section 5555
Agency Name	The American Red Cross
Supervisor	Mary Stewart
Week of:	10/5/00
Hours Worked	9 hours
Log #	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 \_\_\_\_\_ SS# \_\_\_\_\_

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  
OF THE CITY UNIVERSITY OF NEW YORK  
HUMAN SERVICES DEPARTMENT

SUPERVISOR EVALUATION FORM  
BY STUDENT

A.A.S and BS

This form is designed to give interns the opportunity to provide feedback about the supervision 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.

Each item that follows asks you to indicate the frequency with which activities of supervision occurred, your satisfaction with the activities, or both frequency and satisfaction. Please rate frequency based on percentage from 0 to 100 with 0 meaning that something never happened, and 100 indicating that the activity happened each time there was an opportunity as described in the item. Please rate satisfaction on a rating scale from 0 to 100 with 0 indicating that you were completely dissatisfied and 100 signifying that you were completely satisfied. Frequency and satisfaction ratings need not be the same. For example, if you met for fewer than the agreed upon times for supervision, you might rate the frequency at 75 percent. Your satisfaction might be anywhere from 0 to 100 depending on what you felt about this issue. Please try to evaluate each item separately from other items. Space is provided at the end for general comments.

**Preliminary Remarks**

If you think it will be useful to preface your responses with any introductory comments, please feel free to do so here. Additional space is available at the end of this form for general evaluative comments.

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

Please check:

Agency \_\_\_\_\_

A.A.S. ( ) B.S. ( )

Student's Name \_\_\_\_\_

Course \_\_\_\_\_ Section No. \_\_\_\_\_

Date \_\_\_\_\_

**New York City College of Technology  
City University of New York  
Human Services Department**

**Student's Evaluation of Supervisor****Schedule and Availability**

1. \_\_\_\_\_Frequency \_\_\_\_\_Satisfaction Overall during the internship, approximately how closely did the actual supervision contacts match the agreed upon plan?
2. \_\_\_\_\_Frequency \_\_\_\_\_Satisfaction Apart from scheduled meetings, how available was your supervisor if you requested additional contact?

**Introduction to Setting**

3. \_\_\_\_\_Yes\_\_\_\_\_No Did your supervisor give you a tour or arrange for a tour of the internship site?
4. \_\_\_\_\_ Yes\_\_\_\_\_No Did your supervisor introduce you to other staff when you began the internship?
5. \_\_\_\_\_Yes \_\_\_\_\_No Did your supervisor discuss procedural matters, agency policy, etc., when you began the internship?
6. \_\_\_\_\_Yes \_\_\_\_\_No Did your supervisor discuss ethical and legal issues when you began the internship?

**Activities at the Internship**

Approximately what percentage of your time at the internship was spent in each of the following activities.

7. \_\_\_\_\_Frequency Observing the milieu of your setting or interacting informally with  
8. \_\_\_\_\_Satisfaction clients, but not directly observing or participating in treatment or other services.
8. \_\_\_\_\_Frequency Interacting informally with staff members.  
\_\_\_\_\_Satisfaction
9. \_\_\_\_\_Frequency Observing treatment, assessment, or other direct service with clients.  
\_\_\_\_\_Satisfaction
10. \_\_\_\_\_Frequency Participating in or providing treatment, assessment, or other direct  
\_\_\_\_\_Satisfaction service with clients.
11. \_\_\_\_\_Frequency Attending meetings other than supervision or informal conversation.  
\_\_\_\_\_Satisfaction
12. \_\_\_\_\_Frequency Reading record, reports, etc.  
\_\_\_\_\_Satisfaction
13. \_\_\_\_\_Frequency Writing case notes, assessments, reports, correspondence, etc.  
\_\_\_\_\_Satisfaction

**Student's Evaluation of Supervisor (Contd.)**

In the spaces below describe and evaluate any other activities you participated in during your internship.

14. \_\_\_\_\_ Frequency \_\_\_\_\_  
 \_\_\_\_\_ Satisfaction \_\_\_\_\_

15. \_\_\_\_\_ Frequency \_\_\_\_\_  
 \_\_\_\_\_ Satisfaction \_\_\_\_\_

16. \_\_\_\_\_ Frequency \_\_\_\_\_  
 \_\_\_\_\_ Satisfaction \_\_\_\_\_

17. \_\_\_\_\_ Frequency Overall, were you able to participate in the activities you were  
 \_\_\_\_\_ Satisfaction interested in during internship?

18. What additional activities would have been useful to you during the internship?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Activities of Supervision**

Approximately what portion of supervision time was spent in the following activities.

19. \_\_\_\_\_ Frequency Using case notes or material to review your interactions with clients.  
 \_\_\_\_\_ Satisfaction

20. \_\_\_\_\_ Frequency Observing the supervisor providing treatment, assessments, or other  
 \_\_\_\_\_ Satisfaction services to clients.

21. \_\_\_\_\_ Frequency Providing services yourself under the direct observation of your supervisor.  
 \_\_\_\_\_ Satisfaction.

22. \_\_\_\_\_ Frequency Discussing institutional issues.  
 \_\_\_\_\_ Satisfaction

23. \_\_\_\_\_ Frequency Didactic instruction in specific topics or skills.  
 \_\_\_\_\_ Satisfaction

24. \_\_\_\_\_ Frequency Reviewing assessments or other reports you have written.  
 \_\_\_\_\_ Satisfaction

25. \_\_\_\_\_ Frequency Reviewing case notes or other records you have written.  
 \_\_\_\_\_ Satisfaction

**Student's Evaluation of Supervisor (Contd.)**

- 26. \_\_\_\_\_ Frequency    Reviewing assessments or other reports written by other professionals.  
\_\_\_\_\_ Satisfaction
- 27. \_\_\_\_\_ Frequency    Reviewing case notes or other records written by other professionals.  
\_\_\_\_\_ Satisfaction
- 28. \_\_\_\_\_ Frequency    Discussing your personal impressions, reactions and adjustment to the  
\_\_\_\_\_ Satisfaction internship.
- 29. \_\_\_\_\_ Frequency    Discussing your relationship with your supervisor.  
\_\_\_\_\_ Satisfaction

In the space below please describe and evaluate any other activities of supervision in which you participated.

30. \_\_\_\_\_ Frequency \_\_\_\_\_  
\_\_\_\_\_ Satisfaction \_\_\_\_\_

31. \_\_\_\_\_ Frequency \_\_\_\_\_  
\_\_\_\_\_ Satisfaction \_\_\_\_\_

32. What additional activities would have been useful to you in supervision?

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**INTERPERSONAL ISSUES AND FEEDBACK FROM YOUR SUPERVISOR**

The items below refer to how you were given feedback by your supervisor and the quality of your relationship to one another. Please comment on your supervisor's performance in each of the following areas.

- 33. \_\_\_\_\_ Frequency    Recognizing areas in which your skills or knowledge are relatively strong.  
\_\_\_\_\_ Satisfaction .
- 34. \_\_\_\_\_ Frequency    Recognizing areas in which your skills or knowledge need improvement.  
\_\_\_\_\_ Satisfaction.
- 35. \_\_\_\_\_ Frequency    Recognizing and complimenting you for accomplishments or things you have  
\_\_\_\_\_ Satisfaction done well at your internship.
- 36. \_\_\_\_\_ Frequency    Letting you know when your performance has not been good in certain areas.  
\_\_\_\_\_ Satisfaction
- 37. \_\_\_\_\_ Frequency    Providing emotional support.  
\_\_\_\_\_ Satisfaction

**Student's Evaluation of Supervisor (Contd.)**

38. \_\_\_\_\_ Frequency Dealing with differences between you.  
\_\_\_\_\_ Satisfaction

39. \_\_\_\_\_ Frequency \_\_\_\_\_  
\_\_\_\_\_ Satisfaction \_\_\_\_\_

40. Based on your experience, briefly describe the ways in which you feel supervision was most helpful to you during your internship.

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41. If there was anything about supervision that was not helpful, please explain.

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42. In what ways do you think supervision could have been more beneficial to you?

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

Date \_\_\_\_\_



**ETHICAL STANDARDS  
OF  
HUMAN SERVICE PROFESSIONALS**

**NATIONAL ORGANIZATION FOR HUMAN SERVICE EDUCATION**

**PREAMBLE**

Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals regardless of whether they are students, faculty, or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

The ethical guidelines presented are a set of standards of conduct that the human service professional considers in ethical and professional decision-making. It is hoped that these guidelines will be of assistance when the human service professional is challenged by difficult ethical dilemmas. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

**Section I - Standards of Human Services Professionals**

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups, and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator, and administrator. The following standards are written with these multi-faceted roles in mind.

**The Human Service Professional's Responsibility To Clients**

STATEMENT 1 Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset, as well as inform clients of the limitations of the proposed relationship.

STATEMENT 2 Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

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

STATEMENT 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STATEMENT 5 Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

STATEMENT 6 Human service professionals are aware that in their relationships with clients, power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations, it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients, or lead to exploitation.

STATEMENT 7 Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in Statement 6 (above).

STATEMENT 8 The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT 9 Human service professionals recognize and build on client strengths.

### **The Human Service Professional's Responsibility To The Community And Society**

STATEMENT 10 Human services professional are aware of local, state and federal laws. They advocate for change in regulation and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STATEMENT 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups, and community as part of their work.

STATEMENT 12 Human service professionals understand the complex interaction between individuals, their families, the communities in which they live and society.

STATEMENT 13 Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT 14 Human service professionals represent their qualifications to the public accurately.

STATEMENT 15 Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT 16 Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT 17 Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation, or socioeconomic status.

STATEMENT 18 Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

STATEMENT 19 Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT 20 Human service professionals of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client populations.

### **The Human Service Professionals Responsibility To Colleagues**

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client. They 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.

STATEMENT 23 When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

STATEMENT 24 Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the professional organization(s) to which the colleague belongs.

STATEMENT 25 All consultation between human service professionals is kept confidential unless to do so would result in harm to clients or communities.

### **The Human Service Professional's Responsibility to the Profession**

STATEMENT 26 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT 27 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical, or other dilemmas.

STATEMENT 28 Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT 29 Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STATEMENT 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

### **The Human Services Professionals Responsibility To Employers**

STATEMENT 32 Human service professionals adhere to commitments made to their employer.

STATEMENT 33 Human service professionals participate in efforts to establish and maintain employment conditions that are conducive to high quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT 34 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

### **The Human Service Professional's Responsibility To Self**

STATEMENT 35 Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT 36 Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors.

STATEMENT 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

Source: Ethical Standards of Human Service Professional. (2000). *Human Service Education*, 20(1), 61-68. Reprinted with permission of National Organization of Human Service Education.

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.

<http://websupport1.citytech.cuny.edu/websupport1/profst.html>

>>> On 7/28/2010 at 5:51 PM, in message  
<4C506E3B.6C89.00B2.1@CityTech.Cuny.Edu>, Marcia Powell wrote:  
I've attached a "draft" of the Field Manual for this academic year. The final  
update will be completed by next Tuesday (August 3). The department  
would also like to place appendices B - G and K "on line".

See you next Tuesday at 1:00p.