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# Human Services Student Handbook

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Herkimer County Community College

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Welcome to the HCCC Human Services Program. This program is designed to give you a broad experience and prepare you for the future. If you have any questions that are not answered in this handbook please do not hesitate to contact us.

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## **Introduction**

The Human Services Program at HCCC prepares students for a career in a variety of human service agencies. Students may, for example, find employment as case managers, social work assistants, family advocates, residential counselors or classroom assistants. Students may work with a variety of populations, such as the physically or developmentally disabled, elderly, youth at risk or individuals in crisis.

While not designed as a transfer program, many of our graduates go on to four-year colleges and specific transfer articulation agreements have been established with The College of St. Rose (Social Work), Cazenovia College (Human Services), SUNY Institute of Technology (Psychology or Sociology), Hilbert College (Human Services), SUNY Albany (Social Work), SUC Cortland (Human Services), SUC Plattsburgh (Social Work), Empire State College (Community & Human Services), Utica College (Psychology), and Russell Sage College (Creative Arts Therapy). A student pursuing a degree in this registered program may, after consultation with an academic advisor, select course(s) to prepare for specialization in career or transfer plans.

### **The goals of this program are to:**

- ...introduce the student to the many populations and services provided in the field of human services.
- ...prepare students for a variety of entry-level human service job opportunities.
- ...prepare students to pursue continuing education to maintain "best practice" in their employment position and/or an advanced degree in the career of their choice.

### **Successful graduates from this program will be able to...**

- A. Identify normal developmental trends throughout the life span and recognize deviations from normal development
- B. Identify the social systems that impact the individual's behavior
- C. Communicate effectively with a variety of populations
- D. Assist in the preparation and implementation of appropriate service plans
- E. Accurately document case records
- F. Identify community services available to assist clients
- G. Abide by the Ethical Standards of Human Service Professionals
- H. Gather and apply credible and valid information to guide practice

## **Students Pursuing a Career in Human Services Should Possess the Following Competencies**

A strong desire to help others is an important consideration for a job as a human services worker. Individuals who show patience, understanding, and caring in their dealings with others are highly valued by employers. Other important personal traits include communication skills, a strong sense of responsibility, and the ability to manage time effectively.

The following six statements describe the major generic knowledge, skills and attitudes required in all human service work. The training and preparation of the individual worker within this framework will change as a function of the work setting, the specific client population served, and the level of organization work.

1. Understanding the nature of human systems: individual, group, organization, community and society, and their major interactions. All workers will have preparation which helps them to understand human development, group dynamics, organizational structure, how communities are organized, how national policy is set, and how social systems interact in producing human problems.
2. Understanding the conditions which promote or limit optimal functioning and classes of deviations from desired functioning in the major human systems. Workers will have understanding of the major models of causation that are concerned with both the promotion of healthy functioning and with treatment-rehabilitation. This includes medically oriented, socially oriented, psychologically-behavioral oriented, and educationally oriented models.
3. Skill in identifying and selecting interventions which promote growth and goal attainment. The worker will be able to conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome. Interventions may include assistance, referral, advocacy, or direct counseling.
4. Skill in planning, implementing and evaluating interventions. The worker will be able to design a plan of action for an identified problem and implement the plan in a systematic way. This requires an understanding of problems analysis, decision-analysis, and design of work plans. This generic skill can be used with all social systems and adapted for use with individual clients or organizations. Skill in evaluating the interventions is essential.
5. Consistent behavior in selecting interventions which are congruent with the values of one's self, clients, the employing organization and the Human Service profession. This cluster requires awareness of one's own value orientation, an understanding of organizational values as expressed in the mandate or goal statement of the organization, human service ethics and an appreciation of the client's values, life style and goals.
6. Process skills which are required to plan and implement services. This cluster is based on the assumption that the worker uses himself as the main tool for responding to service needs. The worker must be skillful in verbal and oral communication, interpersonal relationships and other related personal skills, such as self-discipline and time management. It requires that the worker be interested in and motivated to conduct the role that he has agreed to fulfill and to apply him/herself to all aspects of the work that the role requires.

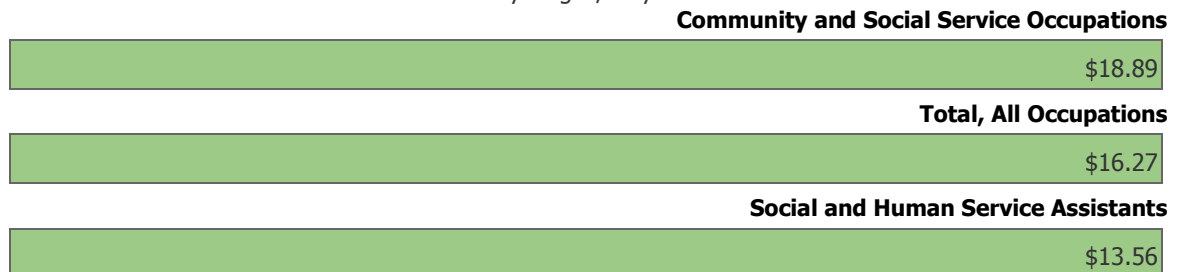
<http://www.nationalhumanservices.org/the-human-service-worker>

## Career Opportunities

Employment of social and human service assistants is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations.

### Social and Human Service Assistants

Median hourly wages, May 2010



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

Social and human service assistant is a generic term for workers with a wide array of job titles, including human service worker, case management aide, social work assistant, community support worker, mental health aide, community outreach worker, life skills counselor, or gerontology aide. They usually work under the direction of workers from a variety of fields, such as nursing, psychiatry, psychology, rehabilitative or physical therapy, or social work. The amount of responsibility and supervision they are given varies a great deal. Some have little direct supervision—they may run a group home, for example. Others work under close direction.

<http://www.bls.gov/oco/ocos059.htm>

Deciding what your major will be and the life long career you wish to pursue can be overwhelming. The Human Service Major can help you narrow down your choices and help you focus your education and career efforts. Exposure to the field of Human Services begins with community service in HS 111 Introduction to Social Services and culminates with two practicum experiences which include 60 hours experience each. These opportunities allow the student to explore the settings and populations they think they might want to work with and the field of practice that best matches their goals.

**Student responses to an assignment in HS 111 which requires 10 hours of volunteer experience, or experiential learning project, in or with a human service agency.**

**What was the name and address of the agency you volunteered with?**

Southside Elementary  
1011 Southwest Avenue / Johnson City, Tennessee 37604

Stepping Stones Daycare and Preschool  
216 East Main Street / Johnson City, Tennessee 37601

**What is the agencies' mission?**

(Southside Elementary)

The mission of the Johnson City Schools is to enable all students to achieve excellence in learning, social responsibility, and self-worth

Stepping Stones Daycare and Preschool  
To create a happy healthy child care environment based upon positive re-enforcement and respect.

**What was your role as a volunteer? What did you do?**

At Southside Elementary I acted as the teacher's assistant in a second grade class. I helped the teacher and the students to complete activities during the day. I was also assigned to help one non- English speaking student to do some separate tasks to expand his knowledge English.

At Stepping Stones Daycare and Preschool I helped the lead teacher in a two year old room with activities such as painting turkeys and circle time. On this day a lot of time was focused on potty training.

**What have you learned from this experience?**

What I learned from this experience is that I do not want to teach in a grade higher than kindergarten. I enjoy the hands on experience with the smaller children. I really had no idea how a second grade class was until I was in the environment. The second grade class is a very step by step controlled environment. I really enjoyed watching the small children light up when they would tell you something as simple as a color they knew. If I would not have done this assignment I may not have realized this until later in my college career.

**McKenna, Teresa**

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**What was the name and address of the agency you volunteered with?**

The name of the agency I volunteered with is Lewis County Department of Social Service. The address that the agency is located is P.O. Box 193, 5274 Outer Stowe Street, Lowville, NY 13367.

**What is the agencies' mission?**

The actual Mission Statement for Lewis County Department of Social Services is "The Department of Social Services ensures the well-being and safety of children and families in Lewis County through a variety of programs and services." They provide many opportunities and different routes for families and children in need, which may be hard or impossible to find without the help of the agency.

**What was your role as a volunteer? What did you do?**

It may sound odd, someone volunteering at a Department of Social Services agency. Surprisingly I was able to help out more than I thought. After I was read and understood the required privacy forms, I was able to start. I was able to assist people in filling out confusing public assistance forms and explain what each part of the form meant. I also watch their children, if they brought them, so that they could fill out the forms quickly and without interruption. I helped file away paperwork, which enabled the case workers to concentrate on other work. Since I am a certified Personal Care Aid I was able to assist case workers with their elderly clients. I also watched children for parents that were at Lewis County Department of Social Services for a meeting. As a volunteer, I was there to make everyone's day a little easier and help if there were questions to be answered. Most of the time, the employees are so busy that they don't have the time to answer questions, and to have someone there and ready to help made a big difference.

**What have you learned from this experience?**

From this experience I have learned that people are thankful for extra help. I was surprised at all I was able to do at the agency. Any agency would be willing to take help from a volunteer, because that allows other work to be done by the professionals that work there. Furthermore, I gained a more indepth look into our social service system and how these agencies help people in need.

**Mezey, Kailey**

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**What was the name and address of the agency you volunteered with?**

I volunteered at Pathfinder Village located at 3 Chenango Rd in Edmeston New York.

**What is the agencies' mission?**

The mission of this agency is; Pathfinder Village will promote a healthy, progressive environment that respects the right of the individual, supporting a life of value and independence.

**What was your role as a volunteer? What did you do?**

My role as a volunteer was to work with a 20 year old young man with Down syndrome who has limited speech and modify/program a communication device and apply it to his daily routine.

I will call him John. John has a Tango version 1.1 communication device. John treats his communication device as a toy. I wanted to modify his device for him so he would be able to use it during his morning board time in the classroom. This way John would use his communication device in a functional way with a task that he was familiar with.

It was difficult for him to navigate on the Tango so I had to move some of the items around and group them in areas making answers/options more accessible to him. I spent a total of 4 hours and ten minutes learning how to and modifying his Tango 1.1. I looked on the website [www.blink-twice.com](http://www.blink-twice.com) to look for ideas and see sample lessons that are provided for the Tango. This site is helpful, but each person is different so it took some creative thinking to get the Tango set up for John in a way that would be easiest for him to communicate.

I worked with John in the classroom during the morning board time for a total of 6 hours, during this time he would put magnetic words on a board to make sentences, as he put a word on the board I had him push the same word on his communicator. By doing this each time we met John began to associate the words to his communication device and saw that it was not just a toy, it had a purpose. He has made steady gains from the time we started; he continues to need some verbal prompts and guidance as he is easily distracted.

This morning he stood in front of the class and used his communicator to read the beginning part of each sentence on the board and he signed and said the end. For example: He used his communicator to say "Today is" and he said and signed "Friday".

### **What have you learned from this experience?**

I truly enjoyed this experience. I learned how to use the Tango 1.1 and how important it is that communication devices be programmed for the individual. I knew it was going to be difficult, but it is completely worth it when you see the improvements along the way. I am going to continue volunteering, I enjoy spending the time with John and I am proud of the progress he has made. I will continue the task I started until he can get up on his own and use his Tango to read the entire morning board to his classmates. This opportunity just makes it more apparent to me what I want to do and what I love to do and that is working with children and adults with developmental disabilities. The best feeling of accomplishment for me is when I can do something that improves the life of another. **Jones, Stephanie**



## Human Services Plan of Study

| 1st Semester   | Credits   | 2nd Semester                                   | Credits   |
|--|-----------|--|-----------|
| <b>EN111 English I</b>                                     | <b>3</b>  | <b>EN 112 English II</b>                       | <b>3</b>  |
| <b>FS 100 Freshman Seminar</b>                             | <b>1</b>  | <b>HS 120 Introduction to Case Management*</b> | <b>3</b>  |
| <b>HS 111 Introduction to Social Services</b>              | <b>3</b>  | <b>EN 228 Interpersonal Communication</b>      | <b>3</b>  |
| <b>SC 114 Topics in Human Biology OR</b>                   |           | <b>SS 162 Social Problems</b>                  | <b>3</b>  |
| <b>SC 118 Fundamentals of Human Anatomy and Physiology</b> | <b>3</b>  | <b>Mathematics Elective</b>                    | <b>3</b>  |
| <b>SS 151 Introductory Psychology</b>                      | <b>3</b>  |  |           |
| <b>SS 161 Introductory Sociology</b>                       | <b>3</b>  |  |           |
| <b>Physical Education Activity</b>                         | <b>1</b>  | <b>Physical Education Activity</b>             | <b>1</b>  |
|  |           | <b>Total</b>                                   | <b>16</b> |
| <b>Total</b>   | <b>17</b> |  |           |

| 3rd Semester                                | Credits     | 4th Semester                                | Credits     |
|---|-------------|---|-------------|
| <b>SS 152 Developmental Psychology</b>      | <b>3</b>    | <b>HS 214 Practicum in Human Services**</b> | <b>3.5</b>  |
| <b>HS 214 Practicum in Human Services**</b> | <b>3.5</b>  | <b>SS 141 American Government</b>           | <b>3</b>    |
| <b>SS 163 Marriage and Family</b>           | <b>3</b>    | <b>SS 153 Social Psychology</b>             | <b>3</b>    |
| <b>SS 241 American Minorities</b>           | <b>3</b>    | <b>SS 155 Abnormal Psychology</b>           | <b>3</b>    |
| <b>Social Science Elective OR</b>           |             | <b>English OR Humanities Elective</b>       | <b>3</b>    |
| <b>Human Services Elective OR</b>           |             |   |             |
| <b>Criminal Justice Elective*</b>           | <b>3</b>    |   |             |
|   |             | <b>Total</b>                                | <b>15.5</b> |
| <b>Total</b>                                | <b>15.5</b> |   |             |

*64 Credits Required for the Associate in Applied Science Degree*

\* Recommended for students interested in victim advocacy, or working with at-risk youth: SS 136, SS 167, CJ 120, CJ 131, CJ 151, CJ 152.

\*\*Prerequisites for HS 211:

1. Completion of 24 semester hours toward the degree in Human Services with an overall GPA of 2.0 (C) or higher.
2. Completion of HS 111 and HS 120 with a grade of C or higher and successful completion of EN 228, SS 151, SS 161 and SS 162.
3. Students enrolled in this curriculum must be aware that academic progress does not automatically guarantee practicum placement. Each student must be aware that poor interpersonal skills, unethical or unprofessional behavior in the classroom or practicum site may be reason for course failure, refusal of or removal from a practicum site, or academic dismissal from this curriculum.
4. Practicums require 60 hours of volunteer work at a Human Service Agency.
5. Students will be required to meet their own travel needs during both practicum assignments.
6. Students enrolling in HS 214 must obtain the approval of the instructor and should meet with the instructor PRIOR to the beginning of the semester in order to secure their placement.
7. Students must follow the requirements as outlined in the Human Services Handbook.

Fulltime Internet Academy students will take HE 130 Wellness or HE 121 Personal and Community Health to fulfill their PE graduation requirements.

It is the student's responsibility to follow this plan of study and register for the proper classes and in the correct sequence and to insure that all graduation requirements are met. After registering classes for his/her last semester the student will complete an Application for Graduation and submit it to the Registrar's Office.

Students with documented disabilities who are seeking academic accommodations should contact Leslie Cornish in the *Services for Students with Disabilities* office at 866-0300 Ext. 8331.

# Academic Plan

|   |                   |    |
|---|-------------------|----|
| Name_____   | College ID# _____ |    |
| EN 111 English I                                  | (3) _____         |    |
| EN 112 English II                                 | (3) _____         |    |
| EN 228 Interpersonal Communications               | (3) _____         | 12 |
| EN/HU English/Humanities Elective _____           | (3) _____         | 3  |
| FS___ First Year Student Seminar                  | (1) _____         | 1  |
| HS 111 Introduction to Social Services            | (3) _____         |    |
| HS 120 Introduction to Case Management            | (3) _____         |    |
| HS 214 Practicum in Human Services                | (3.5) _____       |    |
| HS 214 Practicum in Human Services                | (3.5) _____       | 13 |
| MA___ Mathematics Elective _____                  | (3) _____         | 3  |
| PE ___ Physical Education Activity                | (1) _____         |    |
| PE___ Physical Education Activity                 | (1) _____         | 2  |
| SC 114 Topics in Human Biology or                 |                   |    |
| SC 118 Fundamentals of Human Anatomy & Physiology | (3) _____         |    |
| SS 141 American Government                        | (3) _____         |    |
| SS 151 Introductory Psychology                    | (3) _____         |    |
| SS 152 Developmental Psychology                   | (3) _____         |    |
| SS 153 Social Psychology                          | (3) _____         |    |
| HS 155 Abnormal Psychology                        | (3) _____         |    |
| SS 161 Introductory Sociology                     | (3) _____         |    |
| SS 162 Social Problems                            | (3) _____         |    |
| SS 163 Marriage & Family                          | (3) _____         |    |
| SS 241 American Minorities                        | (3) _____         |    |
| CJ/HS/SS _____                                    | (3) _____         | 30 |

**Total: 64**

## Program Requirements

**Professionalism:** This curriculum is preparing the student for employment in the human services field and he/she is expected to demonstrate the behavior of a professional. This includes but is not limited to the following:

- **Attendance** - Attending and participating in all classes is mandatory. Treat your classes as you would a job. Come prepared and on time. Notify the instructor **prior** to missing class when a legitimate reason prevents you from getting to class. Documentation by a medical provider or death in the immediate family are examples of legitimate reasons for an absence. You are responsible for seeing the instructor as soon as possible following any absence to make up course work. Any student who misses 20% of scheduled classes will receive an automatic failing grade and/or be administratively withdrawn from the course. Medical leave should be handled with the Office of Disability Services.
- **Interpersonal Skills** – the ability to effectively interact with fellow students, clients, their families, colleagues, and other members of the community; to deal effectively with cultural and ethnic diversity issues. Treat others with respect, acceptance, and dignity.
- **Written Communication Skills** – the ability to produce work that is well written with proper use of spelling and grammar: writes clear sentences and expresses thoughts intelligently.
- **Critical Thinking/ Problem Solving** – the ability to be inquisitive and distinguish the relevant from the irrelevant; recognize and identify problems, collect and analyze data, develop and implement solutions, and evaluate outcomes.
- **Stress Management** – the ability to identify sources of stress and develop effective coping strategies.
- **Time Management** - Students in the Human Services Program are expected to demonstrate excellent time management skills. You are entering a field that necessitates timeliness. You must make appointments on time and have reports completed when they are due. You will be held to this standard in the curriculum.
  1. All assignments will be due on the assigned date. Failure to hand in the assignment on the due date will result in a reduction of the student's grade.
  2. All assignments must be turned in to successfully complete a HS course. Failure to submit all assignments by the last day of scheduled classes will result in an automatic failing grade.
  3. The student will attend all classes and be on time. When an unavoidable incident interferes with his/her ability to attend class or be on time he/she will notify the instructor prior to the class.
  4. The student will see the instructor as soon as possible after any absences.  
The student will demonstrate the ability to effectively manage and balance work, home, and school activities.
- **A Commitment to Learning** – the student is expected to be a lifelong learner. To recognize and assess one's skills as they relate to job performance, and to identify a plan for further professional development.
- **Supervision** – the student is expected to be able to give and receive feedback and modify behaviors accordingly. The student is expected to follow the policy and procedures of HCCC and the agencies they complete their assignments with.
- **Safety** – the student shows awareness of safety and acts in an appropriate and professional manner to protect self and others.

- **Confidentiality** – Protects the client’s right to privacy and confidentiality. Follows the classroom and field agencies policies and procedures for confidentiality.
- **Competence** - The student will identify his/her strengths and weaknesses, operate within the scope of his/her own skills and seek guidance as necessary.

## **Human Service Course Descriptions**

### **HS 111 Introduction to Social Services**

#### **COURSE DESCRIPTION**

This course is designed to introduce students to the human services issues facing the United States and the diverse roles that social work professionals play in responding to those issues.

#### **COURSE OBJECTIVES**

This course is designed to...

1. Provide students a working knowledge of the history of social services in the United States.
2. Introduce students to the major concepts, models of service, fields of practice, programs, agencies, and agency personnel.
3. Provide students with an understanding of the scientific methods used to develop best practice.

#### **STUDENT LEARNING OUTCOMES:**

The student who successfully completes this course will be able to...

- a. Discuss key events in the history of social services.
- b. Define the major concepts, models of service, fields of practice, programs, agencies and types of personnel.
- c. Identify services in the local community, and methods human service workers use to determine the principles of best practice.

### **HS 120 Introduction to Case Management**

#### **COURSE DESCRIPTION**

The focus of this course is the acquisition of basic practice skills for the A.A.S. Human Service Practitioner. Topics will include the basics of case management, interviewing, individual and group counseling, supervision, and documentation.

#### **COURSE OBJECTIVES**

This course is designed to...

1. Introduce students to the process of case management.
2. Provide students an introduction into the process of supervision.
3. Develop skills in case management by utilizing mock sessions and skilled communication.

## STUDENT LEARNING OUTCOMES:

The student who successfully completes this course will be able to...

1. Complete a case record from intake, implementation of appropriate services, to termination.
2. Correctly utilize supervision in the process of case management.

## HS 214 Practicum in Human Services

### COURSE DESCRIPTION

This course is designed to provide students with a supervised practical experience in a public or private human services agency. Prerequisites: completion of 15 semester hours with an overall GPA of 2.0 or higher, as well as completion of HS 111 and HS 120 with a C or better.

### COURSE OBJECTIVES

This course is designed to:

1. Provide experiential learning opportunities to the associate level human service student in the field of human services.
2. Engage the student in self-awareness and the identification of his/her strengths/weaknesses and plan for professional development.

## STUDENT LEARNING OUTCOMES:

Students who successfully complete this course will be able to:

1. Perform the role of associate level human service student with direct supervision.
2. Identify important skills to use in human service provision.
3. Evaluate current directions in the field.

*The student will complete 60 hours in the field and 2 hours per week in the classroom. Students will take HS 214 twice in order to complete a total of 130 hours in the field and for a total of 7 credit hours.*

*For example, students may complete HS 214 in Fall and then in Spring:*

*Fall: 2 contact hours in class, 1.5 credits of field work (60 hours) = 3.5 credit hours*

*Spring: 2 contact hours in class, 1.5 credits of field work (60 hours) = 3.5 credit hours*

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*(120 hours)      7 credit hours*

## INTRODUCTION TO PRACTICUM

Practicums are both 3.5 credit courses in which the student spends a minimum of 60 hours working under the supervision of a professional or paraprofessional in a human services agency.

The practicum sites are selected to represent the types of work settings for which the student's program of study is preparing him/her. In addition to working at the practicum site, the student is required to attend weekly class meetings, or participate in an on-line class, with other human services practicum students and the practicum instructor.

The purpose of the practicum is to provide students with direct, practical experience in the field of human services. It is expected that this experience will involve a combination of:

- observation of the agency's operations
- research about the agency's operations
- participation in the day-to-day operations of the agency, either in relevant office and clerical tasks or direct delivery of services.

The practicum experiences are intended to reinforce academic concepts and illustrate their application; to assist students in making career choices, to help familiarize students with specific human services agencies; and to help students develop specific skills required in the human services profession.

### Site Selection

It is recommended that students work toward securing a placement at a human services agency before the beginning of the semester in which they are enrolled for their practicum course.

Students who do not obtain a placement at a practicum site by the second Friday of the semester in which they are enrolled in Practicum may be required to withdraw from practicum class.

Site selection is arrived at by mutual cooperation between student, site, and practicum instructor. Examples of the types of sites used by students include, but are not limited to:

- agencies serving the developmentally disabled
- agencies serving the elderly
- school environments serving students with behavior problems
- agencies serving individuals with mental illness
- crisis agencies addressing problems such as rape, domestic violence, run-away youth, or teen pregnancy social services agencies.

Sites inappropriate for practicum placement include private practices, sole proprietorships, and homebased businesses. Students are also prohibited from being supervised by family members.

A list of sites local to the Herkimer area is available from the practicum supervisor. This list provides the student with the site name, location, telephone number, and person to contact at the site, as well as a



brief description of the programs and/or tasks the student may experience during the practicum assignment.

Sites not on the list may also be considered for placement, with the approval of the practicum instructor. Students who are not local to the area (i.e. students who are taking the practicum course via the Internet) will be responsible for securing appropriate placements in their respective communities.

All students are required to submit a signed contract from the agencies where they will be performing their practicums. Students are also required to submit a site data sheet. Examples of the contract and site data sheet can be found in Figures 1 and 2, respectively, at the end of this booklet. Students may also print copies from the HS Student Orientation Community Group from the Angel Home Page. If you do not have access to this Community Group contact Professor Bobesky at bobeskycm@herkimer.edu.

Students are encouraged to consider the type of placement they would like and to CONSIDER SEVERAL SITES. HCCC students may be competing for sites with students from other colleges in their respective areas; therefore, students may not receive placement at their first choice.

Students are also encouraged to select two different sites for Practicum I and Practicum II. This provides the student with a broader range of experience in the field of human services.

Different sites may have different requirements of the practicum student. Practicum students must comply with the requests of the host agency if they wish to perform their practicum at that agency.

*Students will be working with individuals with a variety of issues and should be aware that some individuals are severely allergic to perfumes and other beauty products. The student should refrain from using perfume and minimize the odiferous products they use.*

#### **Procedure for securing a practicum placement:**

1. The student contacts the agencies and arranges interview appointments with the appropriate agency representatives. The student should use the following guidelines when contacting agencies for the first time:
  - A. Introduce yourself by name and institutional affiliation.
  - B. Explain that you are a major in the human services curriculum and you are interested in performing your practicum at the agency. Ask if it would be possible to arrange an interview appointment.
  - C. If you must leave a message and call back number make sure you leave the following information:
    1. Your name
    2. Your title: HCCC Practicum Student
    3. Reason for calling (see statement above)
    4. Number where you can be reached

- a. If it is a cell phone make sure your ring tone is not music and it is professional
- b. Make sure your voice mail greeting is professional: Ex. You have reached the voice mail of Christina Bobesky. Please leave a message and I will return your call.

2. The student attends the interviews. The student should use the following guidelines when interviewing at the agencies:

- A. Be sure you have read the Human Services Student Handbook prior to your first interview.
- B. Dress appropriately for an interview
- C. Present a mature, professional image
- D. Take all appropriate materials to the interview: a copy of the Human Services Handbook or information on how to link to the Handbook from the HCCC Human Services Program web page, a contract, and a site data sheet
- E. Be prepared to answer questions about yourself and your interest in the field of human services.
- F. Be prepared to indicate why you are interested in performing your practicum at the agency.
- G. Remember to thank the interviewer for his/her time.

3. If the placement is accepted at the initial interview:

- A. Complete the contract and site data sheet neatly and accurately. Make sure the contract is signed.
- B. The original contract and site data sheet are retained by the student, who will later give them to the Practicum instructor. Agencies and students may make copies of both documents for their own use.
- C. Thank the interviewer for his/her time and the opportunity to complete practicum at the agency.

4. If the placement is not accepted at the initial interview:

Politely ask when and how you might expect to hear whether or not you are accepted at the site.

5. The student notifies the practicum instructor regarding acceptance or rejection of a practicum site placement.

If accepted, the student submits the contract and site data sheet to the practicum instructor, who approves or disapproves the contract (the contract is approved pending the student's successful completion of all prerequisites) with regard to its being consistent with the requirements of the course.

If the contract is disapproved, the instructor will confer with the student and the agency supervisor in an attempt to modify the contract.

## THE ROLE OF THE AGENCY SUPERVISOR

The agency supervisor and other agency personnel participate in the college's practicum program on a voluntary basis. It is expected that the agency supervisor will have had substantial training and/or experience in supervising employees or students. The agency supervisor should not have a familial relationship with the student he/she will supervise. The supervisor takes on the general obligation of helping the student achieve the maximum benefit possible from the practicum experience. This obligation is usually fulfilled in the following ways:

- A. Assisting the student in completing the practicum Contract and Site Data Sheet. Please note: It is the STUDENT'S responsibility to fill out the forms as completely as possible and to submit the completed forms to the practicum instructor.
- B. Providing an initial orientation to the agency's program, procedures, and rules. This might include matters of dress, conduct, confidentiality, etc.
- C. Assisting the students in gaining educational insight from the practicum experience. The agency supervisor should seek to share his/her knowledge and experience with the student and to help the student organize his or her critical thinking abilities and problem-solving skills.
- D. Directing the student to appropriate resources needed to complete academic assignments related to the practicum experience.
- E. Providing the student with a clear statement of work responsibilities and the supervisor's expectations.
- F. Directly observing the student and providing regularly scheduled supervisory conferences or informal discussions in order to review and assess the student's performance and learning.
- G. Seeking to enrich the student's learning through participation in selected educational experiences appropriate for the student's level of preparation. Examples of such experiences include, but are not limited to, inter-agency and inter-disciplinary contacts, assignments of relevant reading, variation in assignments and in-service workshops.
- H. Completing and submitting in a timely manner, two evaluation forms provided by the college. These evaluations should be discussed with the student. Nothing should be included in these evaluations which has not been openly shared with the student. The agency supervisor's evaluations are one factor considered by the practicum instructor in determining the student's midterm and final grades.
- I. Verifying the student has completed a minimum of 60 hours at the practicum site and signing the time sheet for verification of the hours.  
Please note: it is the STUDENT'S responsibility to submit the completed time sheet to the practicum instructor.
- J. Notifying the practicum instructor of any serious problems as they arise.

## THE PRACTICUM STUDENT'S RESPONSIBILITY

The practicum student is expected to assume responsibility for entering into and carrying out the plans made for the practicum. These include:

- A. Being at the practicum site at the times scheduled. Often the agency's program may be adversely affected by the student's unexpected absences. It is important for the student and supervisor to agree to a procedure to be followed in the event that the student will be absent. Missed time must be made up if it is needed to meet the 60-hour time requirement.
- B. Continuing the practicum until the 60-hour minimum requirement is fulfilled and until the termination date of the assignment.

Note: Students may not begin the practicum earlier than one week prior to the beginning of the semester. Termination at the practicum site is not permitted earlier than 3 weeks prior to the end of the semester.

If the time sheet is not received by the last day of classes with verification of the supervisor's signature that the student completed 60 hours, the student may receive an incomplete in the course. This could cause a delay in the student's date of graduation.

- C. Maintaining the ethical standards of the agency and the human services profession, including confidentiality.

Note: Students, in the course of their work at the practicum site, may encounter information of a confidential nature. Students should maintain the confidentiality of the information, both during their tenure at the agency and after the completion of the practicum.

Students may be asked to discuss, during class, experiences with clients. The students should take precautions to appropriately disguise identifying information about the client so as not to reveal the client's identity.

Students may encounter situations in which the obligation to maintain confidentiality may be in conflict with other obligations (e.g. mandated reporting of abuse). In such situations, the student should bring the issue to the attention of the site supervisor, document the date & time of the consultation as well as the recommendations from the supervisor, and inform the practicum instructor that such a meeting occurred. See additional information on confidentiality in Appendix B.

- D. Making a positive first impression. Clients will often judge the worker's ability (their competence) to help them based on their appearance. If the worker is very well dressed and the client is homeless with no change of clothes, they may feel the worker is not able to understand them and they will have a difficult time trusting him or her. The reverse can also be true. If you are underdressed the client may wonder about your professional abilities and whether or not you really know what you are doing. There are guidelines when it comes to the human service worker's dress code but few hard and fast rules.

1. Dress so that you are perceived as being trustworthy
  2. Don't wear excessive make-up or jewelry
  3. Don't wear perfume (many people have asthma and are allergic)
  4. If you smoke tobacco make sure your client is not allergic to the smell or bothered by the smell. Smelling tobacco smoke on you could trigger cravings in someone trying to quite.
  5. If you have body piercings, be mindful of how these might be perceived by the client
  6. If you have tattoos, be mindful as to how these may be perceived by the client
  7. Don't wear clothing with offensive slogans
  8. Make sure your body is covered enough – no low cut blouses or short skirts/shorts
  9. Observe your supervisor and co-workers to get familiar with the agencies dress code
  10. Talk to your supervisor about the dress code – some agencies allow open toed shoes, others don't, some allow jeans and shorts, others do not
  11. Make sure you use good hygiene. If you have bad body odor or offensive breath it can be difficult to develop a relationship with your client
- 
- E. Conferring regularly with the site supervisor at scheduled times. The student should take responsibility for addressing issues with which he/she has questions, concerns, or desires to obtain more information. The student should also expect to receive constructive criticism from the site supervisor, as appropriate.
  - F. Participating as a member of the agency. The student takes responsibility for becoming a proactive member of his or her practicum program. Students should behave as professional participants of the agency. Attendance at relevant meetings and conferences in the agency is encouraged, with approval from the agency supervisor.
  - G. Maintain personal, client and co-worker safety. See safety guidelines in appendix A
  - H. Attending weekly class meetings with the instructor and other practicum students, or participating as required in the on-line practicum class. The student is also expected to complete assignments in a timely manner. These include, but are not limited to, submission of the contract, site data sheet and time sheet.
  - I. The student should always refer to the course instructor's first day handouts or orientation documents for specific information relating to assignments and course requirements.

## **EVALUATING AND GRADING THE PRACTICUM**

The student will receive a letter grade at the end of the semester. This grade will be determined by utilizing the agency supervisor's evaluations, the instructor's observations, and the quality of the student's classroom performance and assignments.

The instructor's first day handout or orientation documents provide more detail about the grading procedure.

***ANY BREACH OF PROFESSIONAL CONDUCT WILL BE CONSIDERED GROUNDS FOR IMMEDIATE DISMISSAL FROM THE PRACTICUM.***

This includes, but is not limited to, the following:

- A. Behaving in any way that violates the ethical standards to the profession, including but not limited to:
- Failure to maintain confidentiality
  - Failure to show awareness of safety and act in an appropriate and professional manner to protect self and others
  - Absence from practicum without proper notification
  - Repeated absence from practicum, with or without proper notification
  - More than 3 absences from practicum class or unsatisfactory participation in the on-line practicum class

HERKIMER COUNTY COMMUNITY COLLEGE

PRACTICUM SITE DATA SHEET

*Christina Bobesky*  
*Practicum Instructor*  
315 866-0300 ext. 8356  
Fax: 315 866-7807 [bobeskycm@herkimer.edu](mailto:bobeskycm@herkimer.edu)

**INSTRUCTIONS TO SITE SUPERVISOR:** Please complete this form with the student and have the student return it to the college instructor.

**PRACTICUM STUDENT**

Name: \_\_\_\_\_ PHONE NUMBER: \_\_\_\_\_

STUDENT'S E-MAIL ADDRESS: \_\_\_\_\_

PRACTICUM SITE: \_\_\_\_\_

NAME OF PROGRAM IN WHICH STUDENT WILL BE WORKING: \_\_\_\_\_

PRACTICUM SITE LOCATION (ADDRESS):

Mailing Address:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUPERVISOR'S NAME AND TITLE: \_\_\_\_\_

(Please Print)

TELEPHONE NUMBER: \_\_\_\_\_ PREFERRED TIME(S) TO CALL: \_\_\_\_\_

SUPERVISOR'S E-MAIL ADDRESS: \_\_\_\_\_

I would prefer to receive correspondence from the school through USPS \_\_\_\_\_ email \_\_\_\_\_.

I would like to receive a phone call from the school during the semester \_\_\_\_\_ / \_\_\_\_\_ I will contact the  
yes no school if

I need assistance.

## CONTRACT

Between H.C.C.C. Human Services Practicum Student: \_\_\_\_\_

And Agency/Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

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

We, the undersigned, agree to the following terms and conditions under which the student will fulfill his/her practicum obligation:

The student will complete 60 hours of service for the agency, to be completed as follows:

**Monday** \_\_\_\_\_ to \_\_\_\_\_ **Tuesday** \_\_\_\_\_ to \_\_\_\_\_ **Wednesday** \_\_\_\_\_ to \_\_\_\_\_ **Thursday** \_\_\_\_\_ to \_\_\_\_\_

**Friday** \_\_\_\_\_ to \_\_\_\_\_ **Saturday** \_\_\_\_\_ to \_\_\_\_\_ **Sunday** \_\_\_\_\_ to \_\_\_\_\_

**Expected Starting Date:** \_\_\_\_\_ **Expected Completion Date:** \_\_\_\_\_

A routine schedule is recommended to help the student manage their time during this very busy semester. A routine also aids the supervisor and agency to prepare for the student and their assignments making the experience more meaningful. It has been my experience that agencies that try to accommodate a student by allowing them a flexible schedule and to attend whenever they can are actually doing the student a disservice. The students without an assigned time generally fall behind in their attendance and they are unable to complete their assignments.

The student will conduct himself/herself in a professional manner, which will include but not necessarily be limited to the following:

- a. Maintaining confidentiality of all information concerning clients of the agency.
- b. Reporting to work punctually for the hours agreed upon.
- c. Follow agency guidelines for dress and appearance.
- d. Seek guidance and supervision as necessary.
- e. In the case of unavoidable absence, notifying the agency in the following manner:

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3. The supervisor will provide, as appropriate, the following services:

- a. Instruction in the student's duties and responsibilities
- b. Observation of the student's performance
- c. Constructive criticism and suggestions for improvement
- d. Periodic written evaluations to be submitted to the College's practicum instructor
- e. Periodic meetings with the student to be held (days/times) \_\_\_\_\_  
to discuss the student's progress and performance.

Additional terms and conditions: \_\_\_\_\_

HCCC students are not allowed to transport clients in their personal vehicles.

***The agency agrees to accept students, assign jobs, and otherwise treat students without regard to gender, race, color, national origin, or disability.***

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

Signature of Agency Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of HCCC Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_



Herkimer County Community College  
Human Services Practicum Evaluation

Student: \_\_\_\_\_

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

Midterm \_\_\_\_\_ Final \_\_\_\_\_ (check one)

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

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

I would greatly appreciate your cooperation in evaluating this student on his/her performance during the time of placement at your agency. Your responses will help the student assess his/her level of functioning at the agency and will help the college instructor to assess student progress. Any written comments you would like to make would also be welcomed.

|  |           |
|--|-----------|
| Rate the following behaviors S or U                      S = satisfactory U = unsatisfactory<br>An unsatisfactory rating in 1-4 is grounds for immediate dismissal from practicum.   |           |
| 1. <b>Attendance:</b> Student is present and on time.  | S      U  |
| 2. <b>Safety:</b> Student shows awareness of safety and acts in an appropriate and professional manner to protect self and others.   | S      U  |
| 3. <b>Ethics/Behavior:</b> Treats all clients with respect, acceptance and dignity.  | S      U  |
| 4. <b>Confidentiality:</b> Protects the client's right to privacy and confidentiality. Follows the agencies' policy and procedures for confidentiality.  | S      U  |
| In completing 5-14 Please use the rating scale below:<br>5 – Performance exceeds expectations (96-100% of the time)<br>4 – Performance is above average (85 -95 % of the time)<br>3 – Performance is average (70 – 84% of the time)<br>2 – Performance is below average (50 – 69% of the time)<br>1 – Performance is well below average ( below 50% of the time) Please<br>comment on all 5 and 1 ratings on the back. A final rating of 3 or above is required in 5-14 for successful<br>completion of practicum. |           |
| 5. <b>Time Management:</b> Student completes all assignments on time; is able to prioritize and manage time and materials to meet the agency's needs   | 1 2 3 4 5 |
| 6. <b>Written Communication Skills:</b> Student submits work that is well written with proper use of spelling and grammar; communicates opinions clearly and concisely.  | 1 2 3 4 5 |
| 7. <b>Verbal Communication/Interpersonal Skills:</b> Student interacts appropriately with supervisor, co-workers, and clients; speaks clearly and uses appropriate voice volume; uses verbal and nonverbal communications effectively.   | 1 2 3 4 5 |
| 8. <b>Performance:</b> Student demonstrates the ability to operate within the scope of his/her own skills and seeks guidance as needed.  | 1 2 3 4 5 |
| 9. <b>Task Completion:</b> Student follows multiple step directions without error, completes all tasks correctly and efficiently.  | 1 2 3 4 5 |
| 10. <b>Supervision:</b> Student is able to give and receive feedback and modify behaviors accordingly. Seeks guidance when necessary.  | 1 2 3 4 5 |
| 11. <b>Observation Skills:</b> Student observes and reports relevant client behaviors.   | 1 2 3 4 5 |
| 12. <b>Critical Thinking:</b> Student raises questions, considers all available information to generate solutions; considers alternate solutions and probable outcomes; chooses the best solution.   | 1 2 3 4 5 |
| 13. <b>Stress Management:</b> Student is able to recognize and handle personal and professional frustrations and is able to handle the personal frustrations so that they do not interfere with the performance of duties.   | 1 2 3 4 5 |
| 14. <b>Appearance:</b> Student appears neat and clean. Dress is appropriate to the situation.  | 1 2 3 4 5 |

**Herkimer County Community College**  
**Human Services Practicum Evaluation** Comments:

What do you think are the student's greatest assets for working in the human services field?

What do you think are the areas of functioning that the student needs to develop the most?

Additional comments:

Please go over the evaluation with the student and return it to: Christina Bobesky, Assistant Professor  
Social Science Division  
Herkimer County Community College  
Reservoir Road  
Herkimer, NY 13350

FAX: 315 866-7807

Thank you for your cooperation and assistance:

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

**Name:**  
**Semester, Year:**  
**Instructor:**  
**Site/Agency:**  
**Site Supervisory Name and Title:**  
**Supervisor Email and Phone Number:**

[illegible]

**SITE SUPERVISOR'S SIGNATURE** \_\_\_\_\_

## Safety

A human service worker is responsible for their own and the client's safety. There are steps you can take to reduce the risk of harm. The first step is to research risk factors associated with your particular practicum placement. The second step is to take steps to reduce that risk. The third step is to be prepared to respond appropriately and according to the agencies' guidelines for particular situations. We will discuss some common risk factors but it is up to the individual student to request an orientation from their practicum supervisor regarding the specific risk factors and procedures for addressing safety incidents at that particular agency. Students that have concerns about their practicum should discuss those concerns with their practicum supervisor and their practicum instructor for the course.

## Infection Control

A common risk factor is coming in contact with infection. We work with people and it is common practice to shake someone's hand and their hand may appear clean but have germs on it. Likewise, you may have germs on your hand that could infect the client. Make sure you practice good hand washing techniques. You can find more information about hand washing at the Center for Disease Control's website <http://www.cdc.gov/handwashing/when-how-handwashing.html>.

Wash hands with soap and water using either an antimicrobial soap or plain soap in the following circumstances:

- Hands are visibly dirty or contaminated
- Before eating and after using the rest room
- When there has been exposure to possible contaminants
- When possible and practical – before and after contact with each client
- When in doubt, wash your hands

### Hand Washing Technique

Before you turn the faucet on, prepare the paper towel to hang from the dispenser so you do not have to touch any knobs or objects to obtain the towel.

Turn on the faucet. Wet your hands and lather them with soap. Rub your hands together, rub backs of each hand with fingers interlaced, palms of hands with fingers interlaced, cup thumb and rotate fingers around it, repeat with opposite thumb (this step should take at least 20 seconds). Rinse hands, dry with towel and turn faucet off with the paper towel. If you can, use the paper towel to open the rest room door and throw the paper towel away outside.

If you are working with children or the disabled you may be assisting with personal care and potentially come in contact with body fluids. Even if you are working in an office and have no physical contact with a client or coworker, you may come into contact with airborne pathogens. Regardless of the site and population you work with, you should be following Universal Precautions. Information on precautions can be found on the World Health Organization's website at [http://www.who.int/csr/resources/publications/EPR\\_AM2\\_E7.pdf](http://www.who.int/csr/resources/publications/EPR_AM2_E7.pdf).

## **Transporting Clients**

Transporting a client can be a risk. Never transport a client in your personal vehicle. If you are asked to transport a client using an agency vehicle assess the client's history and determine if they have a history of unsafe behavior. Assess the client's current level of agitation and intoxication (if any) and ability to be transported safely. Do you need another staff person to assist you? If the client is assessed to be unsafe or the vehicle is not in good working condition, notify your supervisor, do not transport the client.

Having a cell phone on your person can provide you a means to summons help if a situation arises in which you need assistance. To increase the safety provided by a cell phone you should; keep the cell phone charged, be familiar with the coverage area or lack of, keep GPS enabled phones active while at practicum, don't use a cell phone while driving, use the phone discretely so as to not escalate the situation.

## **Harassment**

A practicum student can expect a harassment-free environment. Conduct that a reasonable person could find offensive is prohibited. This may include, but is not limited to: lewd or sexually aggressive comments, off-color language or jokes of a sexual nature, slurs or other verbal, graphic or physical conduct relating to an individual's gender, or display of sexually explicit pictures, articles, books, magazines, photos, or cartoons.

If the student feels they have been sexually harassed, his/her first action should be to tell the offending person that they object to their behavior and, they should promptly inform their supervisor. If the complaint is against the supervisor, the student should promptly inform the HCCC course instructor. All incidents and concerns should be reported to the course instructor.

## **Preventing Violence**

It is everyone's responsibility to maintain a safe work environment. If you see something that is concerning, something that indicates a person in the work environment has the potential to exhibit dangerous behavior, you should report it. Perhaps the person's attitude is becoming increasingly aggressive or you notice they are in possession of a weapon (knife, brass knuckles...), note any sign that harm could come to this person or others and report it to the appropriate person at the agency and your practicum instructor.

These are just a few safety tips; remember to discuss safety precautions and procedures to be followed at your particular practicum site with your supervisor.

**Confidentiality**

The client's right to privacy is fundamental and must be ensured for both ethical and legal reasons. Confidentiality is based on "need to know" and "minimum necessary" guidelines. This means information is disclosed to those members of the agency that "need to know" to fulfill the functions of their position and assist the client to the best of their ability. Any breach in confidentiality will result in disciplinary action and may include termination from the practicum and program. Confidentiality applies to all verbal and written information.

**Guidelines:**

Necessary conversations (conversations with supervisor and other team members that are directly involved in your supervision or the care of the client) should take place in an environment that reduces the likelihood of being overheard by others.

Paper documents must be shredded when no longer needed. A mechanical shredder is not required. Paper must be destroyed in such a way that it could not be reassembled.

Documents/papers must be kept in a secure manner eliminating the possibility of anyone else coming in contact with them. If you carry papers on your person or in your car or anywhere outside the office, you are required to keep them secure (ie locked in your trunk).

In writing in your journal or completing assignments, make sure you disguise any identifiable information such as the person's name, address, or date of birth. Any information that could cause someone to "guess" the client's identity should be changed.

The information you learn from other student's assignments should be kept confidential (should not be discussed outside the classroom).

Know your practicum agency's specific policies for confidentiality and follow them.