

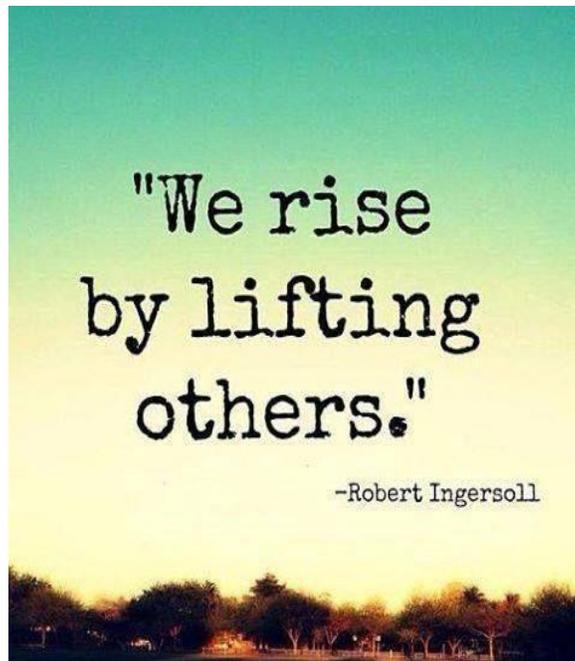


Herkimer
THE STATE UNIVERSITY OF NEW YORK

HUMAN SERVICES STUDENT HANDBOOK

2021-2022

Welcome to the Human Services Program at Herkimer County Community College. This handbook is designed to provide students, faculty and community members with a resource of program descriptions, coursework, expectations, policies and supportive services. Any additional questions can be forwarded to:



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Assistant Professor and Human Services Coordinator
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What is Human Services?

The Human Services A.A.S. program at Herkimer County Community College is designed to prepare students for a career in a variety of human service agencies following graduation. Students have the potential of finding employment as case managers, social work assistants, family advocates, residential counselors and change agents in the field. Students have the potential to work with a variety of oppressed and marginalized populations such as the physically or developmentally disabled, elderly, youth or individuals in crisis. Students have an opportunity to work across systems with the continuum of mental health, addiction and trauma.

Graduates of the Human Services A.A.S. program at Herkimer County Community College will be prepared to:

- Successfully identify development trends throughout the lifespan and recognize deviations from normal development;
- Identify social systems that have a direct impact on human behavior;
- Communicate effectively with a variety of populations using diverse and cultural competent approaches;
- Identify, assess and develop service plans;
- Demonstrate the ability to accurately document case records, assessments, service and discharge plans; and
- Identify community linkages in the form of advocacy and networking for individuals and/or families.

Potential Career Opportunities May Include (but not limited to):

- Counselors
- Child care workers
- Day care teachers
- Case Manager
- Health Advocate
- Community Health Workers & Advocates
- Prevention Coordinator
- Outreach Case Manager
- Social & Community Service Managers
- Child, Family and School Social Workers
- Health and Social Change Educators
- Substance Abuse Counselors
- Rehabilitation Counselors

Students who choose to continue with their education will find opportunities to transfer into the following baccalaureate (B.A.) programs in social work, psychology, therapeutic recreation, child life and other related areas within the field.

- Bellevue University
- Buffalo State College
- Cazenovia College (Human Services)
- SUNY at Cortland (Human Services)
- The College of St. Rose (Social Work)
- Empire State College
- Hilbert College (Human Services)
- Russell Sage College (Creative Arts Therapy)
- SUNY Canton
- SUNY Institute of Technology (Psychology or Sociology)
- Utica College (Psychology)

Students who wish to complete their Human Services A.A.S. Degree Program online can now do so through the **Internet Academy**. To find out more, check out:

www.ia.herkimer.edu

Human Services Plan of Study & Advising Tool

The Human Services Program at HCCC prepares students for a career in a variety of human service settings and populations. The Human Services program explores the broad field of human services by learning about human behavior; examining professional ethics and standards; theoretical frameworks; communication skills, engagement approaches and the influence of culturally sensitive practices. The program seeks to abide by the major tenets set forth by the National Organization of Human Services.

Do you possess the following competencies?

- An interest and/or passion to work marginalized, oppressed and vulnerable populations?
- Good communication skills, responsibility and effective time management?
- An interest in understanding the nature of human systems and how each impact one another?
- An interest in cultivating collaborative relationships with a unique focus in advocacy, networking and experiential interventions?
- Dedication, hard work and discipline?

YES? Then, here is how!

Any student who wishes to pursue a degree in Human Services must follow the Human Services Program of Study in sequential order as follows:

1st semester

| Course | Name | Credits |
|------------------|---|----------|
| EN111 | English I | 3 |
| FS 100 | Freshman Seminar | 1 |
| HS 111 | Introduction to Human Services | 3 |
| SC 114 SC 118 | Topics in Human Biology OR Fundamentals of Human Biology and Physiology | 3 |
| SS 151 | Introduction to Psychology | 3 |
| SS 161 | Introduction to Sociology | 3 |
| | Physical Education Activity | 1 |

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2nd semester

| Course | Name | Credits |
|---------------|--|----------|
| EN 112 | English II | 3 |
| HS 120 | Introduction to Case Management | 3 |
| EN 228 | Interpersonal Communications | 3 |
| SS 162 | Social Problems | 3 |
| | Mathematics Elective | 3 |
| | Physical Education Activity | 1 |

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HS111 & HS120 are pre-requisites to continuing onto HS214: Internship in Human Services. No one is permitted to register for HS214 without a grade of C (70-79) or higher and the permission of the Human Services Program Coordinator.

All students, including transfer students must submit an academic transcript to verify successful completion of the above stated courses, in addition to verifying successful completion of EN228, SS 151, SS161 and SS162.

3rd Semester

| Course | Name | Credits |
|--------|---|---------|
| HS 214 | Internship in Human Services | 3.5 |
| HS202 | Chemical Dependency (fall only class) | 3 |
| HS201 | Group Counseling (fall only class) | 3 |
| SS 241 | American Minorities | 3 |
| | Choice of a Human Services, Social Science OR Criminal Justice elective | 3 |

15.5

4th semester

| Course | Name | Credits |
|-----------------|---|---------|
| HS 214 | Internship in Human Services | 3.5 |
| SS238 | Trauma Informed Care (spring only) | 3 |
| HS250 SS 153 | CarePath™ Course (read course description. Spring only) OR Social Psychology | 3 |
| SS 255 | Abnormal Psychology | 3 |
| | English OR Humanities Elective | 3 |

15.5

Students enrolled in HS214: Internship in Human Services must note the following:

- The internship requirement consists of 120 (60 per semester) hours of volunteer work at a Human Service Agency/Organization of his/her/their choice with the approval of the Human Services Coordinator.
- Students **must** obtain permission from the Human Services Coordinator before securing a placement. Professor Ashline can be reached via email at ashlinegv@herkimer.edu or at (315) 866-0300 x 8356.
- After receiving permission to secure an internship, students are expected to begin securing their **own** placement before the start of their HS214 class.
- Students must submit the “Contract” and “Site Data Sheet” provided in the Human Services Student Handbook a week after classes start to verify their internship site.
- Students are expected to provide their own transportation to and from their internship site. Students enrolled in HS214 on campus or online (HS214-VI) are expected to keep regular attendance for concurrent course work that is required to successfully complete the internship.
- Students interested in utilizing their current job as hours towards their internship requirement, must obtain permission from the program Coordinator first.
- Students must follow the requirements as outlined in the Human Services Student Handbook.
<https://www.herkimer.edu/assets/Documents/Learn/programs-and-majors-2/Human-Services-Student-Handbook-Fall-2016.pdf>

**HERKIMER COUNTY COMMUNITY COLLEGE
COURSE OUTLINE**

DIVISION: Business, Science, Health & Technology Division
COURSE TITLE: Introduction to Human Services
COURSE NUMBER: HS 111
CREDITS: (3, 0)
GRADE TYPE: Letter Grade
PREPARED/REVIEWED BY: Assistant Professor Grace Ashline

COURSE DESCRIPTION

This course is designed for students enrolled in Associates to Applied Science (A.A.S.) program in human services. Students will be introduced to the broad field of human services within an interdisciplinary context with a specific focus on helping people meet their basic needs. Students will be exposed to the various roles, functions and practice settings of the profession. Social problems and target populations will be explored within a culturally sensitive lens. Different theoretical orientations will be presented using an experiential learning approach that emphasizes the need to pursue a strength-based approach in the helping process.

COURSE OBJECTIVES

This course is designed to...

1. Orient students to the broad field of human services through the exploration of practice settings and prospective employment.
2. Explain the concept of the helping profession by demonstrating requirements, professional standards, duties and functions of a human service professional.
3. Familiarize students with the history and evolution of human services.
4. Discuss the purpose, role and use of professional ethics and values in human services.
5. Teach the skills and intervention strategies for generalist practice.
6. Identify governing bodies and expose students to various populations within different sectors of the human services field.
7. Teach students about the role of communication skills and techniques that directly influence the helping process.
8. Explain macro practices, international human services and future considerations.

STUDENT LEARNING OUTCOMES:

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

1. Identify the broad practice settings within the field of human services for prospective employment.
2. Present requirements, professional standards, duties and functions of a human service professional.
3. Discuss and identify key events that impacted the evolution of human services.
4. Explain the purpose, role and use of professional ethics and values within the field.
5. Demonstrate the major skills and intervention strategies for generalist practice.

6. Be able to identify governing bodies and identify different sectors of the human services field.
7. Be able to demonstrate the communication skills and techniques within the helping process.
8. Identify macro practice techniques, global community initiatives and the future landscape of human services.

MAJOR DIVISIONS OF SUBJECT MATTER

- I. Human Services as a Profession
 - A. Purpose.
 - B. Preparation.
 - C. Practice
 - D. Theoretical Orientations.

- II. History & Evolution of Human Services
 - A. The Feudal System.
 - B. Poor Laws of England.
 - C. The Elizabethan Poor Laws.
 - D. The Protestant Reformation & Social Darwinism.
 - E. Jane Addams.
 - F. The New Deal and Social Security Act of 1935.
 - G. Influences of African-American Social Work.
 - H. Welfare Reform and Neoliberal Economic Policies.
 - I. Human Services today.

- III. Professional Ethics and Values
 - A. Ethical Values and Moral Development.
 - B. Professional Code of Ethics.
 - C. Ethical Dilemmas.
 - D. Cultural Influences.
 - E. Ethical Standards.

- IV. Generalist Practice and the Role of the Human Service Professional
 - A. Skills and Intervention Strategies.
 - B. The Clinical Assessment.
 - C. Assessment tools and techniques.
 - D. Clinical Diagnoses and use of DSM-IV-TR.
 - E. Basic Counseling Techniques for Generalist Practice.

- V. Demographics and Populations Served in Human Services
 - A. Child Welfare Services.
 - B. Adolescent Services.
 - C. Aging and Services for the Older Adult.
 - D. Mental Health and Wellness.
 - E. Homelessness.
 - F. Healthcare and Hospice.
 - G. Substance Abuse & Treatment.
 - H. Human Services in Schools.
 - I. Faith-based Agencies.
 - J. Violence, Victim Advocacy and Corrections.

VI. Macro Practice and International Human Services

- A. What is Macro Practice?
- B. Vulnerable and Oppressed Populations.
- C. Mobilizing for Change.
- D. The Global Community.
- E. Social Action.

VII. The Future of Human Services

- A. Professional Burn-out.
- B. Influence of Technology.
- C. Economic Crisis and Changes in Political Landscape.
- D. Professional wellness.

GRADE DETERMINANTS

The instructor will determine the relative importance of the evaluation strategies used in accordance with their pedagogical preferences and course assessment results, as well as the specific grading scale used to determine course grades. Student achievement will be evaluated using a variety of objective and subjective instruments. The Instructor will determine the specific instruments to use for evaluation. See individual instructor's syllabus for details.

COURSE ASSESSMENT

The Instructor is committed to modifying and improving the course learning activities based upon the feedback provided by the course assessment process. Students will have achieved the learning outcomes if they have achieved a C (70-79) for the course.

**HERKIMER COUNTY COMMUNITY COLLEGE
COURSE OUTLINE**

DIVISION: Business, Science, Health & Technology
COURSE NAME: Introduction to Case Management
COURSE NUMBER: HS 120
CREDIT: 3 Credits (3, 0)
GRADE TYPE: Letter
PREPARED BY: Assistant Professor Grace Ashline

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. Pre-requisite: completion of HS 111 with a grade of C (70-79) or higher.

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.

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.

MAJOR DIVISIONS OF SUBJECT MATTER

1. Introduction to Case Management
 - A. Intake
 - B. Assessment
 - C. Planning
 - D. Implementation
 - E. Termination
2. The Helper
 - A. Self-awareness
 - B. Therapeutic use of self
3. Establishing the Helping Relationship
 - A. Setting the stage
 - B. Effective Communication
4. Intake and Assessment
 - A. Process
 - B. Techniques and tools used to gather information
 - C. Problem identification

- D. Documentation
- 5. Developing a Plan for Services
 - A. Data collection
 - B. Goals and Objectives
 - C. Services
 - D. Revisions
 - E. Documentation
- 6. Implementation
 - A. Documentation
 - B. Referral
- 7. Termination
 - A. Process
 - B. Documentation
- 8. Crisis Management
 - A. Principles
 - B. Process
- 9. Groups
 - A. Group Process
 - B. Forming a group
 - C. Leading a group
- 10. Supervision
 - A. Methods
 - B. Process
- 11. Ethical and legal considerations
 - A. Values and Guidelines of the profession
 - B. Legal considerations
 - C. Professional Development
 - D. Burn out

GRADE DETERMINANTS

Each instructor will determine the relative importance of the evaluation strategies used in accordance with their pedagogical preferences and course assessment results, as well as the specific grading scale used to determine course grades. Student achievement will be evaluated using a variety of objective and subjective instruments. Each instructor will determine the specific instruments to use for evaluation. See individual instructor's syllabus for details.

COURSE ASSESSMENT

Each course instructor is committed to modifying and improving the course learning activities based upon the feedback provided by the course assessment process. Students will have achieved the learning outcomes if they demonstrate mastery at the 70% level.

**HERKIMER COUNTY COMMUNITY COLLEGE
COURSE OUTLINE**

DIVISION: Business, Science, Health & Technology
COURSE TITLE: Internship in Human Services
COURSE NUMBER: HS 214
CREDITS: 3.5 Credits (2, 1.5)
GRADE TYPE: Letter Grade
PREPARED/REVIEWED BY: Assistant Professor Grace V. Ashline

COURSE DESCRIPTION

This course is designed to provide students with a supervised practical experience in a public or private human service agency. Prerequisites: completion of 24 semester hours with an overall GPA of 2.0 or higher, as well as completion of HS 111 and HS 120 with a C (70-79) or better.

COURSE OBJECTIVES

This course is designed to:

1. Provide experiential learning opportunities for the student to practice human service work at the associate's level.
2. Engage the student in self-awareness and the identification of his/her strengths/weaknesses and plan for lifelong learning.

STUDENT LEARNING OUTCOMES

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

1. Perform the role of associate level human service worker with direct and indirect supervision.
2. Create a plan of professional development that includes career goals.

MAJOR DIVISIONS OF SUBJECT MATTER

I. Beginning the Practicum

- A. The organizational structure, the role of the HS student/worker and supervisor.
- B. Ethical Standards of Human Service Professionals (*Code of Ethics*)
- C. Ethical reasoning and decision making in practice (*Analysis of Current Events*)

III. Case Management

- A. Gathering information through client observation, interviewing, active listening, consultation with others and research
- B. The selection of appropriate intervention techniques based on sound theory and knowledge
- C. The dissemination of routine and critical information to clients, colleagues, or other members of the related services system in compliance with HIPPA and the human service agencies procedures and guidelines.
- D. Crisis Management Practice in the Human Services Field

IV. Professional Development: Portfolio

- A. Tracking and documentation of progress (*Evaluations and Case Notes*)
- B. Client intake interviews (*Intake Form*)
- C. Assessment interviews (*Assessment Form*)
- D. Goal planning (*Treatment Plan*)
- E. Terminations (*Termination Form*)
- F. Resume preparation (*Resume*)

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 120 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

(120 hours) 7 credit hours

GRADE DETERMINANTS

Each instructor will determine the relative importance of the evaluation strategies used in accordance with their pedagogical preferences and course assessment results, as well as the specific grading scale used to determine course grades. Student achievement will be evaluated using a variety of objective and subjective instruments. Each instructor will determine the specific instruments to use for evaluation. See individual instructor's syllabus for details.

COURSE ASSESSMENT

Each course instructor is committed to modifying and improving the course learning activities based upon the feedback provided by the course assessment process. Students will have achieved the learning outcomes if they demonstrate mastery at the 70% level.

**HERKIMER COUNTY COMMUNITY COLLEGE
COURSE OUTLINE**

| | |
|------------------------------|--|
| DIVISION: | Business, Science, Health & Technology |
| COURSE TITLE: | Trauma Informed Care |
| COURSE NUMBER: | SS238 |
| CREDITS: | (3, 0) |
| GRADE TYPE: | Letter Grade |
| PREPARED/REVIEWED BY: | Assistant Professor Grace Ashline |

COURSE DESCRIPTION

This course is designed to increase knowledge about trauma as a continuum of wellness through the exploration of the different types of trauma, symptomology, empirical research on early indicators and trauma informed interventions. This course will maximize a student's knowledge in trauma informed influences and approaches that directly impact prospective engagement within the human services field. Pre-requisites for this course include successful completion of SS151 and SS161 with a grade of C or higher.

COURSE OBJECTIVES

This course is designed to:

1. Teach students about trauma as a continuum of wellness within the human services sector.
2. Educate students about the various types of trauma and its cumulative effect on wellness, stigmatization, service accessibility, the receptivity to treatment and recidivism.
3. Expose students to symptomatic indicators and responses based on empirically based research studies.
4. Provide information about internal, external and systemic stressors in order for students to gain an understanding in how said stressors impact the different types of trauma.
5. Instruct students on successfully identifying trauma and wellness within the context of culturally sensitive considerations and practices.
6. Educate students on the principals of trauma informed approaches and interventions.

STUDENT LEARNING OUTCOMES:

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

1. Demonstrate knowledge about trauma as a continuum of wellness within the broad field of human services.
2. Successfully identify the various types of trauma and its cumulative effect on wellness, stigma, accessibility to services, receptivity to treatment and recidivism rates.
3. Demonstrate the ability to identify and explain symptomatic indicators, responses and stressors using empirically based studies such as the Adverse Childhood Experiences Study (ACE's) and the Associations to Later Health and Well-being.
4. Identify internal, external and systemic stressors and explain how said stressors impact the various forms of trauma.
5. Demonstrate the ability to successfully identify trauma and wellness within the context of culturally sensitive considerations and practices.

6. Explain the principals of Trauma Informed Approaches and Trauma Informed Care founded by the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Mental Health Association of NYS (MHANYS).

MAJOR DIVISIONS OF SUBJECT MATTER

1. Introduction to Trauma

- A. Definition of Trauma.
- B. Types of Trauma:
 - Sexual Abuse and Assault.
 - Physical Abuse and Assault.
 - Emotional Abuse or Psychological Maltreatment.
 - Neglect.
 - Serious Accident, Illness or Medical Procedure.
 - Victim or Witness to Domestic Violence.
 - Victim or Witness to Community Violence.
 - Historical/Intergenerational Trauma.
 - Complex Family Trauma
 - School Violence.
 - Bullying.
 - Natural or Manmade Disasters.
 - Forced Displacement.
 - War, Terrorism, or Political Violence.
 - Military Trauma.
 - Victim or Witness to Extreme Personal or Interpersonal Violence.
 - Traumatic Grief or Separation.
 - System-Induced Trauma and Re-traumatization.
- C. How Trauma acts as a continuum of wellness.
- D. Trauma and its relationship to human services.

2. History and Origin of Trauma

- A. Historical definition, context and origin of trauma.
- B. Past and present statistics on the influence of trauma.
- C. Societal and cultural influences on the foundation of trauma.
- D. Governing bodies of Trauma Informed research, practices, education and interventions.

3. Features and Symptomology of Trauma

- A. Characteristics of neurological symptoms such as the “Fight, Freeze and Flight Syndrome.”
- B. Emotional, physical, familial, medical, social and behavioral responses to trauma.
- C. Developmental factors and its influence on trauma.

4. Empirically-based Research Studies and Initiatives on Trauma

- A. Adverse Childhood Experiences (ACE’s): assess the associations between childhood trauma and later-life health and wellness.
- B. Collaborative studies between the Centers for Disease Control and Prevention and Kaiser Permanente’s Health Appraisal Clinic in San Diego.
- C. The National Traumatic Stress Network.
- D. The Mental Health Association of New York State (MHANYS): Mental Health First Aid Training and Wellness Recovery Action Plan (WRAP).

5. Trauma and Cultural Considerations

- A. Definition of Cultural Competency and Sensitivity.
- B. Identifying types of trauma that have a direct correlation to cultural considerations.
- C. Culturally sensitive considerations and successful approaches to intervention and subsequent treatment.

6. Principals of Trauma Informed Approaches and Interventions

- A. Definition of a Trauma Informed Approach:
 - Organizational cultures and enhanced collaboration
 - Goals of Trauma Informed Approaches
 - Fundamental shifts in ideology and practices
 - Integrating knowledge into policies, procedures and practices.
 - Progress Monitoring, Training Development and Evaluation.
- B. Trauma Informed Care:
 - Review of Goals, Principals and Objectives
 - Purpose and Efficacy
 - Approach to Treatment

7. Post Traumatic Growth

- A. Definition and Use
- B. The future of trauma informed care and practices.

GRADE DETERMINANTS

Instructor will determine the relative importance of the evaluation strategies used in accordance with their pedagogical preferences and course assessment results, as well as the specific grading scale used to determine course grades. Student achievement will be evaluated using a variety of objective and subjective instruments. Instructor will determine the specific instruments to use for evaluation. See individual instructor's syllabus for details.

COURSE ASSESSMENT

The Instructor is committed to modifying and improving the course learning activities based upon the feedback provided by the course assessment process. Students will have achieved the learning outcomes if they demonstrate mastery at the 70% level.

Dear Students,

Congratulations! On behalf of the Human Services Program at Herkimer College, I want to sincerely welcome you into the beginning stages of your internship experience. The following letter is provided with the purpose of providing you with a clear understanding of the opportunity that lies ahead of you. Each internship course is designed to reflect the interests, abilities, professionalism, job readiness skills and educational goals of each student. What is an internship and what can you expect? All valuable questions I hope to answer for you to ensure that you're on the right track and set up for **success!** The following packet is intended to provide all of the information and paperwork you need moving forward. We begin with the internship objectives that are designed to provide an overview of what you can expect to receive and consider. You will also be reminded of the pre-requisites that are necessary in order to begin your internship.

Internship Objectives:

- Students will successfully integrate academic and practical knowledge within a supervised public/private human service agency to engage in experiential learning;
- Students will become familiar with the philosophy, mission, regulations, policies, expectations and practices of their internship site;
- Students will incorporate knowledge gained from the pre-requisite courses of **HS111** and **HS120**; of which students must have received the grade of a C (70-79) or higher with appropriate oversight and supervision. The student, Site Supervisor and Human Services Coordinator will work together to monitor, assess, support and evaluate the practicum experience; and
- Successful completion of an internship (broken up into two *separate* semesters) includes (2) contact hours that are made up of assignments. The remaining (1.5) credits is obtained through completing the required 60 internship hours.

I am honored to take this extraordinary journey with you and sincerely hope you will find the information in this packet both helpful and informative. Please note that I am here to help provide support along this process and encourage you to defer to me as necessary. Again, welcome to the first initial steps in securing your internship which will begin with the following checklist.

Respectfully,

Grace V. Ashline, MSW

Assistant Professor & Human Services Coordinator

Internship Student Check-List

The following check-list is designed to help identify what is necessary in order to secure your internship. Use this check-list as a way to take inventory on what you need to complete, hand in and/or seek support on.

Students are ***strongly*** encouraged to gather all items by the provided deadlines:

Students have to anticipate this as a *process* which means that it takes time and requires you to be diligent in your efforts. Please refer to the section on helpful hints about professionalism with cold calls, inquiries and interviews.

| <u>Steps to Complete</u> | <u>Purpose</u> | <u>Due Date</u> | <u>Date Completed</u> |
|---|--|---|-----------------------|
| Meeting with HS Program Coordinator to discuss status in program and approval to continue onto HS214 (1 st or 2 nd yr) | This provides students with an individual session (i.e. in person, email or phone) to discuss status in the class and potential areas of improvement to ensure for a successful practicum experience. This opportunity also allows the HS Program Supervisor to help identify appropriate career goals, course work and expectations before proceeding with an internship. | Before the close of the semester in HS120 (1 st year students) or HS214 students (1 st and 2 nd year). | |
| Complete an update resume and cover letter to present at interviews. <i>Students are provide with samples in this packet and resources online but are also strongly encouraged to utilize Student Support Services via phone at (315) 574-4000.</i> | The first steps in any experiential learning opportunity is do some research about the agency/organization. Q: What is the mission statement? Q: Who is served and what services are provided? Q: Are there specific qualifications? Q: Who are the contact professionals and what are their roles? Having this information will help prepare you for a successful interview. It's important to take the time to familiarize yourself with where you're looking to intern, come prepared and show up putting your best professional foot forward. | Before pursuing an internship. | |

| | | | |
|---|--|---|--|
| <p>Reviewing and becoming familiar with the “Interview Readiness” cheat sheet provided in this handbook.</p> | <p>Students are encouraged to read and become familiar with the interview and job readiness reference sheet before scheduling their interview.</p> <p>Why?</p> <p>This is your <i>first impression</i> so, how you introduce, engage and present yourself matters. It could be the difference between having an internship and possibly missing out of an opportunity of your dreams!</p> | <p>Before making a call to set up an interview.</p> | |
| <p>Review the Internship Database that is organized by county.</p> <p>If you don’t see one on there that you’re interested in, please email me directly so we can talk about it and ensure it meets the program requirements.</p> | <p>Please note the columns that suggest if specific internships are better suited for 1st and/or 2nd year students. Some internships will not permit 1st year students depending on the agency mission and/or population.</p> <p>It’s also important to note that some internships require an extensive background check that could take several weeks. Please keep this into consideration as well when inquiring.</p> | <p>Before the paperwork is due at the start of the semester.</p> | |
| <p>HS214: Internship in Human Services Course Outline</p> | <p>Students should keep this on record with this packet, read it and become familiar with what to expect.</p> <p>Remember HS214 is 3.5 credits with the expectation that (2) contact hours are allotted for course work and the remaining (1.5) contact hours are completed in the field.</p> <p>Successful completion of both are required to pass HS214.</p> | <p>Before the paperwork is due at the beginning of the semester.</p> | |
| <p>Necessary Acknowledgment Forms:</p> | <ol style="list-style-type: none"> 1. Acknowledgement of the Student Responsibilities Contract. 2. Acknowledgement of the Site Supervisor’s Responsibilities Contract. 3. Signed acknowledgement of the Human Services Handbook. 4. Acknowledgment of the Course Syllabus. | <p>Due at the start of the HS214 semester:</p> <p><i>*Program supervisor will inform students of the date in advance.</i></p> | |

| | | | |
|--|--|---|--|
| <p>Mandatory Internship Paperwork:</p> <p>*(Available on pages 5-11)</p> | <ol style="list-style-type: none"> 1. Professional resume & cover letter (pre and post). 1. Site Data Sheet. 2. Contract. 3. Midterms (1st at midterm mark and 2nd before the close of the semester). 4. Time sheet where students record their hours and submit at the end of the semester to verify that s/he/they completed the required 60 hours. | <p>Designated timeframes throughout the semester that the Instructor will set. Students will be given ample time and notice.</p> | |
| <p>Internship Required Course Work:</p> | <p>This is the course work that students are required and expected to successfully complete. More directions will follow:</p> <ol style="list-style-type: none"> 1. Composition notebook that will be used to record case notes experiences and field-related work. 2. *6* Stages of Intern Development. 3. Agency Profile (1st and 2nd) 4. Learning Contract and Goals (pre and post). 5. Student evaluations (pre and post). 6. Case Study (1st year) and Professional Development Portfolio (2nd year). | <p>Course work will be concurrent with class time. Students will be provided with instructions in the appropriate time frame that will coincide with work they are expected to complete in their practicum.</p> | |

**HERKIMER COUNTY COMMUNITY COLLEGE
COURSE OUTLINE**

DIVISION: Business, Science, Health & Technology
COURSE TITLE: Internship in Human Services
COURSE NUMBER: HS 214
CREDITS: 3.5 Credits (2, 1.5)
GRADE TYPE: Letter Grade
PREPARED/REVIEWED BY: Assistant Professor, Grace V. Ashline

COURSE DESCRIPTION

This course is designed to provide students with a supervised practical experience in a public or private human service agency. Prerequisites: completion of 24 semester hours with an overall GPA of 2.0 or higher, as well as completion of HS 111 and HS 120 with a C (70-79) or better.

COURSE OBJECTIVES

This course is designed to:

3. Provide experiential learning opportunities for the student to practice human service work at the associate's level.
4. Engage the student in self-awareness and the identification of his/her strengths/weaknesses and plan for lifelong learning.

STUDENT LEARNING OUTCOMES

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

3. Perform the role of associate level human service worker with direct and indirect supervision.
4. Create a plan of professional development that includes career goals.

MAJOR DIVISIONS OF SUBJECT MATTER

I. Beginning the Practicum

- A. The organizational structure, the role of the HS student/worker and supervisor.
- B. Ethical Standards of Human Service Professionals (*Code of Ethics*)
- D. Ethical reasoning and decision making in practice (*Analysis of Current Events*)

III. Case Management

- E. Gathering information through client observation, interviewing, active listening, consultation with others and research
- F. The selection of appropriate intervention techniques based on sound theory and knowledge
- G. The dissemination of routine and critical information to clients, colleagues, or other members of the related services system in compliance with HIPPA and the human service agencies procedures and guidelines.
- H. Crisis Management Practice in the Human Services Field

IV. Professional Development: Portfolio

- G. Tracking and documentation of progress (*Evaluations and Case Notes*)
- H. Client intake interviews (*Intake Form*)
- I. Assessment interviews (*Assessment Form*)

- J. Goal planning (*Treatment Plan*)
- K. Terminations (*Termination Form*)
- L. Resume preparation (*Resume*)

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 120 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

(120 hours) 7 credit hours

GRADE DETERMINANTS

Each instructor will determine the relative importance of the evaluation strategies used in accordance with their pedagogical preferences and course assessment results, as well as the specific grading scale used to determine course grades. Student achievement will be evaluated using a variety of objective and subjective instruments. Each instructor will determine the specific instruments to use for evaluation. See individual instructor's syllabus for details.

COURSE ASSESSMENT

Each course instructor is committed to modifying and improving the course learning activities based upon the feedback provided by the course assessment process. Students will have achieved the learning outcomes if they demonstrate mastery if they achieved a C (70 to 79) or higher.

Internship Site List 2021-2022 (under revision)

Herkimer County

| Agency | Program(s) | Address | Contact | Phone and/or Email | Recommended for 1 st or 2 nd year students |
|---|--|--|--|--|--|
| Alpine Rehabilitation & Nursing Center | Activities Department | 755 E. Monroe St. Little Falls, NY 13365 | Melanie Stallman | (315) 823-1001 x 235 | 1 st or 2 nd year |
| BOCES | Evenstart Program Educational Outreach Special Education | 352 Gros Blvd Herkimer, NY 13350 | Ms. Mary Kline Ms. Kim Conley (for Special Education) | (315) 867-2096 (315) 867-2000 | 1 st or 2 nd year |
| Catholic Charities of Herkimer county | Domestic Violence Program RSVP Health Assistance Program Runaway & Homeless Youth | 61 West Street Ilion, NY 13357 | Melissa Petrie, Executive Director Melissa Snyder, Program Director Jackie Ward Ms. Lydia D. Sexton Ms. Rachael Case | (315) 894-9917 x 222 (315) 894-9917 (315) 894-1860 (315) 894-9917 (315) 894-9917 | Depends on program |
| Child Advocacy Center of Herkimer County | Sexual violence and advocacy program | 284 West Main Street Ilion, NY 13357 | | (315) 895-0349 | 2 nd year |
| Community Maternity Services | Program and Adolescent Pregnancy Program | 61 West Street Ilion, NY 13357 | Ms. Denise Hodges, Program Director | (315) 894-9941 | 1 st or 2 nd year |
| Cornell Cooperative Extension Services of Herkimer County | 4-H Youth Programs | 5657 NY-5 Herkimer, NY 13350 | | (315) 866-7920 | 1 st year |

| | | | | | |
|---|--|---|--|-----------------------|--|
| Country Manor | Adult Residential Facility | 4338 State Rt. 28 Herkimer, NY 13350 | | (315) 866-8436 | 1 st or 2 nd |
| District Attorney's Office (requires extensive background check so need to request and prepare in advance). | Victim Services | 301 N. Washington St. Suite 2401 Herkimer, NY 13350 | Connie Stowell, Victim Services Coordinator | (315) 867-1428 | 2 nd year |
| Folts Home | Activities Dept. Alzheimers/Dementia Unit Social Work Dept. | 104 N. Washington St. Herkimer, NY 13350 | | (315) 864-1922 | Depends on Dept and HR requirements |
| HARC: Herkimer ARC (This agency requires several weeks for placement to complete the screening process) | Family Support Day Services Residential Vocational Rehabilitation | 350 S. Washington St Herkimer, NY 13350 | | (315) 574-7000 | 1 st and 2 nd year |
| Herkimer County Department of Social Services (requires screening and permission that could take weeks so requires adequate time and notice) | Check out their website for a variety of program options | 301 N. Washington St Suite 2110 Herkimer, NY 13350 | Ms. Linda Patten | (315) 867-1275 x 1216 | 2 nd year |
| Hospital & Skilled Nursing Facility in Little Falls | Help to provide patient and community needs | 140 Burwell St. Little Falls, NY 13365 | | (315) 823-1000 x 4282 | 1 st or 2 nd |
| Kids Oneida (likely to require a background check that could take weeks so an adequate timeframe is necessary) | Prevention program for youth at risk | 301 N. Washington St 2 nd Floor Herkimer, NY 13350 | | (315) 867-1332 | 1 st or 2 nd year |
| Little Falls Food Pantry | Part of YWCA: relief services for individuals and families | 15 Jackson Street Little Falls, NY 13365 | | (315) 823-1793 | 1 st year |
| Mohawk Homestead | Activities of Daily Living for elderly | 62 E. Main Street Mohawk, NY 13407 | | (315) 866-1841 | 1 st or 2 nd |

| | | | | | |
|---------------------------------|--|---|--|-----------------------|---|
| Mohawk Valley Health Care, Inc. | Activities Dept. Adult Health Care | 99 Sixth Avenue Ilion, NY 13357 | | (315) 895-4050 x 3315 | 1 st or 2 nd year |
| Valley Health Services | Activities Dept. Adult Day Care | 690 W. German Street Herkimer, NY 13350 | | (315) 866-3330 | 1 st or 2 nd year |
| WIC of Herkimer County | Healthy Head-start for women and mothers | 401 E German St # 101, Herkimer, NY 13350 | | (315) 866-5029 | 1 st or 2 nd year |

Utica Area

| Agency | Program(s) | Address | Contact | Phone & Email | Recommended for 1 st or 2 nd year students |
|---|--|--|--|-------------------------------------|--|
| Abraham House | Caring for the terminally ill | 1203 Kemble Street Utica, NY 13501 | Cynthia Shepard | (315) 733-8210 | 2 nd year |
| American Red Cross | Disaster relief, Emergency assistance Training Volunteer services | 1415 Genesee St, Utica, NY 13501 | | (315) 733-4666 | 1 st or 2 nd year |
| Central Association for the Blind and Visually Impaired (CABVI) | | 507 Kent Street Utica, NY 13501 | | (315) 797-2233 | 1 st or 2 nd year |
| Charles T Sitrin Health Care Center | Adult social and therapeutic recreation | 2050 Tilden Ave New Hartford, NY 13413 | Molly Healy, Director of Therapeutic Recreation | (315) 737-2260 mhealy@sitrin.com | 1 st or 2 nd year |
| Compeer | Mentoring program | 502 Court Street Utica, NY 13501 | Judith H. Reilly, Program Director | (315) 735-1066 x 12 | 1 st or 2 nd year |
| Community Action Program of Mohawk Valley | Homeless Intervention, Emergency Assistance, Transitional Living, | 9882 River Road Utica, NY 13501 | Contact the Director of HR | (315) 624-9930 x 245 | 1 st or 2 nd year |

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|---|--|---|--|--|--|
| | Family Care, and Head Start | | | | |
| Emmaus House | Adult Residential Facility | 1215 Kemble Street Utica, NY 13501 | Mrs. Patricia Witt, Director | (315) 797-3339 | |
| Hospice & Palliative Care | End of Life Care | 4277 Middle Settlement Rd. New Hartford, NY 13413 | | (315) 735-6484 | 2 nd year with pre-approval to assess readiness |
| The House of Good Shepard | Residential or Special Education | 1550 Champlin Ave Utica, NY 13501 | Jaquana Credle, Program Supervisor | (315) 235-7964 jaquanaac@hgsutica.com | 1 st or 2 nd year |
| Insight House | Chemical Dependency Services, Inc. | 500 Whitesboro Street Utica, NY 13501 & 2512 Genesee Street Utica, NY 13501 | Cheryl Spina | (315) 724-5168 | 1 st or 2 nd year |
| Legal Aid Society of Mid-NY, Inc. (likely to require background check that could take weeks) | Legal Advocacy Center for elder abuse, DV, sexual assault and disability | 268 Genesee Street Utica, New York 13502 | | (315) 793-7000 | 2 nd year |
| Lutheran Home | Activities Adult Day Care Social Services Gerontology Resource Center | 108 Utica Road Clinton, NY 13323 | | (315) 853-5515 | 1 st or 2 nd year |
| Masonic Home | Adult Care Facility with various programs | 2150 Bleeker Street Utica, NY 13501 | Rob Lauducci Director of Volunteer Services | (315) 798-4828 | 1 st or 2 nd year |

| | | | | | |
|--|---|---|---------------------------------------|--|---|
| Mohawk Psychiatric Center | Pinefield Children and Youth Services | 1400 Noyes Street Utica, NY 13501 | | (315) 738-4462 | 2 nd year |
| Proctor Elementary School | After-school programs, Counseling, Prevention programs | 1205 Hilton Avenue Utica, NY 13501 | Robert Hobaica | (315) 723-1908 | 1 st and 2 nd year |
| Mohawk Valley Resource Center for Refugees | Refugees resettlement | 201 Bleeker Street Utica, NY 13501 | Jennifer Cieslewitz | (315) 738-1083 x 134 jenniferl@mvrccr.org | 2 nd year unless student demonstrates ability |
| The Neighborhood Center | Adult Recovery Services | 17 Hopper Street Utica, NY 13501 | | (315) 272-2661 | |
| The Rescue Mission of Utica | Shelter, Case Management and other services. | 212 Rutger Street Utica, NY 13501 | Hank Vasalli, Director of Programs | (315) 735-1645 | 2 nd year students |
| Resource Center for Independent Living (RCIL) | Advocacy, client assistance, social adult day care and Alzheimer's Disease Assistance Coalition | 409 Columbia Street Utica, NY 13503 | | (315) 797-4642 | 1 st and 2 nd year |
| St. Luke's Memorial Hospital | Recreational therapy program | P.O. Box 479 Allen Calder Wing Utica, NY 13503 | | (315) 798-6282 | 1 st and 2 nd year |
| Thea Bowman House, Inc. | Serving low income and at risk youth and families. | 309 Genesee Street Utica, NY 13501 | Pamela Bernhardt | (315) 733-6995 | 2 nd year |
| Upstate Cerebral Palsy <i>*Please note that for students interesting in interning here, you are required to</i> | Promise Program Residential Services Outpatient Mental Health | 258 Genesee Street Utica, NY 13501 | | (315) 724-6907 | 1 st or 2 nd year <i>*Please defer to UCP requirements</i> |

| | | | | | |
|---|--|--|--|----------------|--------------------------------|
| <i>contact them a few weeks in advance to schedule a visit and confirm your interest in securing an internship there.</i> | TRAID project | | | | |
| Volunteer Center for the Mohawk Valley, Inc. | Diversion Program | 258 Genesee Street Suite 510 Utica, NY 13502 | | (315) 732-2159 | 2 nd year |
| YWCA of Utica (screening and interview process is likely to take a few weeks so plan accordingly) | Crisis services; Residential; Prevention education | 1000 Cornelia Street Utica, NY 13502 | | (315) 732-2159 | Depends on site within program |

NECESSARY EXPECTATIONS AND POLICIES

Human Services Student Responsibilities:

Students are expected to apply themselves, demonstrate professionalism and responsibly carry out the requirements in order to secure an internship as part of the Human Services program. The following expectations and responsibilities are designed with the intent to prepare students for employment following graduation. The Human Services Program Coordinator reserves the right to reassess these program expectations and requirements at any time.

- ❖ Authorize college staff to **release appropriate information** pertaining to successful placement.
- ❖ **Consult with the Human Services Program Coordinator** to identify, secure and begin the internship given the student has met the pre-requisite requirements and has been given formal approval.
- ❖ Adhere to the **attendance** requirements as per the course outline and program objective. Attending and participating in all HS214 classes is **mandatory**. HS214 is an opportunity to practice what it would be like in your prospective jobs. Students must inform Instructor of a scheduled absence **in advance and in writing**. No exceptions will be made without the discretion of the Instructor. Any student who misses **20%** of scheduled classes will receive an automatic failing grade and/or be administratively withdrawn from the program. Instances of medical leave will be handled as appropriate by the Office of Disability Services.
- ❖ **Course Requirements** include any and all assignments that students are required to complete within the designated time frame in order to successfully pass HS214. Students receive (2) credits for course work completed in class and the remaining (1.5) credits for hours completed at their site. If a student is not actively engaged on site, in class or has incomplete assignments, s/he/they are at risk of failing and/or being academically withdrawn.
- ❖ **Interpersonal skills** pertains to any student who is expected to interact with peers, individuals, families, the community, professionals, colleagues, supervisors and the Human Services Coordinator with respect, dignity, acceptance and professionalism.
- ❖ **Time Management** is a necessary skill for students looking to thrive and succeed within the program. Students are expected to demonstrate efficient time management skills. It is expected that students not only demonstrate reliability and follow-through but do so by meeting assignments and appointments on time. Students will be held to and evaluated on this standard in the form (but not limited to):
 1. Midterm and Final evaluations.
 2. Course work assignments.
 3. Regular conference calls initiated by the Human Services Coordinator to evaluate progress and status.
 4. Required deadlines for mandatory paperwork.
- ❖ **Written Communication Skills** is a necessity within the field of human services. Professionals will be engaging in case notes, documentation, case planning and other areas that require students to be efficient writers. Students are expected to submit work that reflects this standard and utilize supports available on campus should more assistance be necessary.

- ❖ **Confidentiality** is an expectation both within the Human Services program and your prospective internship site. Confidentiality is the protection of personal information and any information you obtain or are privy to. Students are responsible for being familiar and adhering to the confidentiality policies and procedures at the internship site.
- ❖ **Fraternizing and/or Drug Alcohol Policy:** Students are not permitted to fraternize with clients and are expected to be free of drugs and/or alcohol.
- ❖ **Supervision** is provided by the Site Supervisor at least once per week. Students are expected to coordinate this with their Site Supervisor to ensure that they are receiving the necessary support and can complete required assignments as specified in the contract form. Any student who is experiencing difficulty with accessing their Site Supervisor is expected to notify the Human Services Program Coordinator immediately.
- ❖ **Adhere to the Site Contract Sheet:** students are expected to adhere to the hours, rules, regulations, safety requirements and responsibilities as agreed upon on the contract form. While at the site, students will be held to the codes of behavior found in the Student Handbook.
- ❖ **Event of an Emergency/Conflict:** If at any time a student becomes concerned about their safety or experiences a conflict at their internship site, they are **mandated** to contact the Human Services Coordinator *immediately* before returning to the internship.

Site Supervisor Responsibilities and Expectations

- ❖ Provide a reasonable work space with necessary materials and job description.
- ❖ Train and orient students to your agency.
- ❖ Assist students in developing learning objectives that meet shared goals in the assigned Learning Contract. These learning objectives should also assist students in completing required course work in class by providing direct client contact.
- ❖ Provide regular supervision and support as coordinated in the Contract.
- ❖ Complete midterm and final evaluations (dates will be provided by Human Services Program Coordinator) in advance with instructions and deadlines.
- ❖ Utilize regular supervision to discuss any areas of strength, program needs and/or constructive criticism.
- ❖ Assist in the oversight of the student's time sheet to verify completed hours.
- ❖ Defer to the Human Services Program Coordinator for any questions, comments and/or concerns.
- ❖ Report any absences, emergencies or programmatic concerns to the HS Coordinator immediately.

Assignments Students are required to complete (individually with necessary guidance as appropriate):

- ❖ Maintaining a composition notebook to record information for case note assignments, experiences, strengths, challenges and/or field-related work.
- ❖ *6* Stages of Intern Development paper
- ❖ Agency Profile (1st and 2 year students)
- ❖ Learning Contract and Goals (pre and post practicum).
- ❖ Student evaluations (pre and post practicum).
- ❖ Case Study (1st year students) and Professional Development Portfolio (2nd year).

SITE SELECTION GUIDELINES

While the Human Services Program Coordinator will provide appropriate assistance with securing placements for students, the person ultimately responsible for identifying and securing an internship is **YOU!**

Students will be given ample time and notice to identify and secure their own placements through discussions in class, the Human Services Student Handbook and individualized time allotted to each student to ensure that everyone is on track. However the general rule of thumb is as follows:

Fall semester: (students should have a placement by the end of finals)

Spring semester: (students should have a placement for Fall by end of May).

The following considerations and guidelines need to be considered for securing an internship:

- ❖ Site placement is never a *guarantee*. In other words, reserve several options in case your first two preferences don't pan out. Sometimes this is indicative of specific regulations within the field, poor time management or peers who have already secured a placement. Students are encouraged to begin thinking about a potential subject matter or topic before searching for local agencies/organizations who may provide services to meet your interest. The provided site list on pages 23-29 of the Student Handbook should assist you in identifying potential sites. This site is locally based and is not exhaustive. ***Given we have students from various places all over the state, students are required to make immediate contact to discuss and receive approval for their internship.***
- ❖ All sites must be selected from profit, non-profit, local or government agencies. No student will be permitted to complete their internship for private practices, sole proprietorships, home-based businesses or ones that are considered a conflict of interest (i.e. family, consumers, etc.).
- ❖ There are rare instances where students who are currently working in the field of human services are permitted to participate in a "work-study" program. This is on an individual basis and only at the discretion of the Human Services Program Coordinator. In this case, students would have to provide a current resume, job description and explain how their internship hours would differ from that of their paid employment.
- ❖ Students are encouraged to utilize the Resume, Cover Letter and Interview Resources to secure their sites.
- ❖ Students must choose a site that they have access to, keeping transportation in mind. Students are also encouraged to choose a site that is within walking distance for the seasonal months when and if transportation is not guaranteed.

- ❖ Student are also required to choose *2 different sites for* Practicum I and Practicum II. This provides students with broad opportunities and exposure within the field of human services to strengthen your professional portfolio.

Resume and Cover Letter Resources

Want to know what will set you apart from your peers academically and professionally? Your first impression! Employers including your Site Supervisors want to see that you are someone who is **capable, responsible, trustworthy, reliable, communicative and professional**. Providing a professional resume and cover letter during your interview will surely set you apart! Not sure how? Here are some helpful resources, considerations and samples to help create a resume that will not only give you practice, but get you the internship you want!

Helpful Tips to Consider:

- ❖ Watch your heading, page margins, font (Times New Roman is preferred), text size (12), sentence structure, grammar and use of language;
- ❖ **Include related course work:** for students concerned that they lack the work-related experience, focus on the completed course work to show employers and site supervisors the course of study you have experience in.
- ❖ **Include academic projects:** for example, did you complete any assignments or projects in any of your classes that could listed? For example, did you complete a strengths-based assessment on a renowned child abuse documentary? Did you complete a case study?
- ❖ **Include extra-curricular activities:** did you participate in the Human Services club here on campus? Were you involved in any other extra-curricular activities, volunteer opportunities or events that are applicable to the field of human services?
- ❖ **Include training and/or volunteer opportunities:** did you help with anything on campus or outside? Did you receive specialized training in any of your classes (i.e. Escalation Domestic Violence Workshop)?
- ❖ **Emphasize academic success:** did you receive any awards or recognitions? Are you participating in the Honor's Program on campus or somewhere else if you're a transfer?
- ❖ **Use key phrases:** be sure to use words and phrases that are eye-catching for professionals in the field. Some examples include the following:
 1. Communication skills.
 2. Time management skills.
 3. Advocacy and networking.
 4. Strength-based programming.
 5. Empathizing and wrap-around service planning.
- ❖ **Edit and Proof-read:** this is extremely important. Remember that this is their first impression of you. A lot of work in the field of human services involves documentation, case notes and other forms of writing. You don't want to be perceived as sloppy so be sure to get a second set of eyes to review your work

What is a Cover Letter?

A cover letter is used to introduce yourself in a clear and concise manner before the resume is received and/or reviewed. Often times, the cover letter is the employer's first point of contact to assess whether or not you're a good fit for their agency/organization. This is also true for Site Supervisors at your internship. The following tips are useful to review before writing your cover letter.

- ❖ Familiarize yourself with the agency/organization website. Read the mission statement and what services they provide. Your cover letter should reflect the agency mission to show why you would be a valuable intern and/or employer. Don't simply repeat what is on your resume. The cover letter can be a useful strategy to highlight parts about yourself that wouldn't be appropriately listed on a resume. Think of the cover letter as a sales pitch to

highlight strengths and assets you have to bring to the internship/employment. You want to be sure to show enthusiasm and stand out with appropriate delicacy and balance. Refer to the sample provided below.

Sample Cover Letter:

(Name of Supervisor/Director Here)

(Agency/Organization Name)

(Address)

(Phone)

(Fax/Email)

Date

(Your name)

(Address)

(Phone) **Make sure it's reliable with an appropriate voicemail message.*

(Fax/Email)

Dear (Name Ms./Mr. or To Whom It May Concern):

I am writing to apply for the (*job title*) as an Intern in the Human Services program at Herkimer County Community College. I am a first/second year student who is looking forward to an opportunity to learn about (*what services they provide and that you're interested in*) at (*agency and program name*). My overall goal is to intern with an organization that seeks to meet the needs of their community.

In my studies I learned about a variety of topics related to the field of social work including intake, case management, crisis intervention strategies and cultural competency. I am outgoing and possess strong interpersonal skills which allow me to interact well with all kinds of people. I am also highly organized and work well under pressure. In addition to my academic studies I participated in (*enter any volunteering, projects or exposure you may have*). I would love to bring the experience gained to your agency.

My knowledge of human services combined with my personal attributes make me an ideal intern for your (state program name here). Please do not hesitate to contact me at the email or phone number listed above to schedule an interview to discuss my qualifications and requirements for the practicum. I look forward to hearing from you and sincerely appreciate your time.

Sincerely,

(*Your Signature Here*)

Sample Resume:

Jennifer McGee

100 Broadway Lane, New Parkland, CA 91010

Home: 000-000-0000 | Cell: (555) 987-1234

Example-email@example.com

Objective: To gain experience and knowledge in the Human Services field.

Highlights (this area can be used to highlight interpersonal skills you feel are important to note)

- Vast office staff supervisory and management experience
- Excellent familiarity with local state and federal occupational laws
- Exceptional ability to maintain confidentiality and security
- Superior skills in building strong and profitable working relationships
- High computer application use skills
- Strong verbal and written communication skills
- Good interpersonal and management abilities

Work Experience (note that for students who have work experience that outshines your academic experience, I would encourage you to showcase this first. However, for students who have more course work experience, I would encourage you to show case that first).

Human Service Worker, Twin Cities Community Works, St. Paul, MN: 6/2011- Present

- Contributed to management team activities on a regular basis.
- Assisted in establishment of consistent customer service policies and procedures.
- Oversaw regulation and coordination of a variety of community services.
- Maintained and updated customer activity records as required.
- Furnished assistance with staff evaluations and assessments.

Human Service Worker, Abeland Senior Services, Inc., Woodbury, MN: 6/2007 to 5/2011

- Evaluated client needs and plans on a regular basis.
- Assessed client eligibility for specific programs as required.
- Performed periodic evaluation of client progress to update action plans as needed.
- Provided patient referrals to alternate care facilities as necessary.
- Oversaw statistical data production and submission to management.
- Educated clients and family members on specific health maintenance programs.

Education

Bachelor's Degree – Human Services & Public Health, University of St. Catherine, St. Paul, MN: 2007

References:

Excellent professional and/or academic references available upon request.

Interview Resource & Tips Sheet

The following is designed to help you all make appropriate calls when inquiring about program questions, internship opportunities or to schedule an interview. Remember this is your first impression and you want to make sure they *want* to take you on. Your tone of voice, introduction, communication and manner could make the difference between getting a call back or not. This is primarily determined by how you present yourself both during the call and in person.

How to Initiate a Phone Call:

- ❖ Do your **research** before you call by going online and deferring to their website. Be sure you know what program you are interested in and to show the Site Supervisor and/or employer that you took the time to become familiar with their agency mission and what services they offer.
- ❖ Write down a **script** of what you want to say. Write down key points, questions and show that you're organized with what you want to say. Many professionals in the field have limited time so it's best to be clear and concise with what you want.
- ❖ Set yourself up **without distractions**. This is a challenge for many, but vitally important. You don't want to call up a potential Site Supervisor/Employer with a lot of noise and distractions in the background that could have a negative impression of your professionalism.
- ❖ **Be prepared:** do you have your notes available? Do you have a notepad and pen to write things down to refer to later? Do you have a calendar ready in case s/he wants to schedule something with you?
- ❖ **CHANGE YOUR VOICEMAIL AND RING TONES:** When and if you receive a phone call back, remember to be professional. You don't want a ring tone or voicemail that makes them question how professional you would be to co-workers and potential clients.
- ❖ **Be Polite** and remember **phone etiquette:** All calls should begin by saying hello and introducing yourself. Be sure to demonstrate confidence and by practicing ahead of time, you will be prepared with what you need and want to say. Always conclude every phone call with expressing appreciation and that you look forward to hearing back.

Sample:

"Hi, my name is Hope Faith and I am a human services student at Herkimer College. How are you? I am calling inquiring about a potential opportunity to intern with the agency. Is there someone I could speak to about setting up an interview?"

If you have a voicemail message:

"Hello, my name is Faith Hope and I am calling with regard to an internship opportunity. I am a Human Services student attending Herkimer College and interested in discussing an opportunity to work for you. I can be reached at (XXX-XXX-XXXX) and look forward to speaking to you in advance. Thank you, Faith."

Are you prepared for an Interview?

- ❖ Do your **research** as stated above so that you're able to show an interest and investment that will set you apart from other applicants.
- ❖ **Write your goals down:** be prepared to identify and explain your interest there.
- ❖ **Eye contact** and **shake hands** to greet to demonstrate confidence and professionalism.
- ❖ Come **prepared** with questions, a copy of your cover letter and resume, notepad and pen.
- ❖ **Practice:** role playing and practicing what you would say helps to correct potential mistakes and build confidence.
- ❖ **BE ON TIME!** Time is valuable and nothing tells a Site Supervisor or Employee that you don't value the time they're giving than showing up late.
- ❖ **Dress professionally:** This means that you dress in clothes are covered, low cut cleavage, not revealing, cut-outs, holes, see-through clothing and help to put your best foot forward. Ideally, students should wear a blazer, tie and/or suit. Students should also wear a suit or suit jacket with hair pulled back. Do not smell like cigarette smoke. No gum, phones **off** and coming prepared like you're trying to get the job *of your dreams!*
- ❖ **Scents, earrings, skin, breath** all matter! Remember, they want to help train and support a professional so this is your opportunity to put your best foot forward.
- ❖ Remember **boundaries:** Be careful not to talk about your personal life. Supervisors are assessing your ability to adhere to confidentiality and personal boundaries given the field we're in.
- ❖ **Follow-up:** make sure you shake hands and make eye contact when expressing appreciation for their time. Be sure to send a thank you card out immediately to thank them for their time. This is an extra, but special piece that can set you apart.

Dismissal and Administrative Withdrawal from HS214-01/V1

Any breach of professional conduct will be considered grounds for immediate dismissal from an internship. This includes but is not limited to the following:

- ❖ Behaving in a way that violates the ethical standards set forth in the Human Services program, profession and/or your internship site.
- ❖ Failure to maintain confidentiality.
- ❖ Failure to show awareness of safety and act in an appropriate manner.
- ❖ Absence and/or excessive tardiness with or without proper notification.
- ❖ More than (3) absences from class or unsatisfactory participation in the online class will immediately result in academic withdrawal.
- ❖ Failure to sustain engagement in the online course.
- ❖ Failure to maintain regular communication with Human Services Coordinator as necessary for successful completion of the course.

Internship Site Data Sheet

Instructions to Site Supervisor: Please complete this form with the student who is responsible for returning it to the Human Services Program Coordinator, **Grace V. Ashline**.

STUDENT INFORMATION: **students please be sure to include updated contact information.**

Name: _____.

Phone Number(s): _____.

Email Address: _____.

Internship Site: _____.

Name of Program in which student will be working: _____.

Site Location Address:

Mailing Address (if different from the site):

Site Supervisor's Name and Title:

Contact Number(s):

Preferred Time(s) to Call:

Supervisor's Email Address:

Internship Contract

HCCC Human Services Student _____ and Site

Supervisor _____ at (agency/organization) _____

agree to the following terms and conditions under which the student will fulfill his/her practicum obligation of completing **60** hours of service for the above mentioned site to be completed as follows:

Expected Starting Date: _____ **Expected Completion Date:** _____

| DAY | Beginning Time | Ending Time |
|-----------|----------------|-------------|
| MONDAY | | |
| TUESDAY | | |
| WEDNESDAY | | |
| THURSDAY | | |
| FRIDAY | | |
| SATURDAY | | |
| SUNDAY | | |

Total Hours: _____

The preceding routine supports necessary time management, preparation, mutual understanding of expectations, punctuality and professionalism between the student and site supervisor. Students are strongly encouraged to stick to the schedule and sustain attendance to promote success both in sequential coursework and their hands on experience. Additionally, ***no student is permitted to complete the required 60 hours before the completion date.*** Students are expected to conduct themselves in a professional manner as outlined in the Student Handbook. Site Supervisors are encouraged to contact the Human Services Coordinator if and when there are concerns.

In the case of an unforeseen absence or emergency, the human services student will notify the agency in the following manner (i.e. phone/email):

Site Supervisors are respectfully requested to provide, as appropriate the following services:

- Instruction of the student’s use of time, responsibilities and purpose within the context of their role;
- Observation of the student’s performance;
- Constructive criticism and suggestions for improvement;
- (2) written evaluations to be submitted by the intern student as per the introductory letter and handbook;
- Periodic meetings with the student to be held (day(s)/time(s)_____);

*Additional terms and conditions noted here:

Please note that HCCC Practicum students are not permitted to transport clients in their personal vehicles.

Under the laws enforced by EEOC, it is illegal to discriminate against someone as an applicant or employee based on that person’s race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age, disability or genetic information. The above agency/organization abides by this agreement.

Signature of Student: _____ Date: _____

Signature of Site Supervisor: _____ Date: _____

Signature of HS Coordinator: _____ Date: _____

HERKIMER COLLEGE
The State University of New York
Human Services Internship Evaluation

Student: _____

Date: _____

HS 214-01 ____ **HS214- V1 or 01** ____ (check one)

Midterm ____ **Final** ____ (check one)

Supervisor: _____

Agency: _____

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

| | |
|--|-----------|
| Rate the following behaviors S or U S = satisfactory U = unsatisfactory An unsatisfactory rating in 1-4 is grounds for immediate dismissal from practicum. | |
| 1. Attendance: Student is present and on time. | S U |
| 2. Safety: Student shows awareness of safety and acts in an appropriate and professional manner to protect self and others. | S U |
| 3. Ethics/Behavior: Treats all clients with respect, acceptance and dignity. | S U |
| 4. Confidentiality: Protects the client's right to privacy and confidentiality. Follows the agencies' policy and procedures for confidentiality. | S U |
| Please use the rating scale below to rate 1-14 5 – Performance exceeds expectations (96-100% of the time) 4 – Performance is above average (85 -95 % of the time) 3 – Performance is average (70 – 84% of the time) 2 – Performance is below average (50 – 69% of the time) 1 – Performance is well below average (below 50% of the time) Please comment on all 5 and 1 ratings on the back. A final rating of 3 or above is required in 5-14 for successful completion of practicum. | |
| 5. Time Management: 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. Written Communication Skills: 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. Verbal Communication/Interpersonal Skills: 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. Performance: 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. Task Completion: Student follows multiple step directions without error, completes all tasks correctly and efficiently. | 1 2 3 4 5 |
| 10. Supervision: Student is able to give and receive feedback and modify behaviors accordingly. Seeks guidance when necessary. | 1 2 3 4 5 |
| 11. Observation Skills: Student observes and reports relevant client behaviors. | 1 2 3 4 5 |
| 12. Critical Thinking: 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. Stress Management: 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. Appearance: Student appears neat and clean. Dress is appropriate to the situation. | 1 2 3 4 5 |

Feedback:

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

What constructive feedback can you provide to help strengthen the student’s assets and objectives in the field?

Additional comments:

Please go over the evaluation with the student. Any questions or additional comments, please contact:

Grace V. Ashline, MSW
Assistant Professor & Human Services Coordinator
EAGALA, NYSMHA Certified CarePath™ Coach
Trauma Informed Care Consultant
The State University of New York
100 Reservoir Road, Herkimer, NY 13350
(315) 866-0300 x 8356, office
(315) 866-7807, fax
Ashlingv@herkimer.edu

Thank you for your partnership and support!

Supervisor’s Signature _____ Student’s Signature _____

Safety Considerations & Policies

Safety:

Choosing an internship that is conducive to protecting one's safety is of utmost importance for any student. Every student is strongly encouraged and expected to become familiar with the safety and workplace violence policies and procedures set in place as state mandated. If a student ever becomes concerned with his/her/their safety, students are instructed to notify the Site Supervisor *and* Human Services Program Coordinator immediately.

Transporting Clients:

Students are not permitted to transport clients for any reason unless observing another staff person transport. This is to ensure the liability and safety of all Herkimer students.

Harassment:

Every student is entitled to a harassment-free environment. This includes any emotional, sexual, physical and/or educational harassment that makes the student feel uncomfortable or unsafe. Any offensive behavior is strictly prohibited and includes, but not limited to: lewd or sexually aggressive comments, in appropriate language or jokes in a sexual, offensive or aggressive manner; slurs or other verbal, graphic or physical conduct relating to a person's gender, sexual orientation or the sexually explicit display of pictures, articles, books, magazines, photos or cartoons. If a student feels they have been harassed in any way, the first course of action should be to tell the offender before informing the direct Site Supervisor. Then the students should inform the Human Services Program Supervisor immediately to take the appropriate course of action on behalf of the college.

Infection Control:

Students could potentially come in contact with a variety of infections. Practice good hand-washing techniques and whenever working with children and/or the disabled, be careful of coming in contact with bodily fluids which could put you at risk. To learn more about hand-washing through the Center for Disease Control, visit:

<https://www.cdc.gov/handwashing/when-how-handwashing.html>.

Preventing Violence:

If at any point a student sees something concerning that could put anyone at risk, the student is strongly encouraged to report it. If at any point you see or hear someone making threats to harm him/herself or someone else, please report it to the appropriate point of contact within the agency until following up with the Human Services Program Supervisor immediately. If it requires immediate assistance, always call 911.

HERKIMER COUNTY COMMUNITY COLLEGE

HS214: Internship in Human Services

Term _____ Year _____

Assistant Professor and Human Services Coordinator, Grace V. Ashline

I have been provided with, read, understand and agree to the conditions stated herein.

Student's Name (PRINT)

Student's Signature

Date:
