



# **Human Services Field Placement Handbook**



# Human Service Workers: *What do they do?*

A career in human services involves providing client services, including support for families, in a wide variety of fields, such as psychology, rehabilitation, and social work. They assist other workers, such as [social workers](#), and they help clients find benefits or community services.

## Examples of Duties

Human service workers typically do the following:

- Help determine what type of aid their clients need
- Work with clients and other professionals, such as social workers, to develop a treatment plan
- Help clients find assistance with daily activities, such as eating and bathing
- Research services, such as food stamps and Medicaid, that are available to clients
- Coordinate services provided to clients
- Help clients complete paperwork to apply for assistance programs
- Check in with clients to ensure that services are provided appropriately

Human service workers have many job titles, including *case work aide*, *clinical social work aide*, *family service assistant*, *social work assistant*, *addictions counselor assistant*, human service assistant, and more.

Human service workers help clients identify and obtain benefits and services. In addition to initially connecting clients with benefits or services, social and human service assistants may follow up with clients to ensure that they are receiving the intended services and that the services are meeting their needs. They work under the direction of [social workers](#), [psychologists](#), or other community and social service workers.

With ***children and families***, human service workers ensure that the children live in safe homes. They help parents get needed resources for their children, such as food stamps or childcare.

With the ***elderly***, these workers help clients stay in their own homes and live under their own care whenever possible. Human service workers may coordinate meal deliveries or find [personal care aides](#) to help with the clients' day-to-day needs, such as running errands and bathing. In some cases, human service assistants help look for residential care facilities, such as nursing homes.

For ***people with disabilities***, human service workers help find rehabilitation services that aid their clients. They may work with employers to make a job more accessible to people with disabilities. Some workers find personal care services to help clients with daily living activities, such as bathing and making meals.

For ***people with addictions***, human service workers find rehabilitation centers that meet their clients' needs. They also may find support groups for people who are dependent on alcohol, drugs, gambling, or other substances or behaviors.

With ***veterans***, human service workers help people who have been discharged from the military adjust to civilian life. They help with practical needs, such as locating housing and finding ways to apply skills gained in the military to civilian jobs. They may also help their clients navigate the services available to veterans.

For ***people with mental illnesses***, human service workers help clients find the appropriate resources to help them cope with their illness. They find self-help and support groups to provide their clients with an assistance network. In addition, they may find personal care services or group housing to help those with more severe mental illnesses care for themselves.

With **people who have recently *immigrated to the US***, human service workers help clients adjust to living in a new country. They help the clients locate jobs and housing. They may also help them find programs that teach English, or they may find legal assistance to help get administrative paperwork in order.

With ***formerly incarcerated people***, human service workers find job training or placement programs to help clients reenter society. Human service assistants help formerly incarcerated people find housing and connect with programs that can be beneficial when reestablishing parts of their lives.

With **people facing housing insecurity**, human services workers help clients meet their basic needs. They find temporary or permanent housing for their clients and locate places, such as soup kitchens, that provide meals. Human service workers also help people find resources to address other problems they may have, such as joblessness (Bureau of Labor Statistics, 2022).

## **HSRV 190 (2 units) & HSRV 191 (1-unit) : Field Placement Goals and Overview**

This is the portion of the program where students will have the opportunity to integrate and apply learning from previous Human Services Courses.

Students will complete 108 hours minimum of field work in a human services agency (HSRV 190). In addition, field placement students will participate in a classroom/seminar component (HSRV 191) which provides an opportunity to integrate classroom learning with field placement experience. The emphasis is on students assuming the human service worker role through working directly with clients. There is also a particular focus on the human services agency as an organization, working with agency staff, and completing goal planning with clients.

If your field placement site requires specific clearances, students will work directly with sites to complete what is necessary before the start of class (HSRV 190) and the field placement. Some sites may require that students pay for their clearance. NVC will not cover any cost incurred for required clearances.

**IMPORTANT NOTICE:** It is becoming standard that Human Services employers and field practicum sites require that students complete criminal background checks as a condition of employment and/or field placement. Moreover, public Human Service agencies may deny employment and field practicum to any student who has been convicted of a felony and/or combination of misdemeanor offenses. The Human Services program at NVC provides students with this information so that students can make an informed choice about their placements. Please contact the program coordinator if you have any concerns about anything in your background which could pose a barrier to placement.

Program Coordinator Contact:

Jaime Huston

[Jaime.huston@napavalley.edu](mailto:Jaime.huston@napavalley.edu)

OR contact [NVCcounseling@napavalley.edu](mailto:NVCcounseling@napavalley.edu) and request an appointment with the Human Services coordinator.

## Placement Site Requirements

When seeking a field placement, students should be aware of other requirements for the Field Work site:

- Signed MOU (contract between NVC and agency of interest).
- Operates in California or is based in California.
- Ability to provide a diverse range of experiences for student including assessment, treatment planning, case management, and referral (refer to appendix A).
- Commitment to helping the student develop a professional identity, including self-awareness and commitment to the values and ethics of the profession.
- Adherence to the NASW or Human Services Code of Ethics. Read NASW code of ethics [here](#).
- Agency mission and philosophy is compatible with the educational objectives of the NVC human services program.
- Agency agrees to accept students assigned to the Agency without regard to race, ethnic origin, sex, sexual orientation, gender, gender identity, gender expression, age, religion, disability, handicap, or political belief
- The agency Title IV of the Civil Rights Act of 1964; and does not discriminate regard to race, ethnic origin, sex, sexual orientation, gender, gender identity, gender expression, age, religion, disability, handicap, or political belief
- Provide a space for the student to work while at the field placement site.
- Students cannot be asked to work alone. This means students are not permitted to attend events or cover a shift in an agency by themselves, unless they are an employee of the agency.
- Students must be able to contact a supervisor at all times while completing hours that count toward their internship. A supervisor must be available to provide guidance and oversight during the student's internship hours.

- Students cannot drive clients in their cars during internship hours. Students in employer based internships may drive their vehicles while they are at work and in accordance with the agencies policies, but NOT during the hours designated for internship.
  - Example: You work 40 hours at an agency, and 8 of those hours are designated for your internship. You cannot drive clients in your car during those 8 hours.
- Students may be required to participate in an agency orientation or other training as part of their practicum. These hours are considered part of the field placement experience and may count for a portion of the 108 hours required.
- Students should not possess any material, verbal or written from an agency which identifies clients using the services of that agency. This includes flash drives and other electronic material. All class assignments should have ALL identifying information deleted or fictionalized.
- Insurance Requirement: The College and the Internship Site shall both maintain Commercial General Liability Insurance (including Bodily Injury or Death and Property Damage) with a minimum limit of one million dollars per occurrence (\$1,000,000), and an aggregate amount of two million dollars (\$2,000,000) for high risk activities, in full force and effect at each of their sole expense or maintain a comparable program of self-insurance throughout the term of this contract.

## **HSRV 190 Questions and Answers for Field Placement Site Supervisors**

### **1. Q: How much time will the student spend at my agency?**

A: The student is required to spend a minimum of 108 hours over the course of the semester at your agency. In the fall (August-December) and spring (January-May) semesters, which are 16 weeks in length, this equates to approximately 8-10 hours/week.

### **2. Q: What will the student do while they are here?**

A: You will work with the student to develop a Learning Agreement which will outline what the student will be doing during the experience. The goals and objectives written will focus on the agency's needs and the student's identified areas for growth. Please see the sample Learning Agreement located in this handbook on p. 16.

### **3. Q: What should I expect a student to know?**

A: Students will have taken courses addressing content areas such as: self-awareness, values, biases, ethics, relevant laws, policies, interviewing skills, case management functions, documentation, group work, basic counseling skills, principles of psychology and sociology, use and abuse of drugs and alcohol, and other courses depending upon their program.

### **4. Q: Do students get paid? Does my agency incur any expenses?**

A: Students often are not paid for their time at their practicum site. However, some students may be paid if they are employed by the site, or if they are eligible for work/study funds and the site is eligible to participate in the federal work study program. The only expense would be the cost of your staff to provide supervision of the students and/or costs of background checks.

### **7. Q: How is the student to be graded?**

A: There will be various assignments throughout the semester that are graded. In addition, the site supervisor will provide a formal written evaluation at the midpoint and conclusion of the practicum. The site supervisor will review this feedback with the student prior to sending it to the faculty member. This evaluation is approximately 1/3 of the overall course grade and is combined with the grades from the course assignments.

**8. Q: What if problems arise during the semester?**

A: If problems arise, student and field supervisor should attempt a resolution. If a resolution is not reached, the NVC faculty may intercede. In the event of a crisis, the field supervisor may reach out to the faculty and discuss the matter. If the problem cannot be resolved, the agency has the right to end the field placement experience for the student.

**9. Q: What about confidentiality?**

A: Students are expected to discuss their field experiences in class. Please discuss confidentiality policies of the agency with your student early in the practicum experience.

**10. Q: What about liability?**

Insurance Requirement: The College and the Internship Site shall both maintain Commercial General Liability Insurance (including Bodily Injury or Death and Property Damage) with a minimum limit of one million dollars per occurrence (\$1,000,000), and an aggregate amount of two million dollars (\$2,000,000) for high risk activities, in full force and effect at each of their sole expense or maintain a comparable program of self-insurance throughout the term of this contract. Statement of Liability Insurance is sent out each academic year.

**11. Q: Can a student provide consumers/clients/individuals with transportation?**

A: No, students are not to drive individuals receiving services unless the student is employed by the agency and the driving does not occur during the field placement hours.

**12. Q: What should students do if they are injured / facing legal issues / are subpoenaed / dealing with harassment / etc., at their internship site?**

A: Currently, students can follow this communication chain to address issues they face at internship sites:

- Inform internship supervisor and HSRV 191 instructor.
- Contact Samantha Maddox at NVC facilities should you need to access coverage from our liability insurance ([samantha.maddox@napavalley.edu](mailto:samantha.maddox@napavalley.edu)).

## **Program Links**

### **Human Services Program in the Napa Valley College Catalog:**

<http://catalog.napavalley.edu/areas-of-study/human-services/>

### **Napa Valley College Human Services Website:**

[https://www.napavalley.edu/studentaffairs/Counseling/HumanServices/Pages/Welcome\\_page.aspx](https://www.napavalley.edu/studentaffairs/Counseling/HumanServices/Pages/Welcome_page.aspx)

### **Napa Valley College Counseling Department:**

<https://www.napavalley.edu/studentaffairs/Counseling/Pages/counselingservices.aspx>

## **References:**

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Human Service Assistants, at <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm> (visited January 30, 2022)

Central Pennsylvania's Community College, Human Services Handbook: [Human-Services-student-handbook.pdf \(hacc.edu\)](#)

## Appendix A: Learning Opportunities at the Agency

Practicum Site:

Practicum Supervisor:

Address of Site where the student will be located:

Supervisor Number:

This practicum allows students to explore diverse professional settings in the Human Services field. Past sites have ranged from social services settings (such as mental health clinics, recovery centers, shelters, hotlines, and vocational counseling), to educational settings (after-school programs, youth outreach, early childhood special needs classes); from health centers for families or for elders to advocacy and community programs in the arts.

We would like to learn more about your program and the opportunities available for Practicum Students with your specific site. **Please mark any experiences that may be an option at your site.** If a task or responsibility is not an option, please mark “N/A”. Feel free to provide a short description.

|  | <b>Opportunity to observe:</b>     |  | <b>Participate in:</b>                                                          |
|--|------------------------------------|--|---------------------------------------------------------------------------------|
|  | Orientations                       |  | Trainings: Opportunity to observe and/or provide trainings or workshops         |
|  | Intakes - Conversation             |  | Trainings: Opportunity to participate in staff events/trainings                 |
|  | Screenings                         |  | Client Referral Planning                                                        |
|  | Individual Counseling Sessions     |  | Rehabilitation Planning (Psychosocial Rehabilitation) with the support of staff |
|  | Group Therapy Sessions             |  | Report-writing                                                                  |
|  | Group Facilitation                 |  | Record Keeping                                                                  |
|  | Conduct Rehabilitation Planning    |  | Consultations with Professionals (i.e., Psychologist, Speech Therapist, etc.)   |
|  | Crisis Intervention Support        |  | Fund-raising tasks (grant writing, work events, etc.)                           |
|  | Treatment Planning Assistance with |  | Creation of Material                                                            |

|  |                                                |  |                                       |
|--|------------------------------------------------|--|---------------------------------------|
|  | a licensed/credentialed professional           |  |                                       |
|  | Case Management                                |  | Weekly/Monthly On-site Staff Meetings |
|  | Documentation (i.e., BIRP, SOAP, and/or other) |  |                                       |
|  | Client Advocating                              |  |                                       |

|  |                              |
|--|------------------------------|
|  | <b>Provide:</b>              |
|  | Peer Mentoring               |
|  | Dissemination of information |
|  | Tours of Site                |

**Please list any other Human Services, Psychosocial Rehabilitation (Mental Health Assistant) or Chemical Dependency Counseling specific tasks and/or responsibilities that may be relevant.**

**Appendix B: Field Placement Checklist**

**HSRV 191–Field Studies Seminar**

*Final Field Placement Checklist*

**Field Placement Checklist for:**

**Student Contact Information (email & phone number):**

**Site Supervisor Name:**

**Site Supervisor Contact Information:**

| Check | Title                                                                                   | Comments |
|-------|-----------------------------------------------------------------------------------------|----------|
|       | Obtaining and Practicum Site and Start Date & Communicating to Instructor               |          |
|       | Practicum Agreement Form                                                                |          |
|       | Initial Site Visit w/Instructor & Site Supervisor Scheduled & Held                      |          |
|       | Weekly and Monthly Practicum Logs Signed off by Site Supervisor                         |          |
|       | Mid-term Site Visit Schedule & Held                                                     |          |
|       | Mid-term Evaluation Form                                                                |          |
|       | Final Visit Scheduled & Held                                                            |          |
|       | Final Evaluation Form                                                                   |          |
|       | Weekly and Monthly Practicum Logs Signed off by Site Supervisor turned in to Instructor |          |

|  |                                                                  |  |
|--|------------------------------------------------------------------|--|
|  | Practicum Course Instructor<br>Evaluation of Student             |  |
|  | Student Evaluation of<br>Practicum/Practicum<br>Field Experience |  |

## **Appendix C: Learning Agreement Between Student and Field Placement Site.**

### **Learning Agreement**

Your *learning agreement* provides is opportunity to participate in your field educational experience. It provides guideposts to structure professional development by clarifying expectations and objectives. Your class evaluation is based on your progress over 108 hours of experience.

You will construct actual writing of the *learning agreement* in collaboration with your supervisor. Your faculty is also available for consultation. In writing the *learning agreement*, please keep the following in mind:

- The *learning agreement* should be referred to periodically by both the student and the supervisor.
- Follow the *learning agreement* outline in preparing the agreement which should be signed and dated by both the student and the supervisor. A signed copy must be submitted to the faculty.

### **SPECIFIC INSTRUCTIONS**

The *learning agreement* outlines the full range of field activities for the entire placement. These learning activities are developed jointly by the student and the supervisor.

### **Field Studies Objective**

(to be addressed in the *learning agreement*)

At the completion of the Field Studies I (course learning objectives):

1. Participate in a practicum placement under the direction and monitoring of agency supervisors and the instructor of record
2. Develop a professional identity, including self-awareness and commitment to the values and ethics of the profession
3. Establish positive communication and relationships with clients on an individualized basis.
4. Apply knowledge of human behavior, group dynamics, cultural diversity, drug abuse, human sexuality, and counseling.
5. Demonstrate the appropriate application of assessment, treatment planning, case management, and referral.
6. Understand and follow legal and administrative statutes, rules, and regulations



## LEARNING AGREEMENT

NAME OF STUDENT: \_\_\_\_\_

PLACEMENT BEGINNING DATE: \_\_\_\_\_ ENDING DATE: \_\_\_\_\_

NAME OF AGENCY: \_\_\_\_\_

AGENCY ADDRESS: \_\_\_\_\_

AGENCY PHONE #: \_\_\_\_\_

AGENCY SUPERVISOR: \_\_\_\_\_

AGENCY SUPERVISOR'S EMAIL: \_\_\_\_\_

AGENCY SUPERVISOR'S PHONE: \_\_\_\_\_

NAPA VALLEY COLLEGE FACULTY: \_\_\_\_\_

# Learning Agreement

## Signature Page

The agency and/or field supervisor agrees to provide:

**Supervisor's**

**Initials**

- Adequate orientation to the agency and program
- Provides an orientation to the agency's safety/risk reduction policies and procedures
- Adequate space (access to a computer)
- A regular instruction/supervision by the supervisor or a designee (at least a 30-minute meeting to review tasks, performance, and progress)
- Adequate learning activities related to specified learning goals and to complete assignments requiring signature (i.e. learning agreements, progress reports, etc.) in a timely fashion
- Supervision

SIGNATURE AGENCY FIELD SUPERVISOR:

STUDENT SIGNATURE:

FACULTY SIGNATURE:

### Sample Learning Agreement

| Goal                                                                                                                                                                                                                                      | Strategies                                                                                                                                                                          | Evaluation                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(EXAMPLE)</b><br><br><u><b>PROFESSIONAL USE OF SELF</b></u><br><br>1) LEARN TO USE SUPERVISION<br>AS A TIME TO EXPLORE MY<br>PERSONAL RESPONSES AND<br>BIASES AND FOR PLANNING<br>APPROPRIATE USE OF MYSELF<br>AS AN INTERVENTION TOOL | 1) MEET WEEKLY WITH SUPERVISOR<br><br>2) COME TO SUPERVISION PRE-<br>PARED WITH RELEVANT QUES-<br>TIONS AND OBSERVATIONS<br><br>3) OBSERVE OTHER HUMAN SERVICES-<br>ERS IN PRACTICE | 1) DISCUSS WITH SUPERVISOR<br><br>2) WRITE A SUMMARY AT THE END<br>OF THE YEAR LOOKING AT MY<br>PROFESSIONAL GROWTH<br><br>3) INTERVIEW WORKERS AND<br>DISCUSS WITH FACULTY<br><br>4) GET FEEDBACK FROM<br>SUPERVISOR |

### Learning Agreement

| <u>Course Learning Outcomes</u>                                                                                    | Strategies/Methods | Evaluation |
|--------------------------------------------------------------------------------------------------------------------|--------------------|------------|
| Develop a professional identity, including self-awareness                                                          |                    |            |
| Commitment to the values and ethics of the profession.                                                             |                    |            |
| Establish positive communication and relationships with clients on an individualized basis.                        |                    |            |
| Apply knowledge of human behavior, group dynamics, cultural diversity, drug abuse, human sexuality, and counseling |                    |            |

|                                                                                                           |  |  |
|-----------------------------------------------------------------------------------------------------------|--|--|
| Demonstrate the appropriate application of assessment, treatment planning, case management, and referral. |  |  |
| Understand and follow legal and administrative statutes, rules, and regulations                           |  |  |

## HSRV 191 – Field Studies Seminar

### On-Site Supervisor Midterm Evaluation

Student Name: \_

Date:

On-Site Supervisor & Title:

This evaluation is intended to provide a context for ongoing feedback and dialogue between yourself (supervisor) and the counselor trainee. Please circle the appropriate number and provide suggestions for improvement: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. Also, in your comments, please outline **strengths** and **suggestions** for continued professional development and improvement. Thank you!

| <i>Areas of Evaluative Focus</i>                              | <b>S<br/>D</b> | <b>D</b> | <b>N</b> | <b>A</b> | <b>SA</b> |
|---------------------------------------------------------------|----------------|----------|----------|----------|-----------|
| <b>1. Professionalism and Self-Awareness</b><br><br>Comments: | <b>1</b>       | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>  |
| <b>2. Values and Ethics</b><br><br>Comments:                  | <b>1</b>       | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>  |

|                                                                                                                                               |          |          |          |          |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| <b>3. Positive Communication and Relationships</b><br><br>Comments:                                                                           | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>4. Apply knowledge of human behavior, group dynamics, cultural diversity, drug abuse, human sexuality, and counseling</b><br><br>Comments: | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>5. Demonstrates appropriate application of assessment, treatment planning, case management, and referral</b><br><br>Comments:              | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>6. Understand and follow legal and administrative statutes, rules, and regulations.</b><br><br>Comments:                                   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

|                                                                                                    |          |          |          |          |          |
|----------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| <b>OVERALL EVALUATION AND SUGGESTIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT:</b><br><br>Comments: | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>Total Score</b>                                                                                 |          |          |          |          |          |

On-Site Supervisor Signature: \_

Date:

## HSRV 191 – Field Studies I

### On-Site Supervisor Final Evaluation

Student Evaluation: \_

Date:

On-Site Supervisor & Title:

This evaluation is intended to provide a context for ongoing feedback and dialogue between yourself (supervisor) and the counselor trainee. Please circle the appropriate number and provide suggestions for improvement: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. Also, in your comments, please outline **strengths** and **suggestions** for continued professional development and improvement. Thank you!

|                                         |                |          |          |          |           |
|-----------------------------------------|----------------|----------|----------|----------|-----------|
| <b><i>Areas of Evaluative Focus</i></b> | <b>S<br/>D</b> | <b>D</b> | <b>N</b> | <b>A</b> | <b>SA</b> |
|-----------------------------------------|----------------|----------|----------|----------|-----------|

|                                                                                                                                               |          |          |          |          |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| <b>1. Professionalism and Self-Awareness</b><br><br>Comments:                                                                                 | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>2. Values and Ethics</b><br><br>Comments:                                                                                                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>3. Positive Communication and Relationships</b><br><br>Comments:                                                                           | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>4. Apply knowledge of human behavior, group dynamics, cultural diversity, drug abuse, human sexuality, and counseling</b><br><br>Comments: | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

|                                                                                                                                  |          |          |          |          |          |
|----------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| <b>5. Demonstrates appropriate application of assessment, treatment planning, case management, and referral</b><br><br>Comments: | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>6. Understand and follow legal and administrative statutes, rules, and regulations.</b><br><br>Comments:                      | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>OVERALL EVALUATION AND SUGGESTIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT:</b>                                                | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>Total Score</b>                                                                                                               |          |          |          |          |          |

On-Site Supervisor Signature: \_

Date: \_