

Human Service Studies Fieldwork Manual

SUNY-Cortland
Health Department

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Introduction

Fieldwork is the culminating experience of human service studies major at SUNY-Cortland. Each student spends a semester working in a health agency. The options for fieldwork placement are as broad and varied as the field itself; students are encouraged to choose a placement that reflects their interests and aspirations. Fieldwork should be a fulfilling and stimulating experience for students as well as a beneficial arrangement for agencies and the people they serve.

First and foremost, fieldwork is a learning opportunity. It is a time when students can begin to apply classroom learning to workplace practice, when presentations, readings, and discussions are replaced by the day-to-day challenges and rewards of working in the health field. It is a time for experiential learning that facilitates growth in multiple ways. Students develop essential skills and competencies that will allow them to advance in their future jobs. They come to better understand the complex nature of institutions, programs, and progress in the human services field. Last, but certainly not least, they come to better know themselves—their aptitudes and talents, the kinds of work that most satisfy and interest them, and the ways in which they can improve professionally as they move forward after graduation.

Fieldwork also offers very practical opportunities for students as they begin to construct their careers. Their new qualifications and work experience will enhance their resumes. Positive relationships with supervisors and co-workers will result in recommendations and an incipient professional network. Observing and talking to people in the field will give them insight into how best to achieve their educational and professional objectives.

Last, fieldwork offers students an “in between” time. Almost at the end of their college experience, they are poised to enter the “real world.” Often students feel lost and intimidated as they contemplate their future career, unsure of how best to navigate the new challenges that await them. Fieldwork, designed as an interface between college and work, serves as a supportive mechanism for that transition from student to human services professional.

Fieldwork Course Description

HUS 499: Fieldwork in Human Services: One semester. May involve residence in any part of New York State, the United States or a foreign country at student's expense. Prerequisites: Completion of all department requirements, nine hours of related health electives, cumulative grade point average of at least 2.5. Corequisite: HUS 491. Grading: H, S, U grades (12 cr. hr.)

Student Learning Outcomes:

Each fieldwork experience is shaped in unique ways by the combination of a specific agency, a specific student, a specific time, and the particular kinds of work that emerge from that combination. Therefore, the goals of the fieldwork experience are fairly general.

1. Demonstrate oral and written communication skills as appropriate to the work.
2. Articulate and apply knowledge and skills related to program course content to the fieldwork experience.
3. Apply ethical principles within the human service practice.
4. Identify and apply strategies and approaches used by the human services facilities and practitioners to navigate challenges related to human diversity, i.e., variation related to socioeconomic status, gender, gender identity, age, race, ethnicity, sexual identity, and/or disability.
5. Articulate how they see themselves as human service professionals.
6. Discuss their career plans and interests; their work-related skills, talents, and limitations; and the kinds of work they find engaging and personally rewarding.
7. Develop a network of professional contacts to help them advance in their chosen career.

Eligibility

Student Eligibility Requirements

1. Cumulative grade point average of 2.50 or higher (See policy statement below.)
2. No current “incomplete” courses or “late grades”
3. All HLH/HUS courses required for the human services major are complete, including electives
4. Not on academic probation

Fieldwork GPA Eligibility Policy

1. A cumulative GPA of 2.5 (or higher) is required to enroll in HUS 499.
2. Preliminary **spring** placements are made during the fall semester of the academic year in which fieldwork is desired. In order for such preliminary placements to be made, the student must be eligible for fieldwork by the end of the fall semester. That is, when fall semester grades are reviewed in January, the student must have a 2.5 (or higher) cumulative GPA. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fieldwork during the spring semester. Winter session grades are not counted in determining eligibility for fieldwork during the spring semester.
3. Preliminary **summer** placements are made during the spring semester of the academic year in which summer fieldwork is desired. In order for such preliminary placements to be made, the student must be eligible for fieldwork by the end of the fall semester. That is, when fall grades are reviewed in January, the student must have a 2.5 (or higher) cumulative GPA. Winter session grades can be used to determine eligibility for summer fieldwork. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fieldwork during the summer.
4. If a student is eligible for fieldwork at the time of preliminary placement, but then the student’s GPA falls below 2.5 subsequent to the preliminary placement, the student becomes ineligible and will not be permitted to begin fieldwork as originally planned.

NOTE: The term “preliminary placement” is used above to indicate that a definite fieldwork placement is not finalized until the student has cleared all eligibility requirements. This includes completion of all required course work, achievement of 2.5 GPA or higher, resolution of any incompletes, etc.

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Placement Planning

Students enrolled in the human service studies major are required to complete one semester (12 credits) of Fieldwork in Human Services (HUS 499) while also taking HUS 491 Culminating Activity in Human Services (3 credits). Students choose one agency for the entire semester. HUS 499 and HUS 491 are scheduled for the Spring semester. Students may petition for a summer placement.

The Health Department gives students the freedom to choose their own fieldwork placement, subject to the minimum criteria listed below and departmental approval. This freedom allows each student to optimize the potential of fieldwork by selecting a setting that reflects their priorities in terms of career interests and location. With this freedom, however, comes responsibility. Human services majors are expected to initiate the planning process early and continue until their role in the process is complete. The goal is to establish a definite and approved placement at least four months in advance of the first day of fieldwork (September 15th for a Spring, January start date). This will allow the time needed for affiliation agreements and onboarding requirements. Students who do not achieve this goal may need to delay fieldwork to a later semester.

During the junior year (or earlier), students should discuss fieldwork with their advisors and the fieldwork coordinator. Students should review available resources, including the fieldwork manual and prior placement lists. The student should also stay alert for communications related to mandatory fieldwork meetings. The student must attend a mandatory field placement meeting, no later than spring semester of their Junior year. Attending this meeting will provide the background necessary for the student to plan for and identify a field placement agency over the summer. It is beneficial for students to utilize the summer break to help identify potential agency sites in the area/field and location where they wish to do their placement. Students are expected to take the initiative to reach out to and communicate with potential human service agencies. During these contacts with the agency, the student will relay the expectations of the field placement so that a potential agency supervisor would have sufficient information to agree to host the student. When returning in the fall of that senior year, students work with the coordinator (while taking HUS 490 Senior Seminar) to make arrangements for the field placement opportunities. It is important that placements are identified early so there is sufficient time to complete Affiliation Agreements and any onboarding requirements for the field placement. Students must have at least one placement selected no later than September 15th.

The process of planning fieldwork can seem overwhelming at first, and be frustrating at times, but it works. The student and the Health Department share responsibility for planning fieldwork and securing an appropriate placement. Each has a distinct role in the process.

Student's Role	Health Department's Role
Get started at least a year before the semester in which the student is eligible to do fieldwork.	Provide multiple opportunities to discuss fieldwork with advisors and the fieldwork coordinator.
Clarify goals and preferences in terms of type of experience, type of agency, and location of agency.	Provide resources on human services, such as: 1) Fieldwork Manual; 2) dates, times, and locations of any mandatory meetings; 3) prior placement lists;
Research the possibilities using a variety of sources (agency websites, the prior placement lists, Career Services, alumni, parents and family friends, mentors, faculty, the International Programs Office).	Provide the necessary forms and due dates to help keep the student on track: 1) the fieldwork intent form; 2) the fieldwork application form.
Explore the possibilities through phone calls, emails, and interviews; seek guidance and advice when deciding the top choice and back-up choices.	Call the selected agency(ies) to confirm that the placement is definite and can provide an appropriate fieldwork experience.
Attend mandatory meetings (planning and orientation).	Assist the student if the preferred placement is not acceptable and/or withdraws the offer.
Submit the fieldwork intent form and fieldwork application to both the fieldwork coordinator and the Health Department administrative assistant. Complete the prior felony inquiry form, which is available in MyRedDragon.	Inform the Health Department administrative assistant of approved placements so she can initiate the development or renewal of an affiliation agreement as necessary. The coordinator then follows up until completion of the affiliation agreement.

Minimal Criteria for Agency Selection

1. The work of the agency is closely related to human services and provides the student with regular and ongoing opportunities to meet the fieldwork learning objectives and develop basic community health competencies.
2. At least one staff member is an experienced and credentialed human services professional.
3. The work of the agency is varied and multi-dimensional.

Affiliation Agreements

SUNY-Cortland must have a finalized affiliation agreement with a host agency in order for fieldwork to commence. The process of creating an affiliation agreement can take several weeks and even months. For spring semester placements, new affiliation agreements are not initiated after the beginning of November. For summer placements, new affiliation agreements are not initiated after the beginning of April. Rarely, some agencies ultimately decline to establish an affiliation agreement with SUNY-Cortland. In this event, the agency cannot host a student for fieldwork and a new host agency must be identified.

Financial Compensation

The State University of New York (SUNY) permits students to be paid by agencies for the work they do during fieldwork. Some agencies pay students a stipend, and sometimes students are hired before or during fieldwork. However, agencies are not required to pay students and most do not. Students can inquire about payment when they research their placement options.

The status of student compensation has no bearing on the nature of the fieldwork experience. Paid fieldwork must offer the same quantity and quality of learning opportunities as unpaid fieldwork. Jobs whose requirements do not include at least some college education are unlikely to meet this standard but may be acceptable for a subset of fieldwork hours if they support the development of community health knowledge and skills.

The Health Department has no responsibility to help students arrange financial compensation for fieldwork. Agency supervisors can provide guidance in this area. The

community health fieldwork coordinator and college supervisor should be fully informed about any proposed change regarding the student's formal status in the agency.

Registration

Students must register for HUS 499 and HUS 491 by the end of the drop-add period for the semester in question to earn credit for fieldwork. The tuition cost of HUS 499 is consistent with the cost of other academic credits. Students cannot register for fieldwork unless their fieldwork application has been submitted and the placement has been reviewed and approved by the fieldwork coordinator.

Medical and Background Clearance Requirements

Many agencies require students to meet a set of medical and background clearance requirements prior to beginning fieldwork, even if the student is not going to work with patients or clients. These requirements are established by the agency, not SUNY-Cortland, and usually mirror the requirements set for new employees. Typical requirements for healthcare agencies include a recent physical, current vaccination record, flu shot, TB testing, and COVID-19 vaccine. It is the student's responsibility to ask an appropriate agency representative, usually the agency supervisor or the volunteer coordinator, about medical clearance and take all necessary steps to meet the requirements at least two weeks in advance of the first day of fieldwork. If the start of fieldwork is delayed because the student has not been medically cleared, the missed days will be viewed as unexcused absences and the student will need to make up the missed days at the end of fieldwork. Students are encouraged to schedule physical exams early and submit required documentation well in advance to allow time for agency processing.

Usually the clearance requirements are not demanding in terms of time or cost. However, some agencies may require students to complete a more extensive set of requirements, i.e., a background check and/or drug screen, and the student may need to pay for these. Students can determine the costs associated with medical and background clearance before deciding on a placement.

Courses, Athletics, and Other College Activities During Fieldwork

According to the *College Handbook* (410.08), students may not be enrolled in any coursework (at Cortland or any other institution) nor participate in any College-related activities while engaged in fieldwork. However, student athletes may request permission to participate in their sport during fieldwork by submitting the Student Athlete Request form, which is posted on the community health fieldwork website. The decision must be approved by the Dean of the School of Professional Studies and is contingent on student performance at a satisfactory level or above throughout fieldwork. Student athletes should plan to extend fieldwork by one to two weeks to accommodate definite and/or potential competitions. This can be accomplished by starting early and/or ending late. In addition, human services students may petition to be allowed to take one course while enrolled in their field placement, and in extraordinary cases, they may be granted permission.

Student Responsibilities During Fieldwork

Communication

1. Fieldwork students are expected to contact the college supervisor by phone or email the week before fieldwork begins.
2. Fieldwork students are expected to communicate as necessary with both the agency and college supervisors throughout fieldwork. Students should contact the college supervisor if they are experiencing a fieldwork-related problem or conflict that is not easy to resolve.
3. Fieldwork students should monitor their Cortland email accounts for fieldwork-related emails.

Attendance

1. Fieldwork students are expected to work a minimum of 30 hours per week (including lunch) over 16 weeks of fieldwork in the spring semesters. Students can attend fieldwork for more than 30 hours per week but should generally avoid more than 40 hours per week. Summer fieldwork students must work a minimum of 34.5 hours per week over twelve weeks of fieldwork. With some exceptions, the daily schedule should be similar to that of the agency employees with whom the student is working. A fieldwork schedule should be based on attending fieldwork from six to eight hours per day, for four or five days a week. A schedule of three ten-hour days

per week is not an option. Both the agency and college supervisors must approve the fieldwork schedule.

2. Fieldwork students are to follow the agency's calendar and not the college calendar. Therefore, students who do their fieldwork during the spring semester do not have a spring break unless they are working at a college or university. However, students are limited to five absences due to agency closures. Agencies that will be closed for more than five days during the semester may not be appropriate as host agencies unless the fieldwork schedule is extended to compensate for the additional closures. An excessive number of closures is likely for public schools and the related agencies that adopt the public school schedule.
3. Fieldwork students are expected to fulfill their fieldwork obligations without interference from any other activities, including part-time jobs and athletic practices. Some agencies schedule activities during the evenings and/or weekends, so fieldwork students may be occasionally required to exchange daytime hours for evening work.
4. Fieldwork students are responsible for being at the agency every workday unless the agency is closed for a holiday or poor weather. If the agency supervisor is absent, the fieldwork student is still expected to attend fieldwork. Students are allowed a total of 21 hours (i.e., three seven-hour days or 2.5- 8.75-hour days) during fieldwork that do not need to be made up.
5. All absences must be reported to the agency on or before the day of the absence. In the rare event that a student needs to take a lengthy absence from fieldwork, planned or unplanned, they should make arrangements to make up the additional missed days at the end of the fieldwork period. Missed days are made up with additional days of fieldwork, not with additional hours added to existing days. This plan must be approved by both the agency supervisor and the college supervisor in advance. Students who choose to do fieldwork away from home, including those who do fieldwork in the Cortland area, should have a plan for housing in case they need to extend fieldwork beyond the end of the semester.
6. Students should avoid planning to start a graduate program or full-time job within two weeks of the end of fieldwork in case they have a lengthy absence and need to extend fieldwork. Under no circumstances can a graduate program or full-time job overlap with fieldwork unless the student is hired by the agency and the job responsibilities are appropriate for fieldwork.
7. On a case-by-case basis, early/late starting and end dates may be considered when the placement requirements warrant, but all students are responsible for completing the required number of weeks.

8. Poor attendance does affect grades and can result in a U in extreme cases. At the end of the semester, fieldwork students are responsible for submitting the “Summary Record of Absences during Fieldwork” form, signed by their agency supervisor, which can be found on the Health Department community health fieldwork website.

Professionalism

1. Fieldwork students are responsible for following all agency policies related to confidentiality and should be aware of the consequences of violating that confidentiality. The agency’s confidentiality policies and practices should be thoroughly reviewed with the agency supervisor at the beginning of fieldwork.
2. Fieldwork students are expected to adopt the following characteristics and practices at all times while representing their human service agencies and SUNY-Cortland:
 - a. Professional clothing
 - b. Professional conduct
 - c. Professional language
 - d. Excellent attendance
 - e. Punctuality
 - f. Teamwork
 - g. Cultural competence
 - h. Ethical principles
 - i. The Health Department’s dispositions, which are listed below:
 - i. Collegiality
 - ii. Dedication to profession
 - iii. Leadership
 - iv. Cooperation and collaboration
 - v. Respects and values the field of public and community health
 - vi. Professionalism
 - vii. Confidentiality
 - viii. Demonstrates fairness in their interactions with others
 - ix. Works well as a member of a team
 - x. Understands and values diversity
 - xi. Receptive to feedback and coaching
 - xii. Reflective and critical thinker
 - xiii. Written and oral communication skills
 - xiv. Honesty
 - xv. Integrity
 - xvi. Caring and empathy for others

- xvii. Work ethic and diligence
- xviii. Personal and social responsibility

Academic Work and Documents

Fieldwork students are responsible for completing all academic assignments and fieldwork-related forms. Guidelines for all assignments are provided in more detail within the syllabi for HUS 499 and HUS 491. In general, students should not use fieldwork hours to research or write their academic assignments. Additionally, students are responsible for providing their agency supervisors with the evaluation forms at least one week in advance of the due date and uploading the completed and signed forms to the Brightspace classroom.

Supervisor Responsibilities During Fieldwork

A successful fieldwork experience requires that the student, the agency supervisor, and the college supervisor work together as a team. Each member of this team plays an important role. The student brings to the agency a foundation of knowledge and skills gained from their courses; their role is to welcome opportunities for professional growth. The roles of the two supervisors are described below.

The College Supervisor

The college supervisor serves as a liaison between the student and the agency supervisor, coordinates and assesses the academic aspect of fieldwork, monitors attendance, provides feedback and support to students as they go through fieldwork, and determines the student's final grades. If a student is at risk for getting a U in fieldwork, the college supervisor alerts the student and the fieldwork coordinator of this problem, assuming they have advance notice, and works with the student and agency supervisor to try to improve the quality of their work and meet fieldwork requirements. College supervisors do not make supervisory site visits, but they do maintain telephone and email contact with both the student and the agency supervisor during fieldwork.

The Agency Supervisor

The agency supervisor provides the student with a structured and planned learning experience that incorporates multiple and varied opportunities for the student to develop professionally. At a minimum, agencies and agency supervisors are expected

to:

1. Provide a fieldwork experience that is clearly human service-related.
2. Provide and/or develop a fieldwork learning plan with the student.
3. Provide an adequate amount of substantive work so that the student does not have excessive amounts of down time or busy work. Avoid excessive amounts of clerical work.
4. Encourage student attendance and/or participation in appropriate meetings, workshops, trainings, and conferences.
5. Encourage the student to get involved with multiple agency projects, both new and ongoing.
6. Encourage student observation/participation in official protocols, such as report writing and grant activities.
7. Enable the student to become familiar with federal, state and local legislation pertaining to the agency's work.
8. Acquaint the student with the agency's mission, goals and roles in the community and the field of public health.
9. Explain the role of the various departments within the agency in relation to the agency as a whole.
10. Assist the student in identifying and developing a special project related to the mission and current work of the agency. (See Assessment.)
11. Complete two student performance evaluations, one at the mid-semester point and one at the end of the semester. (See Assessment. The student will provide and submit the form.)
12. Maintain communication with the college supervisor as necessary throughout fieldwork.
13. Share any concerns about the student's conduct, attendance, language, or other aspects of professionalism with the student and the college supervisor in a timely manner that allows the concerns to be addressed.
14. Explain policies and practices related to confidentiality.
15. Evaluate the college supervisor at the end of fieldwork. (The student will provide and submit the form.)
16. Provide appropriate work and supervision for the student throughout the fieldwork period. In the event of the agency supervisor's absence or a Joint Commission visit to a hospital, for example, the student should not be told to stay home.
17. Do not provide large amounts of time for the student to research and write their academic assignments, i.e., the project proposal and report, particularly on a weekly basis.

18. Share any concerns about incidents or aspects of the student's learning environment with regard to equity and inclusion.

Supervision in Clinical Placements

Some human service fieldwork students might intend to pursue a career in an allied health profession after graduation and therefore select a fieldwork placement in a clinical setting such as a hospital, rehabilitation facility, or private practice. The Health Department's human service major does not include clinical coursework, so most students have not yet developed in-depth knowledge of clinical skills. For this reason, they cannot provide direct patient care and benefit from shadowing professionals. Shadowing provides valuable learning experiences, but it is too passive to constitute an entire fieldwork experience. In addition to shadowing, students should apply their human service skills.

Human Service fieldwork majors take several courses including structure and function of human service agencies, community mental and behavioral health, case management, epidemiology, health-related behavior and change, assessment and evaluation of health and human service programs, sociology of the family, and senior seminar. They can assist with developing community outreach materials; conducting community health and human service assessments; facilitating a support group; designing and conducting in-service presentations for staff; implementing interventions to improve client satisfaction, safety, and/or quality of care; implementing interventions to address worksite wellness; collecting data to inform the design, planning, and implementation of interventions; and writing grants and reports.

In addition, students may:

- Attend meetings related to client care, such as safety huddles and length of stay meetings.
- Join an agency committee and get involved with the work of the committee.
- Provide social and emotional support to patients.
- Supervise or participate in recreational activities with patients.
- Assist the practitioners in other ways. For example, they can be trained to take vital signs, operate computer software, record data during assessments, transport patients, do chair follows and assist with therapeutic activities as deemed appropriate by the agency supervisor.

- Shadow a variety of human service professionals doing different kinds of work while discussing clinical activities and asking questions.
- Rotate to different areas of the agency.

Telecommuting Policy

The coronavirus pandemic has normalized telecommuting for many human service, healthcare and public health agencies. In some agencies the student may work remotely on a regular basis along with staff. However, attending fieldwork remotely is not as conducive to applied learning as being on site. For this reason remote fieldwork should be limited to no more than one day per week, and supervisors should pay close attention to remote working arrangements so the student does not become too isolated or have too little structure. Working remotely in the event of hazardous commuting conditions is appropriate.

Assessment

The grading system used for fieldwork is the college-wide system of Highly Satisfactory (H), Satisfactory (S), and Unsatisfactory (U). The syllabus lists the criteria for each grade. (General items included in the assessment are described below). A student whose work is submitted late on more than one occasion will not be able to achieve an H.

Remediation Policy: Process for the Termination of Student Fieldwork Experience

The fieldwork student will be removed at any time during the fieldwork experience when the agency supervisor, college supervisor, human service fieldwork coordinator and the chair of the Health Department determine that the fieldwork student's performance is not satisfactory and that minimal competence cannot be achieved. In some cases, an agency supervisor may decide unilaterally to end a placement. If removed from fieldwork, the fieldwork student will receive a grade of "U" (unsatisfactory) for the quarter. If a student receives an unsatisfactory grade in fieldwork, they must go through the remediation process during the following semester before receiving permission to re-enroll in HUS 499.

Evaluations and Documents (aligned with learning objectives 1-5)

A fieldwork student is formally evaluated twice by the agency supervisor. The first evaluation is at the end of the first quarter (eight weeks) of fieldwork. The second evaluation occurs at the end of the second quarter (16 weeks). They are also assessed for professionalism and the Health Department's dispositions. Agency supervisors should discuss both evaluations with students to help them understand their strengths and limitations at this point in their professional development. The evaluations are then provided to the college supervisor, who factors the evaluation scores into the first quarter and second quarter grades. The evaluation forms are posted on the fieldwork website.

Fieldwork Learning Plan

The Fieldwork Learning Plan is a 1-2 page (double-spaced) overview of the fieldwork experience planned by the agency supervisor and the student. It should be in the form of a numbered list of the student's learning objectives for fieldwork. Learning objectives clarify what students will focus on learning in their respective agencies. Some objectives could relate to learning knowledge integral to the agency's work while others could relate to learning necessary skills. Still other goals may relate to the student's personal development in terms of their professional growth and career plans. There should be at least five learning objectives for fieldwork. Beneath each learning objective, list the primary activities, events, meetings, projects, trainings, etc., that will facilitate the student's achievement of the objective. Some fieldwork activities may support progress towards multiple learning objectives and therefore be included on more than one list. It is understood that the fieldwork learning plan may evolve over the course of the semester for a variety of reasons. Learning plans vary greatly from student to student, given the diversity of host agencies. However, the learning objectives should be consistent with the fieldwork learning objectives and the minimum expectations of fieldwork experiences. (See "Supervisor Responsibilities during Fieldwork,")

Weekly Logs

Students submit weekly logs throughout the fieldwork experience. The weekly log documents the tasks performed by the students each day as well as the time periods when they are working and the total number of hours worked each week. In addition, students incorporate a reflective dimension into their weekly logs. Reflection may encompass a wide range of opinions, observations, insights, ideas, and questions

related to the agency and the student's personal experience of fieldwork on a day-to-day basis. Each weekly log should be two to five double-spaced pages in length. The weekly log is due to the college supervisor every Monday. An example of a weekly log can be found in Appendix A.

Human Services Agency Report

The student will complete a written overview of the human services agency/program in which the student is completing fieldwork. The report must include information on: size; location; type of facility and services provided; annual budget (for agency and/or program); organizational chart; rates leading health and human services problems within the catchment area of the agency; current challenges.

Professional Development Reflection

The student will respond in writing to one or more prompts from the college supervisor to reflect upon how the fieldwork experience contributed to their growth as a human services professional.

Human Service Project (aligned with learning objectives 3-5)

During fieldwork, each student is also enrolled in HUS 491 Human Service Culminating Project. Earned credit (with grade of S or H) for the field placement requires successful completion of a project. While taking part in fieldwork, the student plans and implements a project related to the agency's mission and current areas of focus. The fieldwork project is one that will potentially benefit the agency in a practical way and involve the student in primary or secondary data collection and analysis. The student should review the syllabus for HUS 491 Human Services Culminating Project and see the examples for more details. The student learning outcomes for this course are to:

1. Develop a professional-level document appropriate to the project and present it to classmates, faculty and relevant human services personnel.
2. Apply human services principles and skills to a real-world problem.
3. Design a human services project that connects the experiential learning process to related program outcomes.

When creating the Fieldwork Learning Plan, the Agency supervisors should help students to brainstorm possible projects, assess the feasibility and significance of their ideas, and consider a timeline for the project. Students are encouraged to also email a

brief description of the project idea to the college supervisor for general and immediate feedback before they write the proposal. Students then submit a detailed project proposal to the college supervisor for feedback and approval. Projects should not begin until approved by the college supervisor. Examples of final project reports are available on the Health Department's fieldwork website. The project proposal and report are academic assignments and should not replace fieldwork activities.

Appendix A. Example of a Weekly Log**Saratoga County Public Health Department****Week 2, February 2nd - February 6th 8 AM to 4PM daily****Monday Feb. 2nd**

The agency was closed due to severe weather conditions.

Tuesday Feb. 3rd

I had a very busy day on Tuesday. I was able to go along on home visits with a nurse from another department. The nurse I traveled with went to 4 houses where she performed various services to ensure that the patients were doing well after the various surgeries each one had. The visits consisted of the nurse taking vital signs, addressing whatever problem each one had, education, and various other things. The patients were generally older, but all had different reasons for why they needed a home visit. One of the first patients had a severe UTI, which left her with an altered mental status. The nurse did all of her vital signs, educated her on what to look for if it happened again, made sure she had people to help her, and lastly made sure all of her medicines were laid out for the next week and were not interfering with each other. I was able to help out and make the patients as comfortable as possible. It was a great experience to meet all different kinds of people and help make sure they were as well taken care of and as comfortable as possible. Furthermore, I am planning on going to OT school after graduation, and this was a great way to see how the nurses assess the patients before they get therapy. Most of the time the nurses, OTs, and PTs work together to give the patients the best outcome possible. It was a wonderful experience to see care from all aspects, not just therapy.

Wednesday Feb. 4th

The beginning of the day I worked on my toolkit that I am developing for the Saratoga County Practitioners and sent it to my supervisor to be reviewed. The rest of the day was very exciting. I attended a coalition meeting with my supervisor at Skidmore College. This was a community development forum to address the poverty-ridden population in Saratoga County. Saratoga County is generally thought of as a very well to do county; however, there are so many underserved people in this community that are often forgotten about. There are very rural areas that make it very difficult to serve the people in need, as well as many services that are unavailable for many individuals, such as affordable housing, affordable childcare, addiction recovery, mental health services,

and many others. The purpose of this coalition was to spread the word and get ideas of how to address this terrible issue. The meeting started off with a woman named Tina and her story of how she ended up in poverty. This testimonial displayed how easily one's life can change and how difficult it is to escape the cycle of poverty. Her story really struck the hearts of all who were listening. Next, in groups we discussed many aspects relating to poverty and how it related to our particular agency. Some of the discussion questions included "what is your agency's biggest challenge in helping to meet the needs of people with low incomes?", "what programs at your agency are used the most by people with low incomes?", and "what should our community do to better serve people with low incomes?". The discussion went very well and our table came to the consensus that funding for the agencies and transportation for the people are the biggest obstacles to providing services. Some ideas to change this would be mobile services such as mobile vaccine clinics and mobile food trucks with healthy foods. This way the services can be provided to them without the need to travel. This would be a great and affordable service, and many other neighboring counties have similar services that may serve Saratoga County well. Overall, I thought the meeting was a great learning experience and an excellent way to see other health agencies in my area.

Thursday Feb. 5th

Today I began my day by attending a POD meeting at a local middle school in Saratoga. A POD is a Open Point of Dispensing which basically means this is a plan in case large amounts of medicine need to be dispersed in the community in a timely fashion. This can be for a pandemic such as a vaccine for the flu virus or a terrorism attack using anthrax as well as other reasons. Our county does this in preparation for one of these events to save many lives. This particular meeting was to plan for a practice run in case of a flu pandemic hit where we would need to disperse vaccines for all residents. The practice run will be held on April 7th at the middle school and will practice servicing 500 people in 2 hours. I will be in the forefront of planning the logistics and helping out with anything that needs to be done. This is a large-scale practice run that will be used as a test run in case something like this really must take place. We can then evaluate how the drill went and use what we learned to make preparations even better. There is so much that goes into running a drill like this and it encompasses so many different people around the community. Lastly at the end of the day I did research to help a fellow coworker on a project of hers. This project is to research how many nutritional/physical education programs and activities are available to the community and where ones need to be added.

Friday Feb. 6th

This morning I was able to attend a meeting for the Saratoga Center for the Family, which offers clinical services for a variety of concerns such as physical and/or sexual abuse, depression and anxiety, trauma, family dysfunction, behavioral interventions, and attentional disorders. This meeting consisted of people from all over the surrounding areas from all different jobs that deal with abuse such as public health, the DA's office, a variety of sheriff's offices, different school representatives, and a variety of others. The meeting was basically to get a baseline of where the county is at in the number of cases throughout the past year and different ways the agency is moving forward to help kids get the treatment and services they need to heal. Also questions were answered from a variety of parties such as one school representative asked if it was a violation for sex offenders to enter a school and the response from a local police officer was very interesting, stating that sex offenders can enter a school as long as they are not on parole. Also, there were many things I learned by attending this meeting about reporting abuse. I work as a registration associate for an ER outside of the internship and sometimes we have to register victims of sexual violence. I was told we have to move away from the word "SANE" when registering but was not given an explanation to why. At this meeting they explained the movement is to move away from that choice of words for the victim's sake. Overall I learned a lot of information! For the rest of the day I worked on a variety of research for a couple of different projects that I am going to be working on with the nurse in charge of public health education. We seemed to have really clicked with our ideas as I started gathering materials and discussing things needed for certain events and programs. I am excited to take on a more important role as well.

Reflection

My week was once again very interesting and I was able to see more aspects of public health. There are so many needs in the community that our agency tries to meet. I am very glad my agency allows me to participate in all these aspects from clinical, to emergency preparedness, to health promotion aspects to service people living in poverty. Overall, my favorite part of the week was attending the Community Development Forum Coalition to help better aid the underserved people in our community. This is a very important issue, and many times is overlooked in our community. I hope this coalition is able to enhance the lives of many individuals. I also enjoyed learning about the services provided from the Saratoga Center for the Family because of the wonderful work that they do to help traumatized victims in the county. Services like these are incredibly important and make a huge difference in our

community. Lastly, I finished my toolkit that I made for the county and it seems to have been very well received, which is something I am very proud about!

Appendix B. Example of a Learning Plan

Cleopatra White Clinic Learning Plan

1. To increase medical knowledge by
 - a. Attending educational workshops (i.e. breastfeeding, HIV)
 - b. Talking to patients and clinicians (i.e., listening to patient concerns/history and the clinician's assessment and treatment plan)
2. To increase cultural competency by
 - a. Interacting with patients and clinicians (i.e., asking about family, traditions, weekend activities)
 - b. Going to rural villages during mobile clinics once a month
 - c. Evaluating major health concerns related to cultural traditions (i.e., high blood pressure and diabetes due to unhealthy diets)
 - d. Visiting schools in order to give students vitamin A pills, de-worming pills, and different vaccinations
 - e. Community outreach programs on selected topics such as HPV
3. To develop effective communication skills by
 - a. Developing and maintaining a positive rapport with patients and clinicians
 - b. Learning native languages such as Spanish and Creole
 - c. Respecting and explaining patient confidentiality
 - d. Developing and implementing presentations that are clear and understandable
4. To develop nursing-related skills by
 - a. Learning how to take vital signs
 - b. Learning how to assess patient needs
 - c. Learning how to evaluate urine tests
 - d. Documenting patient information into the electronic system
 - e. Practicing presentation skills in order to better educate the public and patients on different health topics/concerns
 - f. Practicing effective patient/provider rapport
5. To develop problem-solving skills by
 - a. Organizing and prioritizing tasks effectively
 - b. Asking for clarification or help when necessary

- c. Maintaining a positive attitude
- 6. To cultivate professional values by
 - a. Keeping a professional workspace through professional communication
 - b. Preserving patient confidentiality
 - c. Respecting the beliefs of others (i.e. religious beliefs)
- 7. To improve community health outreach skills
 - a. Educating key stakeholders by going to 13 different schools to educate teachers and professionals about HPV
 - b. Making sure mothers are getting their children vaccinated and giving them the appropriate information so they understand the importance of doing so