

# Chapter I

## OBJECTIVES AND OVERVIEW

### ➤ OBJECTIVES OF SOCIAL WORK/APPLIED SOCIOLOGY COURSES

The Social Work and Sociology Courses at the University of Wisconsin-Stevens Point Department of Sociology are designed to educate students to have a working knowledge of both individual and collective human behavior, and to have a firm grasp of the history of human service organizations, the development of the profession of social work, and the current role of social welfare institutions. Students completing these courses should have a thorough understanding of Sociology and Social Work methods, including logical thinking, problem solving with individuals and groups, and the processes of advocacy. They should be aware of their own feelings regarding the people and problems they will meet in professional practice and have the ability to work well with and relate professionally to peers and clients.

More specifically, the Social Work/Applied Sociology field practicum seeks to prepare students who:

1. are competent to successfully enter the Social Work and human service profession at the entry level of practice upon receipt of the Bachelors Degree in Sociology;
2. possess a working knowledge of both individual and collective human behavior, and who are prepared to assess and develop a plan of action for problems which they will face in their professional roles in micro and macro social systems;
3. are sensitive to the individual and cultural needs of human beings and who are able to respond appropriately to these needs in professional practice.
4. have developed skills to communicate effectively with professional peers, community representatives, and persons from various community agencies; and
5. have been actively involved with the faculty and agencies in planning, developing and delivering of services to clients.

### ➤ OVERVIEW OF FIELD PLACEMENT MANUAL

This manual of field placement agencies affiliated with the University of Wisconsin-Stevens Point, Department of Sociology is intended to provide a prospective student of Sociology 494 with a general description of each agency. The narrative concerning each agency in APPENDIX B provides the reader with a general understanding of the agency's basic function, the agency's scope of responsibility and the type of experience a field placement student may expect in a given agency.

Also included in this manual is a copy of the field placement application form used by the Department, a copy of the student evaluation form used by the field instructors, and a copy of the students' evaluation of agency form. By examining this material the student will have some preliminary ideas about qualifying for Sociology 494 and 495 and agencies in which they might be placed. However, under no circumstances is a student expected to arrange his or her own field work. All inquiries and arrangements concerning agencies listed here are the responsibility of the Field Placement Coordinator

and will occur only after a student has completed an application for placement. Eligibility, requirements and application procedures are covered in the next chapter.

## Chapter II

### **APPLIED SOCIOLOGY PRACTICUM (SOC 492) APPLIED SOCIOLOGY PRACTICUM SEMINAR (SOC 493) SOCIAL WORK PRACTICUM (SOC 494) AND SOCIAL WORK PRACTICUM SEMINAR (SOC 495)**

#### ➤ **DESCRIPTIONS**

These courses are described in the current UW-SP catalog as follows:

**Sociology 492, Applied Sociology Practicum.** 3 to 6 cr. Observation and applied sociology practice under the guidance of cooperating field placement supervisors in an approved social service agency; emphasis on guided applied sociology. Sociology majors may apply for placement with cons field coordinator and chair. Prereq: Sr st.

**Sociology 493, Applied Sociology Practicum Seminar.** 1 cr. Weekly meetings to discuss application of applied sociology practice theory to the agency setting. May repeat for 4 cr max. Prereq: Con reg in 492.

**Sociology 494, Social Work Practicum.** 3 to 6 cr. Observation and social work practice under the guidance of cooperating field placement supervisors in an approved social service agency; emphasis on guided social work. Sociology majors may apply for placement with approval of field coordinator and department chair. Prereq: 361 and concurrent registration in 495.

**Sociology 495, Social Work Practicum Seminar.** 1 cr. Weekly meetings of students taking 494 to discuss the application of social work practice theory to the agency setting, and to increase knowledge and identification with the social work profession. May be repeated for maximum of 4 credits. Prereq: Concurrent registration in 494.

The field placement, or Social Work practicum, and the required one credit seminar (Sociology 495) are courses designed to provide the prospective Social Work or human service organization worker with actual client and/or social administration contact in order to assist and encourage students to integrate classroom knowledge and theoretical discussions with practical application in a work setting. Placement experiences are to be both specific to the respective agency and yet generic enough to relate to the entire Social Work profession. This opportunity is limited to students majoring in Sociology and should be taken by qualified students who intend to enter the field of Social Work and human service organizations. Generally, the course may be taken for three to six credits per semester during the junior or senior year. Department policy stipulates that a maximum of six credits will be accepted toward the 34 required for the major in Sociology. Earned credits above that maximum do count as general elective credits toward graduation.

#### ➤ **PREREQUISITES AND PREPARATION**

You are eligible to apply for the Social Work/Applied Sociology Practicum if you:

1. Earn at least a 2.50 cumulative GPA or
2. Earn at least a 2.75 cumulative GPA in your Sociology courses
3. Have completed Sociology 261 (Introduction to the Field of Social Work - 3 Cr.) and Sociology 361 (Social Work Methods: Casework and Group Work - 3 Cr.)
4. Have at least a junior standing.

Beyond these prerequisites, the student is encouraged to successfully complete a set of sociology, psychology, public administration or other courses relevant to the type of placement desired. This plan of study should be developed in consultation with the student's academic advisor.

It is strongly recommended that, in addition to the formal course preparation required, a student acquire some direct experience in one or more settings as a volunteer. This can produce direct knowledge of agencies, clients, and feelings about social work. We urge students to begin this preparation early in their academic career. Numerous opportunities exist, including many coordinated through the UW-SP student organization ACT (Association for Community Tasks). Volunteer work should be started no later than a full semester before a student plans to have a field placement.

### ➤ **REQUIREMENTS AND EVALUATION**

A minimum of 48 clock hours of field work per credit is required. A minimum of three credits (144 hours) is recommended for a first placement (Further details on time requirements are contained in the next chapter.) In addition, the student must register for Sociology 495 (Seminar) and complete the requirements of that one-credit course.

Evaluations are usually performed informally at mid-semester by the agency supervisor (See APPENDIX A). A formal evaluation of the student's performance and ability will be completed during the last week of placement in a given semester by the agency supervisor. The formal, written evaluation will be placed in the student's "field work file" along with a log of the hours and activities the student has performed. Examples of the forms used for these purposes are located in APPENDIX A. The student "field work file" will be kept in the office of the Field Placement Coordinator, and material therein will only be released upon the consent of the student.

### ➤ **APPLICATION**

Student placements need to be arranged with the Field Placement Coordinator in the semester preceding the semester placement is desired. A student interested in applying for field placement should attend the informational meeting held for this purpose each semester and contact the Field Placement Coordinator or the department office for application forms. An example of the application form is located in APPENDIX A.

### ➤ **SELECTION AND ASSIGNMENT**

During the semester prior to placement, the student expecting to take field work for the

upcoming semester will complete the field application form. On this form the student is given the opportunity to state a preference for a particular type of field assignment.

In most cases, social work placements in Sociology 494 will be supervised by "Master of Social Work" or "Bachelor of Social Work" degreed persons. For those students intending to enter a graduate program in Social Work, MSW supervision will be strongly recommended. Whenever possible, placements will be arranged according to the student's area of interest. This depends upon the Department's ability to provide a suitable placement and may be limited by the cooperating agency's ability to accept the student.

The student must receive affirmative recommendation for placement from the Field Placement Coordinator. When the application is approved the student will receive instructions to call the agency Field Placement Supervisor for a selection interview. Before a placement can be affirmed, the student must participate in an interview with the agency Field Placement Supervisor. Following that interview, the Agency may accept or decline the student for placement. When an agency and student mutually consent to a field placement, the student must then contact the Agency Field Placement Supervisor to arrange for orientation and a work schedule.

#### ➤ **TERMINATION**

Because multiple commitments are involved in a field placement, students are expected to make a serious effort to complete the work expected. Course withdrawals (drops) and "Incompletes" will be allowed in only the most serious circumstances.

#### ➤ **POSITION TITLES FOR STUDENTS**

There has been a fair amount of discussion among students, agency supervisors, and faculty regarding the most appropriate term to describe the student intern; i.e., "student," "trainee," or "volunteer." Because a student placed in an agency is involved in an educational experience, not a volunteer or observational one, the term "Social Work intern", "Social Agency Intern", (or "intern") best connotes to everyone (clients, agency staff, faculty, and "interns") that the intern has already developed a certain level of skill and competence, and is at the agency to assume professional responsibilities and to deal with cases/situations under careful supervision.

#### ➤ **RECOMMENDED STUDENT INTERN PLAN OF PROGRESS**

##### **Less Independence**

- Weeks 1-2**      Orientation to the Agency: Services, Policies, Procedures
- Tour and orientation to agency office/resources
  - Explanation of agency's/supervisor's student evaluation criteria
  - Reading of manuals, policies, brochures and other relevant literature
  - Attendance at meetings
  - Discussions with supervisor and other agency personnel regarding agency services and professional roles
  - Preliminary exploration of contracting agencies, referral sources, and cooperating agencies
- Weeks 3-5**      Observation and Shadowing: Supervisor and other Professionals
- Observation of supervisor in contact with clients (telephone and face-to-face)
  - Observation of other key agency personnel in contact with clients
  - Reviewing of client records
  - Observation of supervisor and other staff documentation
  - Discussion with supervisor and other staff of their observed interactions with clients
  - Practice documentation parallel to supervisor and supervisor feedback
- Weeks 6-8**      Beginning Client Contacts
- Telephone contacts to clients and other service providers
  - Less intensive face-to-face meetings with clients, under supervision
  - Service coordination
  - Documentation with supervisor feedback
- Weeks 9-12**    Continued Client Contacts
- More intensive face-to-face meetings with clients, under supervision
  - Service coordination
  - Documentation with supervisor feedback
- Weeks 13-16**   Continued Client Contacts
- Client contacts without supervision
  - Regular consultation with supervisor
  - Documentation with supervisor feedback
  - Student evaluation/feedback meeting with supervisor

**More Independence**

- ❖ Student progress will vary according to agency policies and expectations, nature of

work conducted by the agency, level of student comfort, and level of supervisor comfort with student abilities.





## Chapter III

### INTERN RESPONSIBILITIES IN FIELD WORK

#### ➤ INTRODUCTION

The demands of undergraduate Social Work/Applied Sociology education are heavy because the education process not only involves academic competence but an additional investment of self in feeling and in practice. The intern must consider seriously the contractual nature of the obligations which are part of this experience.

- The intern has an obligation to learn.
- The intern has an obligation to fulfill commitments made to the agency.
- The intern has an obligation to become a responsible member of the helping staff.
- The intern has an obligation to serve the client.

This requires mature and professional conduct. Initiative and creativity are expected.

#### ➤ TIME AND ATTENDANCE

To earn credits in field placement (Sociology 494) an intern must work a minimum of 50 hours per credit. A minimum of 3 and a maximum of 6 credits may be earned each semester. Table 1 shows the average weekly and total hours required for various credit amounts. Many agencies prefer that interns plan full day schedules when possible.

**Table 1.**  
**MINIMUM CLOCK HOURS OF FIELD WORK REQUIRED FOR**  
**SOCIOLOGY 494**

Average Hours/Week by

Credits	Semester Length			Total Hours
	14 wk	15 wk	16 wk	
3	10.7	10.0	9.4	150
4	14.3	13.3	12.5	200
5	17.9	16.6	15.6	250
6	21.4	20.0	18.7	300

The exact schedule of these hours is arranged between the intern and the agency Field Placement Supervisor. University holidays and vacations will be observed.

The intern has a responsibility to complete the required hours and to meet the standards for dependability expected of an agency employee. Therefore, the intern must:

1. Notify the field placement supervisor in advance of any anticipated absence from field work;
2. Arrange to make up any field work time lost because of illness, family crisis, or closure of the agency because of holiday, etc. and;
3. Adhere strictly to the hours determined at the beginning of the semester as the hours when field work would take place.

➤ **TRANSPORTATION**

Interns are expected to take responsibility for arranging transportation to their field placements and for meeting any cost involved.

➤ **APPEARANCE AND CONDUCT**

On field days the interns' appearance and general demeanor are expected to reflect their professional identification. Under most circumstances the type of clothing worn by agency staff will provide approximate guidelines.

Interns have the responsibility for conduct consistent with professional values. They must also adhere to applicable agency personnel and policy procedures and regulations. The intern has an obligation to make a reasonable effort to learn about these procedures and regulations at the beginning of the field placement in an agency.

➤ **REMUNERATION AND INSURANCE**

The agencies are not responsible for payment of a wage, stipend or other financial remuneration to the intern. Also, interns assume full responsibility for their health insurance. Many agencies do not have health or liability insurance which will cover interns or volunteers.

➤ **COURSE REQUIREMENTS**

In addition to the field work experience a weekly one-credit seminar with the Field Placement Coordinator is required for all field work interns (Sociology 495). Here the time is spent discussing salient issues concerning integration of theory with practice. Attendance at seminars is essential to a successful field work experience and is required. Assignments in relation to the seminar include a journal which briefly outlines the intern's activities during each field day and his/her reaction to the placement. Emphasis should be on impressions and reactions to experiences, rather than simply a factual description. Interns discuss confidentiality with the Field Placement Coordinator and are instructed not to use full client names or any identifiable references in either the journal or in class discussion. This journal will be reviewed by the Field Placement Coordinator and returned to the intern.

➤ **FIELD SUPERVISION**

Interns have the responsibility for: (1) learning the assigned and inherent roles of their field supervisor; (2) accepting the authority implied in these roles; and (3) using to the maximum degree possible, the help of their field supervisor in furthering their own professional development and competence.

This responsibility will be met when the intern:

1. Understands the field placement supervisor's role as a teacher, acknowledging the fact that the field supervisor has been selected because of his/her qualifications and professional abilities;
2. Understands the field placement supervisor also has an assigned role in the agency, and must fulfill the responsibility related to that role;
3. Understands the field placement supervisor's goal to help the intern acquire knowledge, values, self-awareness, self-discipline and skill in Social Work practice;
4. Uses the help of the field placement supervisor to maximum degree by:
  - a. preparing for regular, scheduled conferences
  - b. bringing relevant questions about clients and him-or herself, to the conference
  - c. requesting an emergency conference when warranted.

➤ **EVALUATION OF THE PLACEMENT EXPERIENCE**

The intern has a responsibility to evaluate the experience at the agency and to discuss this evaluation with the Field Placement Coordinator. The completed Student Evaluation of Placement forms will be kept on file by the Field Placement Coordinator.



## Chapter IV

### AGENCY AND FIELD PLACEMENT SUPERVISOR RESPONSIBILITIES IN FIELD PLACEMENT

In the field agency, the agency Field Placement Supervisor plans an intern's program and provides opportunities for integration of academic courses into the agency setting. The agency personnel's role includes planning, supervision, and instruction of the student in various tasks.

Field placements are established on the basis of the agency's interest and competence in providing student instruction; the faculty's ability to provide supervision to agency resources; and, the intern's interest, career lines, class schedules, maturity, prior experience, and transportation resources.

Generally, the University looks to the Field Placement Supervisors to provide the following learning experiences for interns working with them:

To introduce the intern to agency personnel and provide an orientation to the field setting, familiarizing the intern with:

1. The functions, policies, and goals of the department, agency, and institution;
2. The clientele served;
3. The relationship of the agency to the community and other agencies;
4. The agency's expectations of the intern.

Recognizing that interns enter the Social Work/Applied Sociology field placement with a variety of backgrounds and experiences, the University understands that the initial part of the semester may include participant observation and general interviewing activities. The assumption is that these activities would be for a short duration.

More specifically, the agency and field placement supervisor agrees to:

1. Accept assignment of intern(s) to the agency based on discussion between agency personnel and the faculty field placement coordinator and completion of an interview with prospective intern;
2. Provide regular discussion/supervision time to the intern in order to discuss intern experiences, placement activities, and other related matters;
3. Evaluate the intern informally at mid-semester. A formal, written evaluation of the intern's performance and ability will be completed by the agency field supervisor during the last week of placement in a given semester. A recommendation of a letter grade will be sent to the University Field Placement Coordinator. It is expected that the field placement supervisor and intern will discuss these evaluations at the time of formulation and that they will be a useful tool in the learning and growth experience;
4. To renegotiate the expectations/goals of the placement with the interns in order to assure maximum intern/agency communication and intern learning.



## **Chapter V**

# **UNIVERSITY RESPONSIBILITIES TO AGENCIES AND INTERNS IN FIELD PLACEMENT**

The University has the responsibility to:

1. Decide on using an agency for field experience based upon agency's ability to:
  - a. provide a qualified field placement supervisor.
  - b. provide an organized program which is consistent with the expectations of field experience.
  - c. provide adequate physical facilities for intern use.
  - d. have somewhat flexible hours for placement in accordance with interns' schedules of classes.
  - e. be sanctioned by the community.
  - f. be willing to view interns in terms of their educational experience and not solely as volunteer help.
2. Determine date of initiating and terminating placement each semester.
3. Change intern placement if necessary during a given semester.
4. Evaluate placements (agencies) and interns continuously with final evaluations at the end of each semester.
5. Assist in program development for the interns through consultation with agency personnel.
6. Promote open three-way communication among agency personnel, interns, and the Field Placement Coordinator related to such areas as exploring innovative suggestions for improving aspects of the field experience, and dealing with issues and conflicts associated with the placement.
7. Provide relevant information to agencies about Social Work and human services education and the expectations of the field experience program.
8. Assign a grade to each intern at the end of the semester. The grade is based on the agency field placement supervisor's evaluation and recommendation and on meetings held between the intern and the Field Placement Coordinator during the semester.





## **APPENDIX A**

### **FORMS**



**Application for Sociology 492/494  
Social Work/Applied Sociology Field Placement**

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

Local Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Permanent Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Cumulative G.P.A.: \_\_\_\_\_ Year in School: \_\_\_\_\_

Applying for Placement during \_\_\_\_\_ (semester).

Number of credits of 492/494 requested \_\_\_\_\_.

Sociology courses  
(Past and Present – include grades if applicable)

\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*  
\*

Other relevant courses  
(e.g., Psychology)

Volunteer Experience

Past Employment

First Choice Placement: \_\_\_\_\_

Second Choice Placement: \_\_\_\_\_

Third Choice Placement: \_\_\_\_\_

Will you be seeking social work certification after graduation? \_\_\_\_\_ Yes \_\_\_\_\_ No

Are you planning to apply to graduate school? \_\_\_\_ Yes \_\_\_\_ No For social work? \_\_\_\_ Yes \_\_\_\_ No

For sociology? \_\_\_\_ Yes \_\_\_\_ No Other? \_\_\_\_\_

Will you have access to a car? \_\_\_\_\_ Yes \_\_\_\_\_ No

Brief Autobiographical Narrative as to why an agency should consider you for placement  
(Note: this may be shared with agency)

Applicant is \_\_\_\_\_/is not \_\_\_\_\_ recommended to agency for placement.

\_\_\_\_\_  
Coordinator of Placements

\_\_\_\_\_  
Department Chairperson





**UNIVERSITY OF WISCONSIN-STEVENSON POINT**  
**Stevens Point, Wisconsin**  
**Department of Sociology**

**AGENCY EVALUATION FORM FOR**  
**SOCIAL WORK/APPLIED SOCIOLOGY FIELD PLACEMENT**

Student \_\_\_\_\_ Agency \_\_\_\_\_

Period Covered by this Evaluation \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Field Instructor \_\_\_\_\_ Phone Number \_\_\_\_\_

---

**FIELD WORK EVALUATION**

I. Description of Assignments:

II. General Requirements:

- a. Student was registered for \_\_\_\_\_ credits of field placement.
- b. Student was in the agency approximately \_\_\_\_\_ hours this semester.
- c. Did student meet agency expectations for attendance?
- d. If student was unable to be present or to come on time, were you notified properly in advance?
- e. Do you consider student to be generally well organized and dependable?

III. General Observation:

- a. What were this student's main strengths?

b. What areas of competency need continued effort and/or experience?

c. How would you describe the student's growth during the past semester?

d. How would you project the student's professional potential?



IV. Evaluation of Professional Characteristics (all listed characteristics indicate area in which students should be gaining experience -- check one for each item).

CHARACTERISTICS	Exceptional	Above Average	Satisfactory	Below Average	Poor
Understanding of the agency and its function					
General understanding of human behavior					
Ability to form relationships with co-workers and other professionals					
Skill in relation to persons served by the agency					
General communication skills					
Quality of recording, reports, etc.					
Attitude toward supervision & consultation					
Knowledge of self-values, feelings and attitudes					
Skill in observation & problem/issue identification					
Ability to understand & assess the problem/issue					
Skill in selection of goals in dealing with the problem/issue					
Use of available community & agency resources in helping the client deal with the problem					
Shows appropriate identification with the ethics and values of the social work profession					

V. Additional Comments by Field Supervisor:

VI. RECOMMENDED GRADE: \_\_\_\_\_

Evaluation submitted by:

\_\_\_\_\_  
Signature, Field Supervisor

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature, Faculty Program Coordinator

\_\_\_\_\_  
Date

## STUDENT EVALUATION OF FIELD INSTRUCTION PLACEMENT

This evaluation looks at three components of your field experience: 1) agency; 2) field instruction; and 3) your experience. The information you provide will be used by faculty and field instructors as a part of your assessment of field placements and the opportunities they provide to students.

I. \_\_\_\_\_  
Agency Name \_\_\_\_\_ Location \_\_\_\_\_

1. As a student, what major responsibilities did you have?
2. Were you introduced to the agency director?  
\_\_\_ In a group \_\_\_ Alone \_\_\_ Not at all
3. Did you meet members of the agency board?
4. How did staff relate to you?

II. FIELD INSTRUCTOR: (name \_\_\_\_\_)

1. What was the agency position of the person who supervised you?
2. How frequently did you meet with your field instructor (supervisor) to discuss your activities?
3. How would you evaluate the quality of supervision?
4. How did the field instructor keep in touch with your activities? (Oral reports, written reports, reports from the staff, etc.)

III. YOUR EXPERIENCE:

1. What agency structure or relation helped in your field learning most?

- |   |  |
|---|--|
| <input type="checkbox"/> Supervision          | <input type="checkbox"/> Informal contacts with other workers  |
| <input type="checkbox"/> Staff meetings       | <input type="checkbox"/> Informal contacts with other students |
| <input type="checkbox"/> Outside consultation | <input type="checkbox"/> Observation of other staff            |

2. With what types of client problems have you dealt?

3. What types of intra-agency problems have you observed? If you were involved, how did you deal with these problems?

4. Describe the nature and quantity of written work required of you.

5. How would you evaluate your experience in this agency?

6. Have you found the time for field work sufficient for the responsibilities you carry at the agency, or have you had time left over, or not enough time?

7. Would you recommend this agency to another student? Why or why not?

8. Would you recommend this supervisor to another student? Why or why not?

---

Student's Signature

---

Date

Number of credits \_\_\_\_\_





**APPENDIX B**

**AGENCY DESCRIPTIONS**





## ADAMS COUNTY DEPARTMENT OF HEALTH AND SOCIAL SERVICES

**Supervisor:** Mandy Stanley, Social Work Supervisor

**Location:** Health and Social Services Building  
P.O. Box 500, 108 E. North St.  
Friendship, WI 53934-9443

**Placement Potential:**  
Child Protection Services; Juvenile Justice

**Basic Function:**  
MISSION STATEMENT: Adams County Department of Health and Social Services is dedicated to working to improve the well-being of all people throughout Adams County by fostering a commitment to human dignity based on respect, honesty and integrity.

WE BELIEVE: Every individual is unique, has worth and deserves to be treated with dignity; respect, honesty and integrity are essential in everything we do; everyone has the right and responsibility to make personal choices affecting all areas of their life; in the continual pursuit of excellence and that striving for excellence is always worth the investment; a cooperative effort among clients, state agencies, private agencies and the community is essential to the development and administration of public assistance programs; the family or caregiver has primary responsibility in the development of their children; everyone has unlimited potential and must be given the opportunity to achieve their potential.

**Responsibilities:**  
CPS: Coordination of Community Services, agency referrals, parental support and education, child protective service investigations.

Juvenile Justice: Juvenile court intakes, on-going case management/supervision.

**Student Experience:**  
The student will be given an orientation that will include but may not be limited to: Basic orientation to the agency as a whole, confidentiality discussion and signature, meet with team leaders in the prospective areas, blood born pathogens training, training in the use of various office equipment.

If possible the student should attend staffings held every Wednesday morning and Juvenile court Tuesday morning. The student will do client visits and phone calling; shadow intake worker; court studies; home visits; processing referrals; participate in assessments; direct observation of child abuse interviewing techniques.

The student must be able to work independently and will be supervised by trained and qualified staff at all times. The student must keep agency business strictly confidential.

**Other Job Duties and Requirements:**  
Student will be expected to do their own typing, use a computer, and filing. Student needs to possess a valid Wisconsin driver's license and have access to their own transportation. Student's appearance is expected to be clean and neat with clothing being casual business dress. Hours will range Monday – Friday from 8:00am – 4:30pm. (flexible to student's schedule).



## ADULT CARE CONSULTANTS INC.

**Supervisors:** Mary T. Madden, MSW  
Connie Baldwin, CSW

**Location:** 112 E. Union St.  
Waupaca, WI 54981

**Placement Potential:** 1

**Basic Function:**

Adult Care Consultants Inc. is a for profit social service agency that provides case management services to clients who have a mental illness, elderly, physically or developmentally disabled. Our agency is born out of the recognition that all people can actively contribute to the betterment of society. Through caring, learning, sharing and discovery, we foster interdependence in human relationships. Our case managers/social workers provide coordination of services and supportive counseling to assist clients to realize their defined outcomes/goals. Client population may vary in age and ethnicity and cognitive ability but all of them live in the community and want to participate on some level into the community around them.

Adult Care Consultants has offices in Fond du Lac and Oshkosh.

**Student Experience:**

The student experience may include the following:

1. General orientation to the agency and all services offered.
2. Shadowing social workers that provide case management to a varied population mix.
3. Development of documentation skills by writing assessment narratives and case management notes.
4. Familiarity with the assessment process by shadowing and when possible doing independent assessments in the community.
5. Familiarity with community resources.
6. Involvement with other staff and community entities through meeting attendance and community collaboration.
7. Other opportunities as they are initiated.



## **AGING & DISABILITY RESOURCE CENTER OF PORTAGE COUNTY**

**Director:** Janet L. Zander, CSW, MPA

**Location:** Lincoln Center  
1519 Water Street  
Stevens Point, WI 54481

**Supervisors:** Dana Cyra, Assistant Director (Master Degree – Sociology)  
Sharon Anderson, Adult Day Care Center Coordinator  
Donna Calhoun, BSW, Information & Assistance Specialist  
Carol Moore, Senior Center Director  
Joni Smith, Nutrition Program Director

### **Basic Function:**

The Department on Aging/Aging & Disability Resource Center of Portage County is the unit of county government responsible for providing services to and representing the interests of Portage County's seniors and adults with disabilities. Authorized as an aging unit under the federal Older Americans Act (1965) and serving as an Aging & Disability Resource Center since 1998, the department's mission is to support seniors, adults with disabilities, and their families and caregivers by offering easy access to services and by fostering a caring community that values lifelong contributions, maximum independence, and individual dignity. The department coordinates with many other community agencies and advocates with and for seniors and adults with disabilities. Its functions are most often met through a community organization model of social work where coordination, resource brokerage, and marshaling human resources are used to create a community of interdependence and self-help. Some specific programs like Adult Day Center function under casework and/or group work models of therapeutic and rehabilitative interventions.

### **Responsibilities:**

The Department seeks to improve the nutrition, mobility, adult education and community involvement of younger, healthier older people, as well as the extremely aged, frail, low income, and isolated segments of the 60+ population and the population of younger adults with developmental or physical disabilities. Major program areas include:

- provision of nutrition services at congregate noon meal sites and home delivered meals to homebound people
- senior center classes/activities in areas such as personal enrichment, consumer education, and health/wellness
- adult day services for those in need of supervision and assistance with personal care and activities of daily living
- benefits counseling and individual advocacy in the areas of financial, health concerns, and government benefits
- opportunities for older people to volunteer in the community (Retired and Senior Volunteer Program – RSVP and Foster Grandparent Program – FGP)
- operation of a senior craft outlet store
- outreach and transportation to insure access to services and the community
- provision of information, assistance, and/or eligibility screening for a variety of long-term care services and programs or other issues of concern to seniors, adults with disabilities, and caregivers.

### **Student Experience:**

The student will receive a basic orientation to the agency, which includes review of Older Americans Act services and the structure of the aging network from the federal to local level. Some examples of student placements have been:

- provision of direct client care, facilitation of large and small group activities, and care plan development for clients of the Adult Day Center Program
- recruitment of volunteer teachers and organization of classes/activities within the senior center

- special projects for transportation such as volunteer recruitment and training
- develop community education/public awareness materials, presentations, etc.
- work with members of disease specific support groups
- provision of information and assistance services and/or completion of individualized client assessments for person contact the Aging and Disability Resource Center

Many other projects and responsibilities are possible.

## ASPIRUS - WAUSAU HOSPITAL

**Supervisor:** Tim Moe, MSW

**Location:** 333 Pine Ridge Boulevard  
Wausau, WI 54401

**Placement Potential:** 1

**Basic Function:**

Wausau Hospital provides a wide range of inpatient and outpatient medical services to patients throughout central and northern Wisconsin. Wausau Hospital is considered a leader in cardiac and cancer care; the hospital also serves as a regional referral center for spine and neurological disorders, gastroenterology and plastic and reconstructive surgery.

Social Workers at Wausau Hospital work closely with patients and families to ensure the provision of services both within and outside the hospital. Social Workers in the hospital provide the following:

1. Discharge planning
2. Crisis intervention
3. Referrals to community programs and resources
4. Substance abuse assessment and treatment referrals
5. Information regarding Medicare, Medicaid and related programs
6. Case management
7. Facilitation of care conferences
8. Care planning for complex patient or family situations
9. Supportive counseling
10. Arrangements for power of attorney or guardianship

Wausau Hospital Social Workers are key members of the interdisciplinary team at the hospital. We work with all specialties and disciplines to ensure quality care and planning for hospital patients.

**Student Experience:**

Students work closely with the supervising Social Worker. The internship experience will include the following:

1. Orientation to the hospital and Social Work services
2. Observation and shadowing of the Supervising Social Worker
3. Participation in interdisciplinary rounds
4. Screening and assessment of patient service needs
5. Assistance with discharge and service planning
6. Coordination of patient planning and service referrals
7. Opportunities to work with other Social Workers and other professional disciplines within the hospital setting
8. Exposure to various services, programs and service facilities in the Wausau area
9. Opportunities to work independently





## ATTIC CORRECTIONAL SERVICES, INC.

**Supervisor:** Michael S. Dvorak, Area Supervisor

**Location:** 111 East Thomas Street  
Wausau, WI 54401

**Placement Potential:** 2

**Organization:**

ATTIC Correctional Services, Inc. began in 1977 as a halfway house for adult male offenders in Madison, Wisconsin. Since its inception, this agency has developed services to meet the increasing needs for supervision and treatment of correctional clients living in Wisconsin communities.

Program goals include: providing offenders with structure and supervision, promoting offender acquisition of appropriate social skills and behavior, preparation for offender self-sufficiency and emphasizing community/victim compensation for loss due to crime.

ATTIC's mission is to conceive and develop more effective sanctions, which will enable offenders to avoid unnecessary levels of incarceration, satisfy community concerns for retribution, and provide a setting, which will facilitate treatment and the possible reduction of recidivism.

Our Day Treatment program involves case management and groups such as: Reasoning & Rehabilitation, Anger Management, Corrective Thinking, Alcohol & Other Drug Abuse, Rational Emotive Therapy, Relapse Prevention, Independent Living Skills, Employment Readiness, and a Women's Group. Offenders are given 1:1 counseling, Urine Screens and Breathalyzers while involved in Day Treatment.

**Student Experience:**

The student will receive a basic orientation to ATTIC's many services. The services include diversion and pretrial programming. Students will gain knowledge and experience under supervision that will prepare them for working with offenders. Students will participate in intake, assessment, group facilitation, and case management of clients.



## **BIG BROTHERS BIG SISTERS OF PORTAGE CO., INC.**

**Supervisors:** Dawn Cherek, Case Manager  
Donna Lang, BSW

**Location:** 3262 Church Street  
Stevens Point, WI 54481

**Placement Potential:** 3

**Basic Function:**

Big Brothers/Big Sisters of Portage County builds positive mentoring relationships between youth and professionally screened, caring adults to enhance lives by sharing rewarding and fun-filled experiences.

Our primary means of service is pairing children with an adult friend (mentor). In addition, we offer the following program services:

1. Parent's group - support and education for single parents in our program.
2. Volunteer group - support, education, and training for volunteers.
3. Group activity program - enhance social needs for families and children on the unmatched list.
4. Empower - Protective behavior training program for parents, children, and volunteers.

**Philosophy:**

Big Brothers/Big Sisters of Portage County believes that all children benefit from the attention of positive adult role models and that all children are inherently valuable.

**Student Experience:**

The student experience in direct service may include the following:

1. General orientation to all program services offered.
2. Observation of all intake procedures.
3. Supervision responsibilities of student's own caseload and conducting interviews. This would include contact with parents, children, and volunteers. (This opportunity is offered to interns working more than one semester at the agency.)
4. Assistance with fundraisers, activities, and public relations.
5. Attendance at seminars.
6. Opportunities to work independently and creatively. \

More opportunities are given to interns that are able to commit to two consecutive semesters.



## **BOYS & GIRLS CLUB OF THE WISCONSIN RAPIDS AREA**

**Director:** Marcia Hendrickson

**Location:** 1921 Baker Drive  
Wisconsin Rapids, WI 54494

**Basic Function:**

The Boys & Girls Club of the Wisconsin Rapids Area is a youth development agency which provides programs for ages 7-17. The mission of the organization is “To inspire and enable all young people, especially those from disadvantaged circumstances, to realize their fullest potential as productive, responsible and caring citizens.” Club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging, and power of influence.

**Program Areas:**

Daily, drop-in activities include:

- Character and Leadership Development
- Education and Career Development
- Health and Life Skills
- The Arts
- Sports, Fitness, and Recreation

**Student Experience:**

Students will be able to work in a variety of program areas, combining one-on-one and small and large group settings. Activities may include tutoring, mentoring, instruction in specific skills, and recreation based on core program areas. Leadership and community-service activities as well as interacting with social service agencies and other youth agencies is another area in which a student may choose to participate. Students will be given a volunteer orientation as well as an introduction to the Boys & Girls Club Movement. Specific training opportunities will also be offered when they become available.



## **BRIDGES FOR YOUTH**

**Supervisors:** Patty Brogan, CSW, Agency Director  
Denise Chamberlain, BSW

**Location:** 600 S. Grand Street  
Friendship, WI 53934

**Placement Potential:** 1

**Basic Function:**

Bridges for Youth is a private, not for profit corporation, which contracts with Adams County Health & Human Services Department and the Adams Friendship School District. We work with children and families through Coordinated Services Teams providing service provider coordination as well as the “wraparound” model to our families. Additionally, we provide educational enrichment activities to students removed from school for expulsion or other behavioral reasons. The intention of all programming is to reduce the number of out-of-home replacements by providing the necessary support to both the youth and family in an effort to strengthen the family unit.

Additionally, Bridges also offers:

- Interactive child/parent groups
- Independent Living Skills Training for youth
- Independent youth counseling for AODA issues

**Responsibilities:**

Interns working at Bridges are responsible for seeing their assigned clients set forth in the client service plan. Interns are required to keep case notes, report at staff meetings, and consult with their supervisor on all assigned cases on a regular basis.

**Student Experience:**

Students will experience first hand the dynamics of home visiting, assessing information, and determining family strengths and needs. Students will also witness the effects of extreme poverty and the many varied difficulties associated with generational poverty in a rural setting.





## **CAP SERVICES, INC.**

**Supervisors:** Karl S. Pnazek, Executive Director  
Patsy Mbughuni, Senior Planner

**Location:** 5499 Highway 10 East  
Stevens Point, WI 54481

**Web site:** Web site: [www.capserv.org](http://www.capserv.org)

**Placement Potential:** 2

**Basic Function:**

CAP Services, Inc. is a private, non-profit community action agency, which contracts with the federal, state and local governments and the private sector to provide human and economic development services in Central Wisconsin. Community Action Agencies (CAAs) originated under the Economic Opportunity Act which was passed by Congress in 1964. CAAs were formed as an innovative means of addressing the problems of low-income people by allowing them a greater degree of control over programs designed to "lift them out of poverty." CAP Services was established in 1966 with a mission to bring about a permanent increase in the ability of low-income individuals to become economically and emotionally self-sufficient. The Agency develops programs which encourage low-income people to attain self-sufficiency.

**Responsibilities:**

CAP Services helps low-income people to achieve self-sufficiency. Programs operated by CAP include Economic Development, Early Childhood Development, Housing, and a variety of Human Development programs, including the Family Crisis Center, Hmong and Hispanic Services and Skills Enhancement, an employment and training program for low-wage workers wishing to obtain skills to compete for a better-paying job. The agency has an Administrative department that performs fiscal, personnel and clerical functions. A Resource Development and Communications department conducts long-term planning, prepares grant applications, conducts fund-raising in the private sector and builds CAP's presence in the media.

**Student Experience:**

The student experience can be in resource development, communications or administration. This can include:

1. Work with the planning staff to develop and revise the agency multi-year plan in cooperation with the Planning Committee of the Board of Directors.
2. Work with the Administrative staff on monitoring and revising the corporation's capital plan.
3. Help market the Agency's positions and low-income interests at any relevant planning group meetings in the community.
4. Gathering data and statistics and conducting community surveys.
5. Evaluate the effectiveness of various social programs under the direction of the Planner.



## **CAP SERVICES, INC. HEAD START**

**Supervisors:** Family Service Specialist and Home Visitor

**Position:** Family Services Intern

**Contact person:** Mary Naylor

**Location:** CAP Services Inc. Head Start  
5499 HWY 10 East, Suite B  
Stevens Point, WI 54481  
(715) 343-7532

### **Primary Purpose of Head Start:**

Head Start is a federally funded preschool program locally designed and implemented, serving low-income children and children with special needs and their families. The program provides the following comprehensive services; Early Childhood education; health and nutrition; services for children with special needs; parent involvement opportunities; family services; community partnerships and mental health services. Head Start believes that parents are their child's first and most important teacher. Head Start respectfully identifies and encourages the individual strengths of children and their families and through education, community partnerships and family services, assists families and children in moving toward and achieving their goals.

### **Family Services Intern Function:**

Assist Family Services Specialist or Home Visitor with job responsibilities.

### **Student Experience:**

In conjunction with the Family Services Specialist/Home Visitor:

- Develop and/or continue relationships with assigned families through home visits and phone contacts
- Encourage families' progress toward identified goals (as described on the family partnership agreement developed with each family).
- Assist parent officers in planning monthly parent meetings.
- Provide on-going crisis intervention and referrals to families in need of support.
- Encourage parent involvement in Head Start activities (i.e., banner contest, classroom volunteering, field trips)
- Document family contacts as well as parent and community volunteer activities.
- Assist with recruitment efforts.

### **Education and Experience:**

One must be currently enrolled in a degree program for Social Work, Sociology, Psychology, or a related field. Practical experience in Human Services preferred. One must have experience working directly with families and/or one-on-one with adults will be helpful.

### **Additional Factors:**

- Moderate proficiency in use of calculator and typewriter or computer (at least 25 wpm)
- Must be able to work effectively with various cultures, particularly Hmong and Hispanic families.

### **Working Conditions:**

- Some irregularity in hours requiring evening hours and frequent travel within the community.
- High Degree of direct contact with distressed individuals.
- High volume of work with set deadlines.



**CHILDREN'S SERVICE SOCIETY OF WISCONSIN**  
**A member of Children's Hospital and Health System of Wisconsin**

**Area Supervisors:** Rhonda Ackerman, MS, CSW (Marshfield)  
Lisa Dobberke, (Stevens Point)  
Jeff Sargent, MSSW (Wausau)

**Locations:** 503 S. Cherry Ave., Suite 2  
Marshfield, WI 54449

1201 Water Street, Suite C  
Stevens Point, WI 54481

705 S. 24<sup>th</sup> Ave., Suite 402  
Wausau, WI 54401

**Placement Potential:** 1 (each location)

**Organization:**

Children's Service Society of Wisconsin (CSSW) is a private, non-profit, non-sectarian, statewide agency. We exist to help disadvantaged, threatened, damaged, or vulnerable children emerge from childhood as independent, responsible adults. Our mission is to provide quality human services to children, youth, and their families without regard to race, religion, or economic circumstances. We are accredited nationally by the Council on Accreditation of Services for Families and Children. CSSW is also licensed as a child placing agency by the State of Wisconsin and has been chartered by the state as a child welfare agency since 1989. CSSW is a founding member of the Child Welfare League of America.

CSSW's highly-skilled staff of Social Workers provides a variety of services to more than 10,000 children statewide each year. In the North Central area of Wisconsin, we have offices in Wausau, Stevens Point, Wisconsin Rapids, and Marshfield. These services include: Treatment Foster Care, Pre-Adoptive Foster Care, Pregnancy Counseling, Counseling for Children and their Families, Parent Aide, Independent Living, and Adoption. CSSW also operates Family Resource Centers in numerous locations in Central and Northern Wisconsin.

CSSW is rapidly growing in the development of new services for children, adolescents, and parents. These evolve in response to the identification of particular community needs. A partial list of such services include: Community Awareness Projects, Concern for Children Forums, Treatment Foster Home Programs, Intensive In-Home Services, Respite Care, Parent Education Programs, the S.A.F.E. Program, FRC's, and Youth Asset Development. CSSW also provides a full comprehensive mental health clinic and programs to the Hmong community.

**Student Experience:**

The student will receive a basic orientation to CSSW and the agency's many services. The student has the opportunity to interact with staff members within the agency and other community organizations. The student will be able to participate and gain hands on experience in various services offered through the agency. Mileage to out-reach appointments is reimbursed.



## CHOICES TO CHANGE, INC.

**Bridges**

704 E. Reed St.  
Wittenberg, WI 54499  
Voice: 715-253-3405  
Fax : 715-253-3406

**Changes**

E. 9490 Church Rd.  
New London, WI 54961  
Voice: 920-982-6670  
Fax : 920-982-6677

**Choices**

2108 Pinewood Dr.  
Stevens Point, WI 54481  
Voice: 715-345-7828  
Fax : 715-345-7841

**Eagles Nest**

111 S. Main St.  
P.O. Box 130  
Granton, WI 54436  
Voice : 715-238-7323  
Fax : 715-238-7755

**Washington House**

3020 Washington Ave.  
Plover, WI 54467  
Voice :715-341-7301  
Fax : 715-341-7580

Web : <http://www.c2change.com>  
E-mail : c2change@msworldnet.com

**Program Director:** Jesse Severt

**Basic Function:**

Choices to Change, Inc. consists of five group homes, two of which are most often utilized by University of Wisconsin-Stevens Point Interns, that being Washington House for boys located in Plover and Choices for girls located in Stevens Point.

The goal of these programs is the return of habilitated individuals to their communities. We believe this goal can best be achieved when thinking errors, irresponsible choices, and negative behaviors are consistently interrupted in a safe, positive, and therapeutic environment. We are committed to “doing whatever it takes” to initiate this Corrective Thinking Process. The facilitators are all trained in Criminal Thinking and Breaking Barriers, the core of these programs.

**Treatment Objectives:**

- ❖ Facilitate the process of breaking through Barriers to Change
- ❖ Consistently interrupt Thinking Errors and teach Correctives
- ❖ Increase family communication skills and mutual respect
- ❖ Generate motivation to change lifestyles by supporting and encouraging responsible choices thus experiencing success
- ❖ Work for achievement through interdependent relationships
- ❖ Teaching “Self Respect,” which elevates self worth and confidence
- ❖ Develop and maintain a realistic plan for reintegration back into the community
- ❖ Teach Independent Living Skills
- ❖ Accountability
- ❖ Habilitate v. Rehabilitate
- ❖ Teaching “Respect,” “Responsibility,” and “Reality”

**Student Experience:**

Individual and Group Sessions –

Facilitators focus in on individual treatment needs in both types of sessions. Interns are encouraged to attend and participate in Breaking Barriers groups and individual sessions regarding personal issues.

Family Sessions –

Family sessions are scheduled to deal with and focus on thinking patterns, trust, communication, role modeling, accountability, and patterns of abusive behavior in the family home.

**Education and Independent Living Skills:**

Utilizing the community resources, namely staff members at P.J. Jacobs Junior High School, Ben Franklin Junior High School, and SPASH, an individualized education program is designed to meet specific educational and social concerns. Interns will be offered the opportunity to attend Individualized Education Plans (IEP) Meetings, Parent/Child Conferences., Disciplinary Hearings, and a variety of after-school activities.

**Resident Issues and Concerns:**

A Treatment Service Plan targeting specific issues is developed within the first thirty days a resident enters the program and each issue is monitored during their stay. Interns will participate in weekly individual sessions to address specific concerns/achievements and overview each resident’s program.

**Community Resources:**

A variety of community resources exist. Interns will have a general understanding of specific companies that can be utilized by youth, i.e., Ruth Gilfrey Center, Plover Family Practice, Rice Medical Center, Family Crisis Center, and many others.

**Recreation:**

A variety of recreational experiences are offered including the utilization of initiatives and experientials. New experiences, confidence building, and self-respect are the focal points in this facet of treatment.

**Breaking Barriers Training:**

Choices To Change, Inc. also provides training in Breaking Barriers to teachers, parents, social workers, police officers, probation and parole officers and numerous other professionals. Breaking Barriers is the focus of our program at rebuilding youth at Choices to Change Group Homes. Our five-day program is regularly offered throughout the year and is accessible to interns free of charge.



## COMMUNITY INDUSTRIES CORPORATION

**Supervisor:** Korrine Rietz, Employment Services Division Manager

**Location:** 41 Park Ridge Drive  
Stevens Point, Wisconsin 54481

**Basic Function:**

Community Industries Corporation (CIC) is a private, not-for-profit agency providing services to residents of Portage County who have a disability. A staff of 45 serves approximately 200 individuals annually.

The majority of people (90%) use CIC's Employment Services. Vocational Exploration, Job Search assistance, and Job Adjustment Assistance are offered with the goal of helping people into jobs which are well-matched to their skills and interests.

The other 10% of people served are typically individuals who do not have job goals but are interested in participating in other community activities. These individuals are provided with opportunities for self-development and meaningful leisure activities (exercising, shopping visiting friends, joining clubs, etc.). Personal assistance is provided in moving about the community and in participating in these various activities.

**Responsibilities:**

CIC strives to design services to promote the integration of individuals with disabilities into their communities. Services are individualized and delivered through staff teams which are responsible for the delivery of employment and activity services.

Team members are also responsible for assisting employers and people in the community-at-large to come to know and accept individuals who have historically been segregated from community life.

**Student Experience:**

The student will receive a basic orientation to Community Industries. An orientation manual titled "Enhancing the Lives of Adults with Disabilities" is required reading during the initial phase of the experience. The student will join an employment or activity services team and work as part of that team. The student accompanies experienced staff in providing direct service to individuals in community settings. As the student demonstrates reliable performance, more independent responsibilities may be assumed. Students are welcomed and encouraged to participate in all staff training and educational meetings.



## COMMUNITY RESEARCH CENTER OF UW-SP

**Supervisor:** Gary Itzkowitz, Director

**Location:** University of Wisconsin – Stevens Point  
Stevens Point, WI 54481

**Placement Potential:** 1 - 2

**Basic Function:**

The Community Research Center performs community-based research, and provides local non-profit and public agencies with information needed to plan and implement solutions to community problems. To ensure this goal, some of the services that the center provides to area communities include:

1. Evaluation of the effectiveness and achievements of local programs.
2. Develop and analyze surveys for community-based programs.
3. Conduct community needs assessments to establish areas of improvement needed in local areas.
4. Conduct interviews and focus groups to find out how supervisors, staff, partner agencies, and/or participants evaluate a program.

The Community Research Center was established in 2001 and it is located within the Sociology Department at Room 332 CCC.

**Responsibilities:**

Interns working at the center are considered research assistants, and will provide a variety of research tasks. Some of those tasks include interviewing, data entry, data analysis, and writing reports. Interns will work independently with guidance provided by the Director of the center.

**Student Experience:**

Interns will have a better understanding of the role of a community research center and how it functions. The center provides interns with an opportunity to develop and improve their research skills. Interns also will have many opportunities to learn about multiple social agencies in area communities, and help evaluate the effectiveness and achievements of local projects. An intern at the center also will gain knowledge on how community-based organizations tackle local problems.



## **CROSSROADS MENTAL HEALTH SERVICES, INC.**

**Supervisors:** Amber Hopp, Program Manager (Stevens Point)  
Colleen Seeman, Assistant Director (Wausau)

**Locations:** 716 Division Street  
Stevens Point, WI 54481

529 McClellan Street  
Wausau, WI 54401

**Placement Potential:** Two 20-hours-per-week positions are available, one at each location.

**Basic Function:**

Crossroads Mental Health Services, Inc. is a Class A, state licensed, Community Based Residential Facility that provides 24-hour a day treatment and supervision. The agency mission is to provide supportive treatment-oriented living arrangement for chronically mentally ill and emotionally handicapped adults. Services provided by the agency have been designed to enable the clients to better content with the problems of everyday living and to more fully adjust to and develop strengths in being independent of the psychiatric hospital. The programs offered by the agency are structured to both maximize opportunities for learning and growth and to transmit a feeling of identity and belonging. Types of programming include leisure, recreational, vocational, and educational activities.

**Student Experience:**

The student will receive 20 hours per week of hands-on training under the direct supervision of the Program Manager and/or Case Manager. The student will be responsible for working with the case manager and coordinating referral information, facilitating admissions and discharges, development and implementation of treatment plans, writing monthly reports and case noting.

Additional duties will include working with the case manager in developing and implementing group activities and 1:1 outings and offering assistance in supervising Activities of Daily Living.

The student will be responsible for attending weekly case review staffing and attending community organization and related agency meetings. Training will also include information regarding psychotropic medications and instruction on documentation requirements. Non-Violent Crisis Intervention, Fire Safety, and CPR training will also be offered when available.



## **FAMILY CENTER, INC.**

**Supervisors:** Arline Daily Hillestad, Executive Director  
Teri Harcrow, Case Management Supervisor &  
Coordinator at the Visitation Center

**Location:** 500 25<sup>th</sup> St. North  
Wisconsin Rapids, WI 54494

**Placement Potential:** 3

**Basic Function:**

The Family Center is a private non-profit agency providing domestic abuse services to men, women, and children. We are located in and primarily serve south Wood County, but our service area is not bound by any geographical lines.

We function in two distinct parts. First, a variety of crisis services are offered. We provide safe shelter at the Center to women and their children for up to thirty days. Safe shelter is available for men outside the Center when a life threatening situation exists. As a part of this initial phase, we provide a 24 hour Help-Line, crisis counseling and one-to-one counseling, advocacy (legal/other), and immediate contact with all individuals involved in a mandatory arrest.

The second part of the Family Center program focuses on intervention and long-term treatment/services. A variety of treatment groups are available for men, women, children, and parents, with an average of six month participation at this phase. We provide assistance and advocacy for persons seeking to become self-sufficient following departure from a violent situation. This is primarily accomplished through a cooperative effort with MSTC which has established a GOAL office in the basement of the Center. The intent of this portion of our program is to provide the assistance, education, and support necessary for people leaving an abusive situation to be able to maintain their positive changes.

A visitation center/services are provided to families with conflict and safety issues, and as well as specialized services for the Hmong and the elderly. We also provide groups/counseling within the school system along with technical support to school personnel.

The Family Center is also actively involved in community education on domestic abuse issues from classroom to civic groups.

**Student Experience:**

The student will receive a basic orientation to domestic abuse issues, and the philosophy and operation of the Family Center program. This is accomplished by providing a minimum of two- hour training with each staff person. As each of the Family Center's seven positions is responsible for a specific program component, this provides the student with a thorough overview of the Center. Following the training, the student is then able to select the portion(s) of the program they prefer to work with, and then is assigned to the appropriate staff person. In addition to specific selected activities, we require the student to participate in the daily operations of the Center. The level of direct service the student will be allowed to perform is determined by their knowledge of domestic abuse issues, skills working with clients, and the length of the field placement.

As the Family Center is a private non-profit agency that depends quite heavily on public support, there are a variety of opportunities for interested students to become involved in administrative tasks. This can include fundraising activities, public relations, grant writing, research, etc., and can range from graphic arts to public speaking.





## **FAMILY CRISIS CENTER**

**Supervisor:** Mary Rowan, Coordinator

**Contact Persons:** Mary Rowan or Sally Page Olson

**Location:** 1616 West River Drive  
Stevens Point, WI 54481

**Placement Potential:** Up to 4 placements; daytime, evening, and weekend shifts available.

### **Basic Function:**

Family Crisis Center services include:

1. **24-Hour Crisis Intervention/Counseling**

The Family Crisis Center is staffed 24 hours a day, seven days a week. Immediate crisis counseling is provided via telephone or on a walk-in basis. Crisis situations may include: suicide attempts, alcohol/drug abuse-related problems, relationship/family conflicts, or other mental health problems.

In addition, the Portage County Health and Human Services Department contracts with the Family Crisis Center to provide "on-call" crisis intervention during evening, weekends, and holidays. This intervention is performed either over the telephone or on-site (hospital, clinic, etc.) and includes emergency commitment procedures when necessary.

2. **Domestic Abuse**

The Center serves victims of domestic abuse and their families. These clients are provided with emergency shelter, short-term crisis counseling, and support services (such as food, clothing, transportation, child care, and referral to other resources). Support groups (both for victims of abuse and for children) are another service offered to clients. Legal advocacy services are available for victims and their children. A 20-week program is offered for abusing men.

The Center owns 4 units of Transitional Living in Portage County. These units provide low cost housing and case management to domestic violence victims.

3. **Youth Services**

This component assists area youth in dealing with parents, school, authorities, and friends. Services include shelter to runaway youth, temporary foster care (in conjunction with the Portage County Health and Human Services), and short-term "time out" shelter for youth of families in crisis, and short-term counseling for youth experiencing other types of crisis situations.

4. **SAVS**

Advocacy services provided to victims of sexual assault.

### **Student Experience:**

Students will undergo an intensive 2-week in-service training, at which time they will become familiarized with all Family Crisis Center functions. They will have to opportunity to interact with FCC clients, and to make crisis/non-crisis assessments. They will be assisted by a paid staff member at all times. Field supervision provided by M.S.W., Sally Page Olson, L.C.S.W.



## **FIRST HOME & MARLEY INC. (GROUP HOME)**

**Director:** Valerie Fox

**Supervisor:** Nicole Daniecki, In-Home Social Worker

**Location:** 824 Fremont  
P.O. Box 125  
Stevens Point, WI 54481-0125

**Placement Potential:** 2

**Basic Function:**

First Home is a community-based group home for pregnant and parenting adolescent girls between the ages of 12 and 18. Unlike most group home foster care, First Home provides the opportunity for young mothers to keep their children with them. Our main objectives are to help the young women complete their education, circumvent child abuse and neglect, and promote goal setting for a more promising future.

**Responsibilities:**

There are a variety of responsibilities involved in running a group home for mothers and babies. We utilize students in the following areas:

- Childcare
- WIC (Women, Infants and Children) liaison
- Independent Living Counselor
- Household Management
- County Communication
- Community Resources Liaison

**Student Experience:**

An internship at First Home will allow for a great deal of contact with residents and their children. Placement will also provide familiarity with social and community services and programs offered to both teenagers and young parents. Students will become familiar with almost all aspects of our program.

**Orientation and Training:**

Students will engage in a period of observation and attend staffings. Shadowing various staff members will allow for familiarity with house duties, office duties, solo and group counseling sessions, resident court hearings. In-services and conference attendance are also possible.



## HARMONY ASSISTED LIVING CENTERS

**Supervisor:** Karla Blenker

**Additional Supervisors:** Tina Pilarski  
Dee Thieme  
Kathy Croker

**Locations:** 1800 Bluebell Lane  
Stevens Point, WI 54481

1801 Lilac Lane  
Stevens Point, WI 54481

3402 Terrace Court  
Wausau, WI 54401

2230 14<sup>th</sup> St. So.  
Wisconsin Rapids, WI 54494

**Placement Potential:** 4

**Basic Function:**

Harmony Living Centers is a family owned business, specializing in a variety of housing options. As older Americans desire options other than fully institutionalized nursing-home care, we have seen the development of CBRF (Community Based Residential Facilities) and RCAC (Assisted Apartment Living). Our facilities combine the advantages of independent housing, supportive services, and social activity, allowing for greater independence than long-term nursing care. Daily programs emphasize the social and personal requirements of residents who are experiencing increasing needs yet want to age with dignity.

**Responsibilities:**

As an intern, the student would have an opportunity to be involved in all areas of operation. Harmony accommodates a wide range of care needs with individual assessment of needs. Through a thorough level of care assessment, staff is responsible to construct and carry out a service plan that matches resident need. Harmony provides a continuum of care to assist our residents in their aging process. Our facilities are also available to assist in gradual recovery from accidents, chronic conditions or the progressive decline in functional abilities through delivery of social, educational, and physical activities for every lifestyle.

**Student Experience:**

Internship experience will include active involvement in overall management of a CBRF or RCAC. From daily care planning, service delivery and resident care to budget management, hiring, personnel issues and community outreach the intern will have the opportunity to be involved in successful operation of an assisted living facility. Interns will also experience social work opportunity in admission process, adjustment to placement, individual service planning and delivery through closure/discharge/return to community.



## **LUTHERAN SOCIAL SERVICES Adoption/Birth Parent Program**

**Supervisor:** Paul Schneck

**Location:** 516 McClellan Street  
Wausau, WI 54403

**Placement Potential:** 1

### **Basic Functions:**

1. Birth Parent Program: This program provides free and confidential counseling services to individuals experiencing an unplanned pregnancy. The depth of these services may range from a one-time meeting where options and community resources are discussed to on-going support through the birth of their child. The goal of this program is to provide unbiased support and education as to allow the birth parent(s) to actively plan for their child's future, whether they choose to parent themselves or place for adoption. Primary funding for this program is provided through United Way support.
2. Adoption Program: This program is designed to provide assistance to couples and families who want to provide permanent and loving homes for children. Lutheran Social Services offers several options to prospective adoptive families: domestic infant, domestic independent, international, special needs, step-parent, and relative and foster care conversion. With each of these individual programs it is our goal to promote security for children.

### **Responsibilities:**

**Individual/Family services** involve interviewing and assessing prospective adoptive families, counseling, conducting home visits, facilitating educational and support groups, licensing foster homes, and post-placement supervision.

**Case management** involves preparation of home study reports, court reports, and hospital plans, securing foster care for infants, maintaining accurate and complete files for each customer, facilitates connections with community resources, reviewing files on a quarterly basis, and implementing agency and state licensing requirements.

**Public relations** involve active participation in United Way functions and activities along with related task forces, presenting our programs to various organizations, dissemination of brochures and information packets, on-going church relations, and advertisement through public access and local directories.

### **Student Experience:**

A field placement student at Lutheran Social Services/ Adoption/Birth Parent Program will receive a basic orientation to each program area and will be given the opportunity to directly participate in the responsibilities as described above. Specifically, we hope to offer the following experiences:

- Facilitation of adoption issues within the study group process
- Joint presentations to medical clinics, schools, and public health programs
- Active involvement in staff meetings, trainings, and network in-services
- Assistance in foster home licensing and placements

In addition, we are open to other opportunities based on the student's strengths and interests.

Mileage reimbursement is available upon request.





## **LUTHERAN SOCIAL SERVICES**

### **Community Services Internship**

**Supervisor/contact person:** Jason Cram

**Location:** 627 Jackson Street  
Wausau, WI 54403

**Placement Potential:** 1 - 2

**Basic Functions:**

Lutheran Social Services of Wisconsin and Upper Michigan, Inc. is a private-non-profit, social service organization and provides an array of programs and services throughout the state of Wisconsin and Upper Michigan. Programs include Outpatient and Inpatient Mental Health, AODA Counseling and AODA Residential Services, Adoption Programs, Community Based Services including Residential Programs for Individuals with Developmental Disabilities or Serious and Persistent Mental Illness, Correctional Programs, Services for Older Adults, Children, Youth and Family Services and Physical Health Services, including Home Health Care, Special Therapies and Nursing Home Services. In all, LSS has over 200 service sites in 100 communities throughout the two-state area.

**Responsibilities:**

Interns will have the opportunity to work with a variety of individuals to include those with developmental disabilities, serious and persistent mental illness and offenders among others. Responsibilities may include supervising educational and recreational opportunities, leading planning activities, teaching patient's rights as outlined in state regulations, and gaining an understanding of service systems and disabling conditions. Internships are flexible to accommodate special interests or abilities of students.

**Student Experience:**

Students gain knowledge and experience under supervision that will prepare individuals to work in social services, including: work involving the care, service delivery and treatment of individuals served, total quality service and crisis intervention.



**MARATHON COUNTY DISTRICT ATTORNEY'S OFFICE  
VICTIM WITNESS PROGRAM**

**Supervisor:** Kristin Spiegel Berg, Victim Witness Coordinator

**Location:** Marathon County Courthouse  
500 Forest Street  
Wausau, WI 54403

**Basic Function:**

The Marathon County Victim Witness Program works with victims and witnesses of crime by providing information and assistance to ensure that they are able to exercise their rights and assist the District Attorney's office in the prosecution of criminal cases. Staff provides services in person, over the telephone and in person.

**Student Experience:**

1. General orientation to victim/witness services and the court system.
2. Observation and participation of criminal intake, pretrial conferences, preliminary hearings and jury trials.
3. Assist in contacting victims, witnesses and law enforcement about upcoming hearings.
4. Contact victims about possible case outcomes.
5. Assist in the maintenance of information pertaining to Victims Rights within files.

The range of opportunities is based on the intern's time commitment.



## MINISTRY BEHAVIORAL HEALTH (MBH)

**Director:** Laurie Roberts

**Supervisors:** Todd Kuhn  
Mike Slavin  
Laura Adams-Burkley, MSW, LCSW

**Location:** 209 North Prentice Street  
Stevens Point, WI 54481

**Placement Potential:** 2

### **Basic Function:**

MBH provides outpatient treatment, residential care, and social setting detoxification to persons experiencing alcohol or other chemical dependency problems. Counseling is provided to family members who suffer along with the chemically dependent person. Prevention and community education services are also provided.

The agency is staffed with professional counselors and ancillary staff trained to aid the chemically dependent individual in recognizing and understanding his/her illness and to establish a comprehensive treatment plan. Individual, conjoint, family and group sessions are offered in addition to an intensive Day Treatment program.

### **Philosophy:**

MBH believes that alcoholism and dependence upon other mood altering chemicals are treatable illnesses. Chemical dependency is seen as a progressive primary illness which is not merely symptomatic of other dysfunctions such as marital problems and depression. After the dependent person is assisted in achieving initial sobriety or chemical freedom, the focus of the treatment shifts to address other dysfunctions in the client's life.

### **Student Experience:**

The student will receive a basic orientation to alcohol and drug abuse outpatient treatment, residential care, detoxification, and prevention services. He/she will observe individual conjoint, family and group counseling sessions and will attend both client present staffing as well as initial case staffing with the agency's psychiatric consultant. In addition, the student will be exposed to the Day Treatment program which will offer him/her an opportunity to become acquainted with primary treatment concepts. For the benefit of the student as well as the agency, MBH prefers interns with particular chemical dependency interest and experience. The level of direct service the student will be allowed to perform is determined by his or her knowledge of chemical dependency and the length of the field placement. MBH generally prefers placements consisting of two consecutive semesters because of the time required to gain the specialized knowledge.

Two venues are available -- a placement at MBH'S main outpatient clinic in Stevens Point, and a placement at The Residential Center, a 16 bed treatment facility, also in Stevens Point. The placement location will determine the type of emphasis the student will receive.

In addition, internships can be arranged in the prevention department, for those interested in that area of work.



## OPPORTUNITY DEVELOPMENT CENTERS, INC.

**President:** Pam Ross

**Vice President:** Carol Ulrich, Vice President, Wisconsin Rapids/Marshfield

**Locations:** 2406 East 21<sup>st</sup> Street  
Marshfield, WI 54449

1191 Huntington Avenue  
Wisconsin Rapids, WI 54494

**Placement Potential:** 2

### **Basic Function:**

ODC, Inc. is a private, non-profit organization whose vision is to enrich the lives of people with disabilities or other barriers to employment by developing meaningful work opportunities. This may mean placing clients in the area of competitive employment and/or providing employment within the facility itself. O.D.C. works with adults of working age in Wood County and the surrounding areas. We have two centers: one located in Wisconsin Rapids and one in Marshfield.

Listed below are the basic programs which are offered to clients:

1. **Work Skills/Access/Beginnings:** The ODC Workskills program provides work opportunities for people with multiple/severe disabilities who need assistance, training and additional support to be successful in a work environment.
2. **Center-Based Services:** The three major programs offered at the center are Vocational Assessment, Work Adjustment Training and Work Services. Individuals are given the chance to be a part of a productive work force and are able to choose from a variety of jobs including technical, skilled positions, assembly and packaging, high tech wood working operations and more.
3. **Community-Based Services:** Community Based Services provide Community-Based Employment and Supported Employment. These programs enable a wide variety of individuals to be successful on jobs in the community.

### **Responsibilities:**

It is the responsibility of this organization to assist individuals to reach their vocational potential. Services provided by the ODC include situational assessments, job training, job placement, job coaching, counseling/case management, and support services.





## **PERSONAL DEVELOPMENT CENTER, INC.**

**Supervisors:** Renee Schulz, Executive Director  
Molly Stout, CSW

**Location:** 630 South Central Ave., Suite 330  
Marshfield, WI 54449

### **Basic Function:**

The Personal Development Center is a private, non-profit agency providing prevention, education and intervention to enhance family life, increase safety, and reduce the risk of violence in families and within the community.

1. Intervention

Professional staff provides support and advocacy to victims of domestic violence during crisis and transition. The Crisis Case Manager can provide assistance in attaining temporary restraining orders. The Transitional Case Manager is skilled in referral procedures and can provide direction regarding housing, education, employment and other resources within the community.

2. Education

The Crisis Case Manager provides mutual help groups for women that strive to promote increased self-esteem and self-reliance while decreasing emotional isolation. The group also provides educational resources on topics relevant to women's issues.

An educational youth group called Sharing Healthy Options for Respect and Esteem (SHORE) strives to raise self-esteem of children and provide them with skills to handle everyday stressors.

3. Prevention

The Family Resource Center provides education and resources to individuals and families. The center provides parenting education, support groups, a resource library and a warm line to other community activities that support and strengthen families.

### **Student Experience:**

The student will receive a basic understanding of domestic abuse issues and become familiar with all services provided to clients. The student will have the opportunity to participate in client intake and group sessions. There will also be an opportunity to gain knowledge in administrative duties, specifically writing grant proposals. The student will attend staff and board meetings when possible. The student will also be able to attend some staff trainings and educational opportunities available to other staff members.



## PORTAGE COUNTY HEALTH AND HUMAN SERVICES DEPARTMENT

**Supervisor:** Raymond Przybelski, Director

**Location:** Ruth Gilfry Center  
817 Whiting Avenue  
Stevens Point, WI 54481

**Placement Potential:** Several placements across several service sections within the department in treatment, treatment-support, administration, community organization-related, financial services, etc.

**Basic Function:**

**MISSION STATEMENT:** To promote the health, safety, and well-being of Portage County residents.

**VISION:**

*Community Leadership* - We are dedicated to providing progressive leadership and the highest quality of services to the community.

*Respect for Individual's Self-Determination* – We believe all residents have the right to pursue their highest potential for social, mental, financial, and physical health. We encourage and support a shared responsibility between the agency and the individual in this pursuit.

*Collaboration and Coordination of Services* – We are dedicated to creating an integrated delivery of services by working in partnership with our clients and all available resources.

**Responsibilities:**

The Health and Human Services Department is responsible for the provision of a full range of services, either directly or through purchase-of-service contracts, in the areas of mental health, chemical dependency, children with developmental disabilities, services to children and youth, to the elderly, to those needing economic assistance, and to those needing services to enhance, maintain, or recover physical health. The department is responsible for the planning, developing, implementing, maintaining, and evaluation of service delivery systems in these areas. Direct treatment and administration staff provide the services listed above in a wide variety of forms and programs.

**Student Experience:**

The student experience in direct treatment will involve a period of orientation to the specific system and program(s) in which the student will be working before actually doing the work. The student at all times will be supervised by trained and qualified staff.

Ample opportunities provided for involvement and growth. The student is strongly encouraged to attend meetings including those of the board and advisory committee. Strong emphasis is also placed on exploring legislation that creates and mandates community based services, and in learning about the organizational structure of the department, the county, the state, and the federal government as it relates to human service programming.

Mileage reimbursement is available upon request.



## PORTAGE COUNTY HEALTH CARE CENTER

**Supervisor:** Ellen Winters, BSW, Director of Social Services

**Location:** 825 Whiting Avenue  
Stevens Point, WI 54481

**Description:**

To observe and perform social work tasks in a nursing home setting with a qualified Social Worker.

**Job Objectives:**

- To acquaint students with the physical and emotional needs of the elderly and disabled adult.
- To work effectively with various community agencies to understand their role in providing services for the elderly and disabled adult
- To deal effectively with families and friends of potential residents and those residing in the nursing home.

**Job Activities:**

- To attend weekly resident care plans.
- To work with the Social Worker on the Admission process.
- To attend meetings with residents and their families.
- To attend in-service and community resource meetings.
- To work with residents on a one-to-one basis.
- Under supervision, to evaluate with recording of relevant information regarding the needs of residents and plans for providing those needs.

**Requirements:**

A social work student interested in working with the elderly population, along with the residents' strengths and weaknesses.

**Orientation and Training:**

Students will be oriented to the policies and procedures of the nursing home. Will be in-serviced on the Rights of the Residents. Will be encouraged to attend the available in-service and presentations available through the nursing home.

**Supervision:**

Students will be directly responsible to the Director of Social Services at the Portage County Health Care Center in cooperation with the University Field Placement Coordinator.

**Job Parameter:**

Times and hours to be arranged with students and their Field Placement Coordinator.



**PORTAGE HOUSE**  
(Halfway House-Offenders)

**Supervisor:** Zach Bishop, Director  
Janie Miller, B.A., Program Coordinator

**Location:** 1019 Arlington Place  
Stevens Point, WI 54481

**Placement Potential:** 2

**Basic Function:**

Portage House is a 10 bed halfway house for adult men who are on probation and parole. The program is operated by Portage County and funded by the Wisconsin Department of Corrections. Portage House provides a structured living arrangement, with the aim of helping residents develop the skills and attitudes necessary for independent and responsible living.

Portage House provides twenty-four hour supervision, room and board, assistance with job and educational placements, group and individual counseling, and referrals to other agencies.

**Responsibilities:**

Field placement students are expected to do all or most of the following: attend orientation; read client files and client interview notes; attend client interviews; read the staff logbook and record pertinent information; do level change 1:1s with residents; attend Thursday staff and house meetings; attend Tuesday training modules; organize, supervise, and participate in group outings; attend evaluation sessions and be open to feedback.

**Student Experience:**

Field placement students at Portage House would gain first hand knowledge of the criminal justice system and learn how a community-based facility fits into the total corrections picture.

Students will have considerable contact with program residents. Students will learn effective interventions to use with corrections clients and will have a chance to practice these interventions. Students are encouraged to discuss issues and ideas with staff. Portage House is run in such a way that students have the opportunity for substantial involvement in many aspects of the program.

Portage House staff work closely with other community agencies and students will gain some knowledge of these resources. There may be some opportunity for students to attend training workshops and seminars. Students may be assigned to supervise one resident during their internships.





**PROFESSIONAL SERVICES GROUP, INC. (PSG)**  
**Intensive Supervision and Aftercare Programs**

**Supervisors:** Debora Klopp, MS  
Melissa Foster – Marathon County  
Yvon Lonning – Portage County Health & Human Services  
Jennifer Witkowski – Wood County

**Locations:** Marathon County  
705 S. 24<sup>th</sup> Ave., Suite 406  
Wausau, WI 54401

Portage County Health & Human Services  
817 Whiting Avenue  
Stevens Point, WI 54481

Wood County  
2821 8<sup>th</sup> Street South

**Basic Function:**

Professional Services Group, Inc. (PSG) offers a comprehensive balanced, integrated, and systems wide treatment/supervision program entitled “The Intensive Supervision and Intensive Aftercare Program” (ISIAP). This program provides reintegration and aftercare services to youth returning to the community from out-of-community placements (Intensive Aftercare) as well as, intensive supervision services for youths identified as a t risk for possible placement in alternate care and/or correctional settings (Intensive Supervision). We also have a number of preventive programs that work with youth just entering the juvenile system. PSG has offices in Marathon, Milwaukee, Portage, Kenosha, Racine, Wood, counties offering a wide array of services to youth and their families.

PSG in Wausau, Stevens Point and Wisconsin Rapids offers the following program services:

- Family Strengths Based Assessment
- Crisis Intervention - 24 hr. On Call Services
- Individual and Family Counseling
- Intensive Supervision
- Institutional Liaison
- Educational/Vocational Groups
- SHOCAP Program
- Recreational Activities
- Truancy Programs
- Early Intervention Programs
- Cultural Specific Programs
- Restitution/Community Service Programs
- Electronic Monitoring Services
- Custody Studies
- EMP/UA Programs

**Student Experience:**

The student will receive basic orientation to PSG’s many services. The student will participate with the program coordinator and/or program supervisor during individual and family counseling sessions, group work, and intensive supervision of the youth. The students will also have an opportunity to liaison with other agencies including the Department of Social Services, the school systems, and other outside agencies.