

HANDBOOK
FOR
THE FIELD WORK PRACTICUM

IN THE

HUMAN SERVICES
AND
SOCIAL SERVICES PROGRAMS

Ninth Edition, 2007

**Division of Communications Arts, and Social Sciences
Harrisburg Area Community College**

Revised August 2007

DEDICATION
2001
Seventh Edition

This handbook is dedicated to the many women and men who have given considerable time, energy and innovation to supervision of students in fieldwork placements. Their vision and support enriches this program. Their patience and individual attention to teach students provides a real opportunity for professional growth.

DEDICATION
1994
Fourth Edition

This edition represents the recommendations from the Human Service/Social Service audit in 1993 which was accomplished by man hours of work from members of the Human Services Community Advisory Committee, faculty, field work supervisors, and students through the leadership and organizational skills of John Heapes.

This edition is dedicated to that Community Advisory Committee, a hard working group who continue year after year to run the Fall Reception, give students and faculty awards, work on committees to evaluate and reshape the programs, give invaluable support and consultation, provide field placements, and more.

This edition is also dedicated to field work supervisors who have given students over the years the opportunity to put academic study into practice in actual work experiences. They have excited, challenged, comforted and been firm with students as they prepared them for the real world of work in human services fields.

Special thanks to you all, it has been a real pleasure working with you.
Ann Lyon, Retired

DEDICATION
1994
Third Edition

This edition is dedicated to John Heapes, the Coordinator of the Human Services Career and the Social Services Transfer Programs. Through his excellent leadership the Human Services Career program, a terminal degree curriculum leading to a job, was approved by the national Council for Standards in Human Services Education in 1988 and the Social Services curriculum became a transfer option in 1989. Since that time both programs have been expanded to the Lebanon and Lancaster campuses

Ann Durr Lyon
Field Work Instructor
Professor of Sociology/Psychology

DEDICATION
1988
Second Edition

This manual is dedicated to the foundress, first Coordinator and fieldwork instructor of the Human Services Program. Ann Lyon has been the heart, soul, and conscience of the program since its inception in January 1973. Her loyalty to the program and her commitment to the ideals of human service practice have provided students and faculty with a standard of work only few will meet.

PREFACE

Naomi Brill, in her text *Working with People: The Helping Process* warns human service workers against forgetting about essential uniqueness and humanity of people. She writes:

The worker's highest responsibility is ensuring the client's opportunity for retention of that humanity from which the meaning of life is derived and without which physical survival is relatively insignificant and often time-limited. Somehow we must manage our social systems so that they and the workers within them possess built-in provisions for meeting this most basic of human needs. Somehow we must manage ourselves, our learning, and our personal experiences, so we can use our ability for creative thinking about the human condition and the problems of people (Brill, 1978, p221)

Brill's words instruct us to provide field work situations where students can see beyond the labels society furnishes for people (e.g. clients) and come to view their work as an essentially human activity. A place where students learn to appreciate the individuality of each person in that person's environment and at the same time deal with the larger social system impinging on them.

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INTRODUCTION

This manual is designed to inform interns and agency supervisors of the fieldwork requirements for the Human Service Career and the Social Services Transfer Programs. Readers will learn:

1. Course objectives and requirements for Human Services 215(Hums215), Fieldwork Practicum.
2. Responsibilities of the fieldwork agency, practicum instructor, student, and the college for the practicum course.
3. Procedures for enrolling in the practicum.
4. Student assignments for the practicum.

This handbook should assist students and fieldwork supervisors to have a clear idea of what is expected of them in their respective roles and this knowledge should aid them in having a professionally and personally rewarding experience.

BACKGROUND

The Human Services Career curriculum is designed to provide graduates with the knowledge and skills to fill entry-level positions in human service organizations as associate professionals with an A.A. degree. The Social Services Transfer curriculum is planned for students who intend to get a bachelor's degree in social work, human services, or some other helping profession, but want to test their interest and ability before committing to a professional degree program in a four year college or university.

Students in both the Human Services Career and the Social Services Transfer Programs are required to take the fieldwork practicum.

As for electives, the Human Services Career student takes electives relevant to their field of interest, such as Drugs and Alcohol (SoSc 108), Perspectives on Aging (Soc 226), or Child Behavior Management (Psy 233). The Social Services Transfer student use most of their elective credits for courses required by the transfer institution such as more science, math, history, economics, literature, anthropology, or political science. Both Human Services Career students and Transfer students are also required to take two electives related to the Human Service/Social Science Field that does not already fulfill another requirement. They can pick from CIS 105, CJ 108, CJ 211, any PSYCH, SOCI, or SOSC course not already required.

Electives must be chosen carefully as each four-year institution's requirements are different. HACC has transfer agreements with a number of colleges and universities and a dual admissions agreement with Penn State, Temple, and Shippensburg Universities. It is a good idea to check with your Coordinator or branch campus Facilitator to get more information on the school of your choice.

WHAT IS THE PRACTICUM?

A DEFINITION

In the fieldwork practicum students assume actual responsibilities within a Human Services agency. The amount of responsibility and the degree to which students take responsibility for clients rests with the agency. During the semester students accomplish tasks for the agency and these tasks generally require increased skills and information on the part of the student.

The practicum provides a structured experience in a human service agency where students can test concepts learned in the classroom and work with clients under supervision. Through the fieldwork experience students grow in self-awareness; enhance their helping skills, learn to deal effectively with differences, temper unrealistic expectations about human service work, and generally prepare for their transition from the role of human service student to human service worker.

While in a fieldwork placement, students are required to behave professionally. They are expected to be reliable, conduct themselves ethically, and to apply best practice principles to their work. In addition, students are expected to use feedback constructively and to use supervision as a means of increasing self-awareness and skills.

The Fieldwork Practicum requires students to spend 16 hours a week for 15 weeks in a human service agency (or 240 hours for the semester). In addition, all students are required to attend a two-hour, one day a week classroom seminar. This seminar is held on the HACC Campus and the branch campuses. It is a four credit course.

WHY IS THE PRACTICUM IMPORTANT?

It is wise to think of the fieldwork experience, or practicum, as the culmination of the curriculum. It is the place where theory and practice are tested and integrated. All the literature in the human service field the student has read, all the papers prepared on topics related to the human service field, all the lectures, and skill training come together in the practicum experience.

As Ann Lyon wrote in 1993:

The fieldwork Practica..... provide the student the opportunity to translate academic learning into the practice of working to help empower people to live more productive and satisfying lives. This process must be guided by ethical principles and in concert with the personal growth of each student.”

This opportunity taken early in the student's academic career can answer a host of questions for the student. Students learn about their interest in the field, their strengths and abilities useful in practice, and discover their weaknesses. This valuable information allows students to better plan and organize their future career or academic track.

PRACTICUM PROCEDURES

ELIGIBILITY

A student must get at least a C in HUMS122 (Skills and Methods II) and Soc 211 (Group Dynamics) in order to be eligible to take the practicum. No student who has an incomplete in Skills and Methods II can start the Fieldwork Practicum. The student must have a GPA of 2.0 or better and be enrolled in Major code 5060, 5430, or 5550. Additionally, the student must receive a recommendation from The HUMS122 instructor to take the practicum.

STEPS FOR OBTAINING A PRACTICUM

Students are placed in an agency through the cooperative efforts of the Practicum Instructor, the student, the agency, and other faculty who may be able to help with specific placements. The Practicum Instructor has final authority for all agency placements. Steps to obtaining a practicum placement are:

1. Students purchase or download, and read the Fieldwork Handbook to become familiar with the requirements of the student, the College, and the agency in a practicum situation. Additionally, the instructors for the Practicum will address the Skills and Methods II classes, providing information regarding the practicum, a packet of the required forms, and answering student's questions.
2. The student registers for the course.
3. During the Skills and Methods II course students are asked to declare their interest in doing a practicum to the Fieldwork Instructor and to indicate either an agency or a particular population with whom the student wants to work.
4. Students prepare a resume with the help of the Learning Center or Career Center. These resumes are available for the student to send to potential agency supervisors. Help with resumes is available in the student services center on each branch campus and in the Career and Transfer Center on the second floor of the Cooper Center on the Wildwood campus.
5. Students contact and visit potential agencies discussing the possible placement opportunities within that agency and the requirement for completion of the practicum. At this time the student gives the agency a resume. Students may visit several agencies before deciding on or being offered, a placement. The internship office at the Wildwood Campus and practicum instructors at the branch campuses have job descriptions and listings of potential sites for students to review.
6. Students are responsible for following up on these contacts. If a placement is offered by an agency in which the student has a particular interest the student

must contact the Practicum Instructor and submit the form with written goals and objectives for approval.

7. The student and the agency supervisor then work out the scheduling details with the agency, sign the Learning Contract, attach the educational plan and return it for review to the Practicum Instructor, who also signs it. A copy is then returned to the agency with a letter confirming the placement. The student also gets a copy.

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THE IMPORTANCE OF THE LEARNING CONTRACT

The Learning Contract which includes the educational plan specific to the student's practicum becomes the basis for a number of decisions: guiding the student's experience, reviewing his/her progress when the Practicum Instructor visits the site, arriving at a final grade for the course and directing the student's plans for future professional and personal development.

USING YOUR JOB AS A PRACTICUM

If a student desires to use his/her job in a human service agency as a practicum placement, the student works this out with the Practicum Instructor and the agency supervisor. In this situation 4 to 5 hours a week (or 25% of the practicum hours) must be made up of new tasks, perhaps in another service or at a higher job level. This will ensure that the practicum assignment constitutes a learning experience and meets a student's career goals.

VOLUNTEER OR PAID WORK

In most practica the student volunteers his/her time but it is now possible to use college work study money to pay students in some off campus assignments. For more information, meet with student services on your campus for site and job description approval and with financial aid to determine eligibility requirements.

CONFLICTS DURING THE PRACTICUM

If a student encounters a problem at their placement (e.g. with a client), the student will immediately contact their agency supervisor. On rare occasions students may encounter problems in completing the practicum assignment. If any problems or concerns occur at the agency between the student and the supervisor, the Practicum Instructor should be notified immediately. Often the Practicum Instructor can assist in resolving the problems. This should be done as soon as problems are encountered. If the student waits too long, credit for the Practicum may be lost because the student was not able to complete the Practicum or was forced to choose a new placement too close to the end of the semester.

If the student and the Field Work Instructor have an unresolvable conflict, the student can discuss the matter with the Human Services

Coordinator or branch campus Facilitator. If not resolved, the matter is referred to the Division Administrator. If the student feels the matter is not resolved he/she can appeal the decision to appropriate College personnel as outlined in College Administrative Procedures. This and other College Regulations are found in the faculty bay areas throughout the campuses and in the College libraries.

ALTERING THE JOB DESCRIPTION/GOALS AND OBJECTIVES

During the semester the student and the student's Field Work Supervisor may decide to alter the educational plan. This is done for several reasons. Sometimes the supervisor finds the student better prepared than originally thought and wants to add further responsibilities. A supervisor may want to make alterations to better accommodate the student's interests.

At other times the agency may need the student in a particular area and want to change the job description to permit the student to take on those responsibilities. A few times it may be that the student is lacking in skills or the agency is requiring the student to perform tasks which are too sophisticated and the goals and objectives are rewritten to better reflect the student's actual abilities.

All changes in the original educational plan must be approved by the Practicum Instructor before going into effect. This can be done by a phone call or email between the supervisor and the Practicum Instructor, but must be followed by new educational plan within a few days.

FIELDWORK SITE REQUIREMENTS

When seeking a field placement students should be aware of other Program requirements for the Fieldwork site:

Students must be supervised by a person with a Masters degree. Sometimes the direct supervisor has a Bachelor's degree, but it is required that the agency will make someone with a Masters Degree available to the supervisor for consultation, if needed.

Students cannot be asked to work alone. This means students would not go on outreaches alone or cover a shift in an agency by themselves.

For the most part students are not required to work third shift. There are, however, agencies that are open twenty four hours and operate on all three shifts. Some of these agencies require students to rotate shifts on occasion to learn the full operation of the agency. Students should ask

before accepting a Practicum if the placement will involve third shift work and how much. It is up to the student to make a decision, based on this information, whether to accept the placement or not.

Students must not drive clients in their own cars unless special arrangements are made between the student and the agency regarding insurances coverage. Students may drive clients in an agency vehicle if agency insurance covers the student driving that vehicle.

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Students may be required to do agency orientation or other training as part of their practicum. The practicum instructor may approve up to 40 hours for to be counted towards the hours needed to complete the practicum. However, the instructor must approve the content of the training.

Students should not bring any material, verbal or written from an agency which identifies clients using the service of that agency. This includes computer disks and electronic material. In the interviews, case histories, etc. which the student does in the agency for discussion in class or as part of a weekly report or term paper should have all identifying information deleted or obviously fictionalized. There can be no trust between client and student /worker without strict practice of confidentiality.

Students are covered under HACC's liability insurance for their actions while on site at their practicum. This does not cover medical expenses if the student is injured on the job site. If the agency requires proof of professional liability insurance the student should contact the practicum instructor who can secure this for them.

CONTRACTING

A student can attain a successful Fieldwork placement if the student, agency supervisor and the Practicum Instructor work together as a team. A vehicle the Program uses to establish a team effort among the practica constituents is contracting. A contract is not a legally binding document, but rather an agreement among parties that explicitly states roles, responsibilities and tasks. The agency supervisor serves as an on site teacher for the student while the student is working in the fieldwork placement.

Contracting will be taught to students as a method of helping clients. One of the ways in which this method is taught to students is by having them make a contract with their Fieldwork Supervisor, under the direction of the Practicum Instructor. Metaphorically the student is like the client, with the faculty member and the Fieldwork Supervisor serving as the workers.

As the student goes through the process of organizing his/her fieldwork assignment into a learning contract, the process will be an example of how contracting is used as a method to help clients achieve goals.

In the Appendix the student will find copies of the Learning Contract for each practicum. Students will sign the contract with their Fieldwork Supervisors. The goals and objectives attached to this contract serves as an agreement between all the parties as to the specific tasks the student will perform while in the fieldwork placement. These goals and objectives should closely adhere to the learning objectives as set forth in the next chapter.

LEARNING OBJECTIVES

FIELD WORK PRACTICUM

In this Practicum the successful student will be able to:

- Apply knowledge of human service practice principles to specific cases
- Design an agency-based project
- Write a resume
- Describe the organization of a human service agency
- Complete a goal plan
- Demonstrate the ability to work with other disciplines within the human service delivery system
- Complete initial evaluations of clients
- Demonstrate an ability to give out information regarding various human services
- Make referrals for clients
- Develop client goals
- Demonstrate the skill to work with clients on the development of service plans
- Apply universal precautions.

LEARNING ACTIVITIES

The practicum will include, but not be limited to, the following learning activities:

- I. Fieldwork
 1. Designing an agency based project
 2. Organizational structure of the student's agency and a look at other student's organizational structures
 3. Working with and collaborating with other professions and agencies on the client's behalf.
 4. Work with other disciplines within the human service delivery system
 5. Complete initial evaluation of clients.
 6. Give out information regarding various human services
 7. Make referrals
 8. Develop client goals
 9. Work with clients on the development of service plans
 10. The agency's organizational structure
 11. Critique of personal behavior, approaches, and responses

II. Best Professional Practice

1. Ethics and the Pennsylvania laws as they apply to student's placement
2. Resume-writing

3. Human service practice principles
 - i. Confidentiality of personal information
 - ii. Client self-determination
 - iii. Respect for the clients' personal values
 - iv. Recognition of individual worth and uniqueness
 - v. The value of the least intrusive intervention in the least restrictive environment
4. Discussion to resolve client and practicum issues
5. Goal planning
 - i. Respect for the client's personal values
 - ii. Client self-determination
 - iii. Recognition of individual worth and uniqueness
 - iv. The value of the least intrusive intervention in the least restrictive environment
 - v. The use of a problem solving model to develop interventions to assist the client in achieving their goals
6. Behavioral methods and behavioral management strategies
7. Confidentiality of personal information
8. Universal precautions
9. Techniques for teaching clients life skills
10. General understanding of psychotropic medications

EVALUATIONS

Students are evaluated by their agency supervisor, Practicum Instructor and by themselves. A supervisor appraises students' field work while the Practicum Instructor evaluates students' classroom work. Students make an orderly assessment of their accomplishments. The Practicum Instructor is responsible for the final grade in your practicum.

The basis of the student's evaluation is the Learning Contract. The Fieldwork Supervisor evaluates what the student has achieved on the job, noting the objectives as stated in the Learning Contract. The Practicum instructor evaluates written assignments submitted by a student in the classroom seminar and the degree of integration and understanding between classroom learning and direct practice.

Evaluation of the student must be shared with the student and the student must have an opportunity to give feedback and sign the evaluation. Confirmation of hours the student has worked is requested in the supervisor's evaluation.

Remember the purpose of supervision is to help the student not only learn to perform the tasks in an agency, but become a competent Human Services associate professional. This means a relationship should develop between supervisor and student where the student can be open and share concerns about becoming an effective helper. The student must be able to accept constructive criticism and grow from that.

The Practicum Instructor considers the Fieldwork Supervisor's evaluation of a student and the student's self-assessment before arriving at a final grade for the student. If discrepancies exist between the Instructor and the Supervisor, the Instructor discusses the issues with the Supervisor before submitting a final grade for the student.

APPENDICES

APPENDIX A
GENERAL FORMS

Learning Contract
Educational Plan
Face Sheet
Harrisburg Area Community College Student Internship Agreement Form
Professional Behaviors and the Field Work Experience

LEARNING CONTRACT
Field Work Practicum

Semester _____ Year _____

I. Learning Contract Parties:

Student: _____ Date _____

Signature

Agency Supervisor: _____ Date _____

Signature

Practicum Instructor: _____ Date _____

Signature

II. Student Responsibilities

1. Perform tasks outlined by the Fieldwork Supervisor
2. Regularly attend the organization during the hours arranged for the fieldwork
3. Keep track of hours worked
4. Practice confidentiality and all other relevant ethical considerations
5. Be prompt and active in attendance at agency conferences and supervisory sessions
6. Learn how to use supervision constructively, without being defensive
7. Attend weekly seminars held on campus and complete all assignments
8. Evaluate Practicum placement experience using the Student Evaluation Form

III. Fieldwork Supervisor Responsibilities

1. Orient the student to the purpose of the agency and its role in the Human Service Delivery system
2. Define the student's role in the Agency
3. Orient the student to the specific tasks the student will perform
4. Oversee and implement the student's Learning Contract
5. Hold regular weekly supervisory meetings with the student
6. Contact the Practicum Instructor at the College if there are problems in the student's job performance or adjustment
7. Help the student integrate the field work experience with classroom work
8. Recommend additional reading to enlarge the students understanding of the field or the client population being served
9. Evaluate the student's performance in the fieldwork placement

IV. Practicum Instructor Responsibilities

1. Approve the student's Practicum site
2. Coordinate Learning Contract content with student and agency supervisor
3. Contact student's agency supervisor at the beginning of the semester to plan the details of the student's field experience in accordance with agency needs and learning objectives for the course
4. Plan and conduct weekly seminars on campus to involve all students in field placements
5. Meet with student and/or agency supervisor individually as needed for any problems regarding the student's adjustment or any concerns about the job.
6. Negotiate problems arising out of student placement
7. Meet with agency supervisor and student on site for at least one time during the semester.
8. Determine the semester grade for each student based on the supervisor's evaluation, the student's performance in the seminar, and written assignments. (A student may be terminated in a field placement during the semester by request of the agency, the College or the student after consultation together)

*ATTACH GOALS AND OBJECTIVES

Student _____

Semester _____

Supervisor _____

Signature of Supervisor _____

PRACTICUM
HUMAN SERVICE PROGRAM
EDUCATIONAL PLAN

LEARNING OBJECTIVES

ACTIVITIES

FACE SHEET- Field Work Practicum

NAME _____ MAJOR: _____

STUDENT ID. # : _____

Human Service Career Program _____ Social Service Transfer _____

HOME PHONE _____ WORK PHONE: _____

EMAIL ADDRESS: _____

THE BEST TIMES TO REACH YOU: _____

COUNTY AGENCY IS IN: _____

AGENCY NAME: _____

AGENCY ADDRESS: _____

AGENCY PHONE _____

DIRECTOR OF AGENCY _____

SUPERVISOR OF STUDENT/S _____

SUPERVISOR PHONE: _____

PHONE NUMBER OF WORK SITE: _____

HOURS OF WORK: (Schedule plus Total Hours per Week)

COURSES COMPLETED:	DATE/SEMESTER	GRADE
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Group Dynamics	_____	_____
----------------	-------	-------

Skills and Methods in Human Services II	_____	_____
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Did the Internship Office at Hacc assist with your placement? Yes___ No___

FORMER EXPERIENCE:

CAREER INTEREST AT THIS TIME:

PLANNING TO TRANSFER: YES___ NO___ WHERE:

**HARRISBURG AREA COMMUNITY COLLEGE
STUDENT INTERNSHIP AGREEMENT**

(This is a release. Please read carefully.)

STUDENTS MUST SUBMIT THIS COMPLETED FORM TO THEIR ACADEMIC ADVISOR/ INTERNSHIP COORDINATOR WHEN REGISTERING FOR AN INTERNSHIP.

I, _____, ID# _____ am a student at Harrisburg
(Student name - please print)

Area Community College and plan to undertake an internship during: Fall Spring Summer, 20__ at the following location:

_____ (Internship Site)
(City/state/country)

Harrisburg Area Community College itself does not control the way in which the internship work experience and the internship site is structured or operates. Whether for academic credit or purely for the work experience, the College affirms that this internship, to the best of its judgment, is an appropriate curricular option but makes no other assurances, expressed or implied, about any travel and living arrangements the student has made. Harrisburg Area Community College does not knowingly approve internship opportunities which pose undue risks to their participants. However, any internship or travel carries with it potential hazards which are beyond the control of the College and its agents or employees.

INSURANCE COVERAGE

I understand that I am responsible for sufficient health, accident, disability and hospitalization insurance to cover me during my internship; I further understand that I am responsible for the costs of such insurance and for the expenses not covered by this insurance, and I recognize that Harrisburg Area Community College does not have an obligation to provide me with such insurance.

I will release, defend and indemnify Harrisburg Area Community College from any liability for injury to myself or damage to or loss of my possessions.

I understand that if I use my personal vehicle for the benefit of the agency with whom I perform my internship; Harrisburg Area Community College has no liability for personal injury or property damage which may result from that use. I agree to rely solely on my personal vehicle insurance coverage and on any insurance coverage provided by my internship agency.

I understand that although some internships may be paid, others are voluntary in nature and there may be no compensation for services performed. It is my decision as to whether I participate in an unpaid internship. I acknowledge that this internship, whether for college credit or not, involves real-life situations and provides educational experiences not obtainable in a classroom setting. I understand that I will not be entitled to unemployment compensation benefits upon completion of my internship. Further, I understand that Harrisburg Area Community College assumes no liability for personal injury which I may suffer in the course of my internship and that I am not covered under Harrisburg Area Community College's workers' compensation insurance policy.

PERSONAL CONDUCT

I understand that the responsibilities and circumstances of an off-campus internship may require a standard of professional decorum. Therefore, I indicate my willingness to understand and conform to the professional standards of the internship site. I further understand that it is important to the success of the present internship and the continuance of future internships that interns observe standards of conduct that would not compromise Harrisburg Area Community College in the eyes of individuals and organizations with which it has dealings. I agree that should the College Internship Coordinator or my Program Advisor decide that I must be terminated from my internship because of conduct that might bring the program into disrepute or the internship into jeopardy, that the decision will be final and may result in the loss of academic credit if applicable.

GENERAL RELEASE

I understand that Harrisburg Area Community College reserves the right to make cancellations, changes or substitutions in cases of emergency or changed conditions or in the general interest of the internship program. I understand that the Harrisburg Area Community College Internship Coordinator and my Program Advisor may take any actions he/she considers to be warranted under the circumstances to protect my health and safety and/or to guard the integrity of the Internship Program, including termination of the internship experience. It is further expressly agreed that the internship site and its use of any and all facilities shall be undertaken by me at my sole risk and that Harrisburg Area Community College shall not be liable for any and all claims, demands, injuries, damages, actions, or causes of actions, whatsoever to me or to my property arising out of or connected with the internship and with the use of any and all services, or facilities associated with the internship, whether or not sponsored by Harrisburg Area Community College. I release, discharge, defend, indemnify, and covenant not to sue Harrisburg Area Community College, its governing board, employees or agents as to any and all liability that may arise out of injury or harm to me, death, or property damage, resulting from my participation in this internship.

STUDENT SIGNATURE: _____ AGE: _____ DATE: _____

WITNESS: _____ DATE: _____

4/30/2003

PROFESSIONAL BEHAVIORS AND THE FIELDWORK EXPERIENCE

Professional behavior is particularly important when a student is doing a practicum.

1. THE STUDENT DEMONSTRATES RELIABILITY

The student is on time for Practicum assignments.

The student is at the Practicum site as scheduled or calls in when circumstances prevent attendance.

The student accurately records time at the Practicum assignment. The student does not leave the site without permission. The student does not take clients off the site without permission. The student follows directions of supervisors. The student follows the chain of command. The student dresses appropriately for the Practicum site. The student has read all orientation material required by the Practicum site.

2. THE STUDENT DEMONSTRATES WARMTH AND ACCEPTANCE TOWARD OTHERS

The student demonstrates confidentiality.

The student expresses thanks to those at the practicum who have been helpful.

The student is respectful of those in authority.

The student treats clients respectfully.

The student does not sit with arms folded or crossed

The student does not lean away from or step away from clients the student finds "different."

The student does not make judgmental statements about others

3. THE STUDENT IS CONCERNED ABOUT THE EMOTIONAL AND PHYSICAL NEEDS OF OTHERS

The student follows appropriate physical interventions.

The student follows universal precautions.

The student keeps his/her prescription medications and cigarettes from clients.

The student uses care in handling clients who are bedridden and does not make changes without explicit permission to do so.

The student does not bring a weapon to the Practicum site.

The student does not ask clients for dates or personal services.

The student does not intimidate verbally or with physical gestures.

The student does not demean or denigrate clients.

The student does not come to Practicum hung over, lacking in sleep, or under the influence of drugs or alcohol.

4. THE STUDENT IS ABLE TO TOLERATE FEEDBACK FROM OTHERS AND TO LOOK AT PERSONAL FEELINGS, VALUES, AND BEHAVIORS

The student accepts feedback from the Practicum experience.

The student shows constructive growth as a result of the Practicum experience.

5. THE STUDENT CONSISTENTLY OBSERVES ETHICAL GUIDELINES

The student observes confidentiality guidelines

The student does not use clients for personal work or relationships

The student does not ignore mistreatment of clients or participate in covering up the mistreatment of clients

UNACCEPTABLE BEHAVIORS

There are individuals who come into this profession with their own problems unresolved. Sometimes that person is working constructively to solve the problems. At other times the person has never really addressed personal issues and deflects them by concentrating on the needs and deficiencies of others. Some clues that a person is not ready to help others are:

Inability to attend to the classroom instruction.
Glaring or cold demeanor
Gossiping about others.
Discussing others in destructive terms, (tearing others down, making fun of others, dismissing others as stupid or crazy.)
Monopolizing class time with personal anecdotes or problems.
Never sharing or speaking in class.
Insisting that others see things one way.
Counseling clients or other students to stop medications or to ignore their counselor's advice. Inability to attend to the classroom instruction.
Claiming all clients are manipulative or underhanded or stupid or crazy.
Becoming offensive with others.
Becoming loud and argumentative with others.
Becoming defensive when feedback is given.
Requesting many allowances due to personal problems without seeking assistance for those problems.
Seeking counseling assistance with personal problems from fellow students and instructors rather than from counselors.
Engaging in drug and alcohol abuse, violence, or illegal activities

TRUSTING THE STUDENT

Trust is the most important aspect of any professional relationship. Most of us know whom we feel we would trust to care for our own children or our parents. For faculty who might write a reference for students, this feeling of trust is most important. After working with students in class, faculty members know whether they would feel comfortable or uncomfortable with a student as the care taker of vulnerable family members. Students, when evaluating their own behavior, should assess the degree to which they are trustworthy and convey this trustworthiness to others.

APPENDIX B
ASSIGNMENTS

Weekly Report Form
Themes for Analysis in Weekly Reports and Classroom Discussion
Personal Awareness Paper (Optional)
Organizational Report
Semester-Long Project
Goal Planning
Client Interview (Optional)
Goal Plan
Ethical/Legal Issues Essay(Optional)
Evaluation Criteria for Written Assignments

Week No. _____

WEEKLY PRACTICUM REPORT

Name _____ Date: _____

Agency _____ Supervisor: _____

1. Hours worked this week _____ Total Hours to date: _____

2. Supervision- What contact did you have with your Supervisor this week?

Planned Conference _____

Unplanned Conference _____

What did you learn? _____

3. Staff Meetings - Agency Visits - Other

Purpose of meeting/visits: _____

Where Held _____

Length: _____

What did you learn? _____

Name _____

Date _____

4. What did you do this week? (Tasks, roles) and why? _____

5. Identify practice principles that you have learned that you used or observed in your practicum setting.

6. Observations Involving Self, Clients, Supervisor, Staff, and Others

What did you think or feel about your self, your placement, the agency/staff and/ or community this week? Describe any successes or concerns: _____

Themes for Analysis in Weekly Reports and Classroom Discussion

- Any difficulties or concerns related to your placement. This may include problems with agency policies, staff members, supervision, clients, or any problem at all.
- Reporting any significant learning or positive learning experiences. We believe that recognizing one's strengths are equally as important as becoming aware of one's weaknesses and limitations.
- Of special interest are problems you are having working with the clients you are assigned to. The focus will be more on how you handle these matters: What you do, what don't you do? Why do you not say what is on your mind? Emphasis will be on **COUNTERTRANSFERENCE**, defined in this case as anything of yours that gets in the way of working with your clients. A major goal is to empower yourself at any given moment with those you help and be able to describe the helping process you're engaging in.
- Any question regarding the "Helping process" and the appropriate use of helping skills.
- An ethical or legal issue or questions that arise from your work or that are related to situations occurring at your placement.
- Issues, concerns, or questions related to "Interpersonal and Professional Relationships".
- Any issues related to "keeping alive" and preventing encapsulation and burnout.
- Anything you wish to bring up that is relevant to your professional career within Human Services.

ASSIGNMENT
PERSONAL AWARENESS PAPER

Below are guideline questions we encourage you to use in completing this personal awareness paper. Attempt to be as honest and open as you can in your responses. Use your creativity in determining how to best express yourself in written form. The expected length of this paper is from 4 to 7 pages, typed, double spaced.

1. Discuss what needs and motivations you are aware of that are leading you to pursue a career in the Human Services field? What are some of your major needs and motivations? How might these needs work for you? How might they be a counterproductive force in your professional life?
2. Discuss your personal history and/or significant turning points in your life that have contributed to your desire to become a helper? Review your family of origin. What roles that you were expected to play? What were the significant relationships that influenced you, and what effect did this have on your motivation to become a helper? How did you choose to deal with your emotions in our family or origin? How did you handle your feelings with each of your parents or parental figures? Discuss other important life events which may have affected you in your desire to become a helper.
3. Provide an honest assessment of your own strengths and limitations as it relates to your pursuing a career in the helping professions? What are some of the attitudes and /or qualities that you consider counterproductive to you? What are attitudes and qualities that you consider our strengths? At your current stage of professional development, what are the most significant insecurities you are facing? How might you work on these?

ASSIGNMENT
ORGANIZATIONAL REPORT

The Organizational Report has four parts:

Part I. GENERAL AGENCY INFORMATION

1. Give **Agency name** and address
2. Identify the **purpose** of the organization. Include a copy of the mission statement and the vision statement if these exist
3. Identify the **funding source[s]** for the organization
4. Present a **brief history** of the organization - who, when, why etc. Who founded the agency? When was it founded and why? Upon what is the agency founded (e.g. a law, charter, judicial decision, and executive order)?

Part 2. INTERNAL STRUCTURE OF THE AGENCY

1. How is the agency **structured**? Identify all the components (e.g. units, departments) which make up the agency. Typically, agencies have an organizational chart which identifies all of the organizations segments. It is not sufficient for the student to merely put this chart into his/her report. A student can, however, include this chart as long as he/she explains each part. If the student is working in a program which fits into a larger organization (e.g. a mental health center which is part of a county-wide system or a larger corporation), the student need only briefly describe the structure of the "parent "organization, while going into more detail regarding the portion in which the student is placed).
2. Within every organization a variety of **decisions** are made. Clearly identify where the following decisions are made a. policy decisions b. program decisions c. budget decisions d. hiring and firing decisions e. treatment (for clients) decisions
3. Identify the variety of **services** offered by the agency and show how these are designed to meet the agency's stated purpose

Part III. EXTERNAL RELATIONS OF AGENCY AND ACCOUNTABILITY

1. Briefly identify the major agencies with which your organization has relationships with and the nature of these relationships (e.g., referral, legislative, etc.). It may be helpful to the student to identify their agency and the other major agencies with which it deals in a chart that shows the type of agency and relationship to the student's agency.
2. How does your agency demonstrate that it is doing the job it claims to be doing? (i.e., what is its evaluation model?) To whom is your agency ultimately accountable? (e.g. a board of directors, a funding source, the tax payer, government or legislative bodies, the clients). Determine the cost per client (total budget and total number of clients served)

Part IV. AGENCY STRUCTURE AND CLIENT SERVICES

1. How does your agency's structure (see Part II) impact upon the delivery of services to clients? For example, if an agency's administrative tone is democratic and personally warm, one may find this style has increased morale among the workers. The outcome may be more effective and personalized services by workers to clients. A student is expected to demonstrate that he/she understands that an organization's structure affects the delivery of services to clients by citing examples like the one above.

All papers must be typed.

ASSIGNMENT SEMESTER-LONG PROJECT

1. THE ASSIGNMENT

1. Students are to discuss with their agency supervisor a project for their Practicum agency to be completed by the end of the semester.

2. This project should be completed by, at least, the last Practicum class, [if the project is not completed by this time, it can be submitted in its incomplete form with the permission of the agency supervisor.] Students will give oral reports about their projects in the last class of the semester,

2. THE PROCESS

1. An outline of the project must be presented in class to the Practicum Instructor by the week of the semester specified in the syllabus.

2. The Practicum Instructor makes any changes, signs the outline, and gives it back to the student the following week.

3. The student and agency supervisor return the outline to the Practicum Instructor who puts it into the student's folder.

3. THE PURPOSE

The purpose of this assignment is to leave a piece of work at the agency when the student completes the Practicum. The project should be something the agency needs, but could not complete due to agency constraints, but must be a manageable assignment. That is, it must be something that can be completed within the time of a student's Practicum placement

GOAL PLANNING

1. THE ASSIGNMENT

This assignment is designed for students to put into practice what they have learned about goal planning in Sociology 121, and Skills and Methods in Human Services. In developing a goal plan or a service plan for the client it involves identifying the problem or need with the client, assessing the client's strengths and supports, developing a plan to correct problems or meet specific needs, implementing the plan, and, finally, evaluating the results and moving on.

2. CHOOSING THE CLIENT

The Student and the supervisor together should identify a client by the fifth week of the Practicum with whom the student will work. Students should learn about the client, his/her background and current situation, plus a history of the problems and how it is currently being addressed. It will be helpful if the student can be directed to reading material relevant to the client's condition or problems.

3. DEVELOPING A GOAL PLAN

The student must read the section in the Skills and Methods workbook on how to develop a goal plan.

Then the student meets with the client and develops a STRENGTHS/NEEDS LIST by sitting down with the client to discuss what he or she thinks are his or her good points, accomplishments, and supports. Next a similar list is made of the client's needs, looking at what could be changed for the better, what new skills the client might need to cope more effectively, or what new supports need to be in place,

From the STRENGTHS/NEEDS LIST the client and the worker decide on what needs to be worked on or addressed. Together a plan is developed using the identified strengths and supports of the client to implement the plan.

4. THE WRITTEN ASSIGNMENT

A. Write a narrative **contact note** on this meeting with the client, describing in some detail what was discussed and decided. Be sure your note is grammatically correct, spelling is correct, it is correctly dated, and identifies the type of contact.

B. **Set up a service plan** for the client using the TREATMENT OR GOAL PLAN forms in the Skills and Methods textbook. Be sure the service plan reflects general goals for the client, takes into account and uses available supports, or supports found in the client's natural environment, and generic services, and does not require the client to go to many different locations for services. If the service plan can be entirely implemented in the student's agency, note this, but look to see if there are other available supports that could be used.

C. Finally, on a separate sheet of paper, set up **treatment goals and objectives** using both methods:

1. The incremental method of reaching a goal, where the objectives describe each small step along the way or the individual steps to achieve the treatment goal
2. the list of concrete, observable, and measurable manifestations of a treatment goal
3. Goal Plan is to be implemented only with the authority of the agency Supervisor

ASSIGNMENT CLIENT INTERVIEW

1. THE ASSIGNMENT

The student is to interview a client or a significant other person in the client's life.

The purpose for the interview will depend on two factors:

- A. The way a particular organization serves a special population
- B. The student's role in that organization

In some cases the student's role in the/agency will already include interviewing and in others he/she will have to go outside this assigned role in order to complete this assignment. In either case, the student must discuss the assignment with the Supervisor and together decide who will be interviewed, for what purpose, and under what conditions.

The purpose of this assignment is for students to demonstrate an understanding of the interview as a process. Interview content is to be minimized.

2. CONFIDENTIALITY

ALL IDENTIFYING INFORMATION MUST BE DISGUISED. The written interview may be discussed in seminar.

3. PURPOSE

Though the interview serves as a learning experience for the student, it should also be of value to the agency and to the person being interviewed.

For example, if the student is placed in a classroom or social group setting with children, interviewing might not be among the assigned duties. On the other hand, an interview with a parent in the home where the focus is on the child's life outside the group might be helpful to the agency staff and to the parents.

Purpose and interview outline will differ according to the person being interviewed. These need to be determined before the interview with the Field Work Supervisor.

4. LIMITATIONS

In no interview should the student probe areas of the person's life and background outside the stated purpose of the interview. If the person being interviewed volunteers additional personal concerns the student should inform the Supervisor and, if it seems appropriate, encourage the client to talk with the therapist, social worker, or other appropriate person.

5. INTERVIEW STRUCTURE

All interviews have structure: a beginning, middle and end

1. **The beginning** involves establishing a relationship with a client and defining the purpose of the interview with h/her.
2. **The middle** or content of the interview is the gathering of information about the situation, feelings, and behavior.
Here the interviewer collects information relevant to the stated purpose of the interview.
3. The **end** is a summary of what has taken place emphasizing the strengths and needs of the situation and an agreement for future activity, and terminating the interview.
4. More details will be discussed in Seminar. Depending on the student's role, this assignment could be an intake interview or social history. The paper should be typed and at least 3 to 5 pages.

GOAL PLAN

NAME:

ADDRESS:

TARGET DATE:

INDIVIDUALS INVOLVED: _____

PRESENT BEHAVIOR (Including Strengths): _____

LONG TERM GOAL # _____: _____

SHORT TERM GOAL # _____: _____

CRITERION FOR GOAL ACHIEVEMENT: _____

PROCEDURE: _____

GOAL PLAN
(2)

PROCEDURE CONTINUED: _____

REINFORCERS: _____

MATERIALS: _____

EVALUATION AND/OR DATA COLLECTION: _____

INDIVIDUAL'S SIGNATURE

DATE

STAFF SIGNATURE

DATE

Ethical/Legal Issues Essay

Attached are ethical/legal vignettes. Please review them and then answer the following questions for each.

- a. Identify all the potential ethical/legal issues involved.
- b. Review and discuss the relevant ethical guidelines or laws involved.
- c. Discuss the possible courses of action you would take if you were working with this client.

Attempt to be as clear, concise and specific in your writing as possible. Take into account both the specific ethical issues to be addressed, as well as conducting an effective interview situation under the circumstances given. Integrate information on both ethical issues and interview skills, as well as any general knowledge/insight that you have gained from this class. Give specific examples where appropriate.

1. A depressed 32 year old woman named Eva has been living at the women's shelter for over one week now. You are an intern placed at the agency. Eva has talked to informally with you several times in the past and she seems to have a special connection with you. She tells you that she trusts you more than her individual therapist in the agency and feels she can talk to you better. In the course of discussing her situation, she tells you her six year old daughter, Samantha, revealed to her this morning that her father had "touched her on her vagina". Eva is very upset by this but asks you to please not tell her individual therapist because she is afraid of what might happen to her. She says that she would kill herself if her daughter were ever taken away from her

2. You work for a small clinic which provides counseling services for the surrounding community. One day while you are on intake duty, a middle-aged, Latino woman named Grace comes in saying that she is here so that her two children can be seen. She presents her son, Jason, age 18, and her daughter, Sonya, age 12. Grace initially states that both the children have been failing in school and that they will not mind her or their Father. As you begin to ask her more in depth questions about the family, Grace reveals that her husband has a drinking problem and that he has had several prior reports for hitting her and the children. She further tells you that he does not believe he has a problem and has refused to enter into any counseling. When you ask Grace why she is coming in now she tells you that, besides the children's not minding and failing in school, the other night her husband was drinking and he choked Jason and threw Sonya up against the refrigerator. She states that he was very angry and that she is afraid of him. The children confirm the above incidents and you observe welts around Jason's neck and bruises on Sonya's legs. The children also tell you that they have seen "Daddy hit Mommy too". What are the ethical considerations and how would you handle this situation?

3. You are an administrative intern placed in the City of Cucamonga's Community Services Department. You are very proud to be placed here and excited about the learning possibilities. You are new to this organization and are feeling the need of good supervision and structure. You begin to discover, however, that your supervisor is often unavailable due to her many administrative duties. When she is present, she seems to assume that you've got everything under control and that you are doing just fine. In reality you are feeling frustrated and confused as the supervisor has not met with you enough to explain either your specific tasks or the organization you work within. You know that you are supposed to develop a newsletter for the city and plan a program which provides recreation services to the elderly in nursing homes in the community. It has now been three weeks since you have had supervision from your identified supervisor and you are feeling quite overwhelmed. What are the ethical considerations in this situation and how would you handle your interview with the supervisor?

4. You are an intern placed at a youth shelter for run away children. One of the kids takes a special liking to you and often seeks you out to talk to. You feel gratified to be able to listen and help this young man. Kevin is 15 years old who ran away from home due to being physically abused by his alcoholic Father and verbally abused by his co-dependent Mother; A child abuse report has been made and Kevin is currently living in a foster home until his parents prove they are rehabilitated. One evening while you are at home you receive a call from him unexpectedly where he requests to talk with you and tells you he is thinking about suicide. He tells you that he really liked talking with you when he was in the shelter, but now that he is in the foster home he feels lonely. He asks if he can call you on a regular basis to talk with you about how despondent he is becoming.

5. You are an intern placed in a school setting working with adolescents. You have been matched up with a 14 year old girl named Susan who is having behavioral problems and whose grades are way down. As you question her about her family Susan reveals to you that she has been sexually and physically abused by her Father since she was 10 years old. She says that this is still going on today and that she also witnesses her Father regularly beating her mother. Susan shares that she has recently been thinking about getting a gun from a friend and using it on her Father to stop the pain he is causing her family. She says that she has been impulsive at times in the past and wants your help in deciding what to do about this situation.

6. You work in a Catholic Social Services agency. A 19 year old college female, Karen, comes in because she is feeling depressed and confused. She was referred by friends who were concerned about the way she has been acting recently. She tells you that she broke up with her boyfriend just the other day and thinks she might be pregnant. She was to have an abortion, but the agency you work for prohibits you from advising her on such issues.

7. You are an intake assigned to do intakes at a local Guidance Clinic. John is a middle-aged man who comes in on day complaining of loneliness, depression and a lack of will to live. He was in some individual counseling with another helper in the past which he did find very helpful. He says he returns to talk to someone now because it is his last chance to "make things right". After about 40 minutes of talking with you he states that "he knows that nothing would do any good and he had decided to end it all". He indicates that he plans to kill himself by taking pills, which he has saved and has at home. He thanks you for your time and patience and proceeds to leave.

8. You are an intern at a local mental health center. You are part of a training group that meets with other students at the agency on a weekly basis to discuss your cases. One day, while you are your peers are having lunch at a local restaurant, some of the students begin to discuss their cases openly, mentioning names and details of the clients loud enough for others in the restaurant to overhear. You notice this and begin to feel irritated.

9. Two young African American girls are brought into the mental health center where you are doing an internship. The girls' Aunt who has just become their guardian in the last few months is seeking counseling for them. Natasha, age 13, is quite verbal, whereas her sister, Lena, age 10, is very shy and says very little throughout the entire session. The Aunt tells you that she rarely saw the girls, until their mother left them with her while "she got straight". The Aunt is unclear about the living conditions that existed in the home of their birth Mother, yet does suspect they were abused and need help in resolving issues tied to their past. As Natasha begins to provide a history, she tells of a house they were living in where they were left unattended most of the time since their Mother was often out partying. During these absences, some of the adults living in the home attempted to touch Lena "on the privates" on several occasions. They also reveal that there was a relative living there who severely punished them by using a belt and leaving them in a dark closet for extended periods of time. She further tells you that they were without food at times and had to steal from the corner store.

10. You are interning at a University counseling center. You have become very close to your fellow co-workers and often meet with them outside of work. On one particular evening you accompany a co-worker, Todd to a party he is invited you to. While there you observe another fellow co-worker, Lisa behaving romantically with a young man who you believe is a client at the counseling center. Lisa use to be his counselor and that is how they met. You are confused and don't know how to respond.

EVALUATION CRITERIA FOR WRITTEN ASSIGNMENTS

Specifics about each assignment will be presented in guidelines prior to the due date. For every written assignment, grading will be based on how well the guidelines are followed and the quality of the written material. Criteria used to grade written material are as follows:

1. **Theme Development:** How well is the theme developed? Does writing flow? Is there an introduction and conclusion?
2. **College Writing Skills:** Is writing at a University level? Are sentences clear and logical? Is grammar and punctuation appropriate? Is spelling current?
3. **Use of Examples:** Are pertinent examples presented within the assignment that illustrates how well the writer is able to apply knowledge to real life issues.
4. **Knowledge Development:** are the main concepts appropriately identified and understood? Does the writing reflect that the writer appeared to grasp the material presented in the text and class?

APPENDIX C
EVALUATION FORMS

Evaluation by Agency Supervisor
Evaluation by Student

**EVALUATION BY AGENCY SUPERVISOR
FIELD WORK PRACTICUM**

NAME OF STUDENT _____

AGENCY _____

AGENCY SUPERVISOR _____

PERIOD COVERED BY EVALUATION FROM _____ **TO** _____

NUMBER OF HOURS WORKED _____

Taking into consideration that this is an evaluation of an Associate Degree candidate in beginning field experience, please evaluate the experience of the above named student in terms of your agency or organization. This evaluation should be discussed with the student and signed by the supervisor, College Field Work instructor, and the student. It must be given to the College Instructor one week before final grades are due. In Sections A and B please identify the kind of work and experiences your student intern performed during his/her placement in your agency. In section C. please tell us how well your intern did in acquiring competencies.

I have read this evaluation.

DATE _____ Agency Supervisor _____

DATE _____ Student _____

DATE _____ College Instructor. _____

SECTION A.

Describe the student's role in the agency or organization. Be specific about roles played.

SECTION B.

Please identify the experience of the student in the following areas and check the role played by the student in the appropriate category

	Observer	Participant	Primary Responsibility	Other
<i>Meetings attended</i>				
Staff				
Board				
Community				
Legislative				
Client				
Other				
<i>Conferences & In-service training</i>				
Agency training				
Case conference				
Public Hearing				
Interagency				
<i>Intervention Experiences</i>				
Client contact				
Outreach				
Group				
Information & referral				
Intake				
Advocacy				
Crisis				
<i>Specific Skills</i>				
Teaching				
Problem solving				
Counseling				
Behavior Management				
Other List & Check				

SECTION C.

Evaluate the student in the following areas

	Very Good	Good	Satisfactory	Poor
The student understood the agency's operations				
The student understood the agency's purpose and role in the Human Service system				
The student accepted supervision and constructive criticism				
The student was reliable				
The student completed assignments on time and came when expected				
The student participated as a member of the team				
The student related well to individuals of diverse. Backgrounds				
The student was respectful of others' points of view				
The student demonstrated good communication skills				
The student was able to ask for help				

SECTION D.

In your opinion is this student ready to

	Yes	Limited	With training	No
Do basic intakes				
Instruct others in Activities of Daily Living				
Assist in case management				
Facilitate groups				
Maintain professional records				
Participate in treatment/service planning				
Participate in Goal Planning				
Conduct interviews				
Conduct crisis interviews				
Make good referrals				
Plan and implement recreational activities with clients				
Communicate professionally with clients				

SECTION E

Give a general summary of what you saw as this student's strengths and areas where you feel the student could improve.

EVALUATION
BY
THE STUDENT

DATE _____

NAME OF STUDENT

AGENCY

AGENCY SUPERVISOR

FIELD WORK INSTRUCTOR

Please be brief in your evaluations

1. Describe your role in the agency.

2. Describe the activities you performed in that role.

3. Describe the supervision you received. How often did it take place? How helpful was it? Did the supervision enhance your placement?

4. What was most helpful about your placement in preparing you for a professional role and what was least helpful.

5. Which of the core human service courses were particularly helpful in preparing you for your Field Work? Explain.

6. Has the Field Work experience affected your career plans? Explain.

7. What was most helpful and what was least helpful about the Practicum Seminar?

Additional Comments: