HUMS 215- FIELD WORK PRACTICUM HANDBOOK

Social Services
Associate in Arts (Transfer Program)

Human Services
Associate in Arts (Career Program)
Certificate Program

Accredited by the Council for Standards in Human Service Education (CSHSE)

www.hacc.edu/healthcareers

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INTRODUCTION

This manual is designed to provide information about the field work practicum requirements for the Human Service Career and Certificate Programs and the Social Services Transfer Programs. Included are:

1. Course objectives and requirements.
2. Responsibilities of the Field Work agency, Practicum instructor, Student, and HACC for the practicum course.
3. Procedures for enrolling in the Field Work Practicum course and securing a Field Work placement.
4. Student assignments for the Field Work Practicum.

This handbook seeks to provide students and field work supervisors a clear idea of what is expected in each person’s respective roles. The essential goal is for the student to have a professionally and personally rewarding learning experience. The goal is also for the agency, staff and clients to benefit from having a HACC Human Services student at the agency.

WHAT IS THE PRACTICUM?

Catalog Description:

Provides students with a cumulative learning experience. This course allows students to work in a human services agency for a total of 255 hours. All students are under the direct supervision of a Bachelor’s or Higher Level Human Service Professional. In this environment, students learn to apply knowledge, skills, and attitudes acquired in core Human Service courses – to work with clients within a human services agency. Students also meet with the instructor to integrate classroom learning with job performance. Emphasis is placed on students assuming the Human Service Worker role in working directly with clients. Students complete assignments that focus on the human services agency of where they are completing their 255 hours, as an organization, emphasizing their work with agency staff, and goal planning. All students accepted into this component of the program must submit to a Pennsylvania Child Abuse History Clearance, FBI Check, and a PA State Police Criminal Record Check. Enrollment is restricted to students in the Human Services AA and the Social Services AA degree. A course fee is required.

The current practicum instructors:

Professor Melinda Eash- Harrisburg Campus - mmeash@hacc.edu
Professor Tammy Hendrix – Lancaster and York Campus- thendrix@hacc.edu
Professor Aimee Bollinger Smith – Gettysburg and York Campus- abolling@hacc.edu
WHY IS THE PRACTICUM IMPORTANT?

It is wise to think of the fieldwork experience, or practicum, as the culmination of the Human Service 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 practice experience.

As Professor Emeritus, Ann Lyon wrote in 1993:

“The fieldwork Practica.................... provide
s the student the opportunity to translateacademic learning into the practice of working to help empower people to live moreproductive and satisfying lives. This process must be guided by ethical principles and in concertwith 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 as useful in practice. Students also become more aware of any limitations. This valuable information allows students to better plan and organize their future career or academic track.

LEARNING OBJECTIVES FOR FIELD WORK PRACTICUM

Upon successful completion of the Practicum the student will be able to:

- Apply knowledge of human service practice principles to specific cases
- Design an agency-based project
- Describe the organization of a human service agency
- Develop a goal plan for at least one client
- Demonstrate the ability to work with other disciplines within the human service delivery system
- Complete initial evaluations of clients
- Demonstrate the ability to provide information regarding various human services
- Make referrals for clients
- Demonstrate the skill to work with clients on the development of service plans
- Utilize best professional practices to ensure safety for the student and the client

SEQUENCE OF LEARNING

The practicum will include the following learning activities:

I. Fieldwork
   (Students work in the field in a human service agency under the supervision of a person with a Bachelor’s degree or higher and students are monitored by the instructor.)

   1. Students are expected to design an agency-based project
   2. Students are expected to complete an analysis of the organizational structure of the student’s agency and observe other student’s organizational structures
   3. Students work with and collaborate with other professions and agencies on the client's behalf
   4. Students work with other disciplines within the human service delivery system
   5. Students potential opportunities may include (depending on the agency): completing initial evaluations of clients, providing information to clients regarding various human services, making referrals, developing client goals, collaborating with clients on the development of service plans,
and utilizing a problem solving model to develop interventions to assist the client in achieving their goals
6. Students critique their personal behavior, approaches, and responses

II. Best Professional Practice
1. Students demonstrate knowledge of ethics and the Pennsylvania laws as they apply to student’s placement
2. Students complete and submit an updated resume
3. Students apply the following Human Service practice principles:
   a. Confidentiality of personal information
   b. Client self-determination
   c. Respect for the client’s personal values
   e. Recognition of individual worth and uniqueness
   f. The value of the least intrusive intervention in the least restrictive environment
4. Students practice professional communication in discussing and resolving client and practicum issues
5. Students participate in goal-planning at the client or agency/program level
6. Students demonstrate knowledge of behavioral methods and behavioral management strategies
7. Students practice confidentiality of all agency and client personal information
8. Students apply knowledge of standard precautions
9. Students integrate techniques for teaching clients life skills
10. Students will demonstrate a general understanding of issues regarding psychotropic medications that are relevant to their clients

**STEPS TO 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 agency placements. The Practicum Instructor has final authority for all agency placements. Steps to obtaining a practicum placement are:

2. During the semester prior to taking the practicum course students are asked to declare their interest in completing a practicum to the Fieldwork Instructor and to indicate either an agency or a particular population with whom the student wants to work.
3. Students’ must submit an application for Fieldwork Practicum to the HUMS 215 Instructor by August 1 for the fall semester, November 15th for the spring semester, and April 15th for the summer semester (See Appendix A).
4. The student prepares a resume. These resumes are for the student to present to potential agency supervisors. Help with resumes is available in the Career and Transfer Center at each regional campus http://www.hacc.edu/Students/CareerServices/index.cfm).
5. The student needs to obtain and submit current copies (within one year of the start of the practicum) of Child Abuse Clearances, State Police Criminal Background Checks, and FBI Fingerprinting. Go to keepkidssafe.pa.gov and click the clearance tab for information on how to obtain the clearances.
6. Students contact and visit potential agencies discussing the possible placement opportunities and the requirements for completion of the practicum. At this time, the student submits a resume to the agency. Students are strongly encouraged to visit several agencies before selecting a placement. Career Services and practicum instructors at the regional campuses have job descriptions and listings of potential sites for students to review.
7. Students are responsible for following up on these contacts. If a placement is offered by an agency and the student accepts, the agency supervisor and the student must contact the Practicum Instructor and submit the Learning Contract and Educational Plan with written goals and objectives for approval (see Appendix A.) Once the in practicum instructor receives these documents and approves the placement the student will be allowed to register for the practicum course.

8. Harrisburg Area Community College (HACC) requires that there be a signed legal agreement between the practicum agency and the college. The practicum instructors have a list of agencies that have already signed an agreement with HACC. If the student wishes to do their practicum at an agency that does not have an agreement with HACC the Director of Field Placement will initiate the contract process with the agency. Students should be aware that this process takes time and there are no guarantees that the agency will agree to contract with HACC. As a result, it is critical that the student contact the practicum instructor early to allow time for all requirements to be in place before the semester they wish to do their practicum in starts.

9. Once the practicum placement is approved by the practicum instructor the student and the agency supervisor then agree upon scheduling details at the agency. No Student will be permitted to begin practicum hours until all steps for obtaining a practicum as outlined above have been completed and the semester they are registered for has begun.

THE IMPORTANCE OF THE LEARNING CONTRACT AND EDUCATIONAL PLAN

The Learning Contract, which includes the educational plan specific to the student’s practicum, will be the basis for the following decisions:

a. Serves as a guide for the student’s learning experience
b. Serves as a document for review of the student’s progress when the Practicum Instructor visits the field practicum site
c. Provides guidance in the final grading process for the course
d. Provides direction for the student’s future plans with regard to professional and personal development.

ALTERING THE EDUCATIONAL PLAN/GOALS AND OBJECTIVES

During the semester the student and the student's Field Work Supervisor may decide to alter the educational plan. This may be done for several reasons:

- Sometimes the supervisor finds the student better prepared than originally thought and the student and the field work supervisor agree to add additional 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.
- Sometimes it may be that the student is lacking in skills or the agency is requiring the student to perform tasks which are too sophisticated

Therefore, the goals and objectives can be altered 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 a revised educational plan submitted to the practicum instructor within 7-10 college business days.

USING YOUR JOB AS A PRACTICUM

If a student desires to use his/her job within a human service agency as a practicum placement, the student presents this option to the Practicum Instructor and the agency supervisor for approval. For this option to be approved, students must document that current job duties are Human Service related. In addition, 4 to 5 hours per 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 new learning experience and meets a student’s career goals.

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 as soon as the problem is encountered. Often the Practicum Instructor can assist in resolving the problems. If the student waits too long, credit for the Practicum may be lost because the student is not able to complete the Practicum and/or the student is forced to choose a new placement too close to the end of the semester.

If the student and the Practicum Instructor experience a conflict, the student must first discuss the conflict with the instructor. If after discussion, the conflict remains irresolvable, the student has the option to begin the grievance process and the grievance procedure is as follows:

a. The student shall notify the Program Director about the irresolvable conflict(s) in writing.

b. The student shall then schedule a meeting to discuss irresolvable conflict/concern with the Program Director.

c. The Program Director will make a decision, based on the student’s description of events, the meeting with the student, and contact with those who made the decision concerning the student.

d. If the student disagrees with the Program Director’s decision, the student has the right to pursue his/her grievance using the college grievance procedure. Please refer to AP 591. This and other College Procedures can be found on the MYHACC web portal.

FIELDWORK SITE REQUIREMENTS

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

a. All students need to be under the direct supervision of a Bachelor’s or higher level Human Service Professional.

b. Students cannot be asked to work alone. This means students are not permitted to attend events or cover a shift in an agency by themselves, unless they are an employee of the agency.

c. Students are not permitted to work third shift. There are 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. A practicum site that primarily involves working a third shift will not be approved.

d. Students must not drive clients in their own cars unless the student is a paid employee of the agency. Students may drive clients in an agency vehicle if the agency insurance covers the student driving that vehicle.

e. Students may be required to participate in an agency orientation or other training as part of their practicum. The practicum instructor may approve up to 26 hours of training to be counted towards the hours needed to complete the practicum. The instructor must approve the content of the training.

f. Students should not possess any material, verbal or written from an agency which identifies clients using the services of that agency. This includes flash drives and other electronic material. All class assignments should have ALL identifying information deleted or fictionalized.

g. Students are covered under HACC’s liability insurance while on the Practicum site. This coverage does not start until the first day of the semester. This liability insurance does not cover medical expenses if
the student is injured on the practicum site. If the agency requires proof of professional liability insurance the student should contact the practicum instructor who can secure this information for the agency representative.

EVALUATIONS

Students are evaluated by their Field Work Supervisor, Practicum Instructor and by themselves. A supervisor appraises the student’s field work while the Practicum Instructor evaluates the student’s classroom work. Throughout the semester students make an orderly assessment of their accomplishments and need for skill development via the Learning Contract and Weekly Practicum Report. The Practicum Instructor is responsible for the final grade in the practicum.

The basis of the student’s final 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.

The Evaluation of the student must be shared with the student and the student must have an opportunity to provide feedback and sign the final evaluation. A confirmation of hours the student has worked is requested in the supervisor’s evaluation. A time log will be provided for students to track hours (see appendix A.)

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 the Field Work Supervisor and the 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.

The Practicum Instructor considers the Fieldwork Supervisor’s evaluation of a student, as well as the student’s self-assessment before arriving at a final grade for the student. If discrepancies exist about the student’s evaluation between the Practicum Instructor and the Field Work Supervisor, the Practicum Instructor discusses the issues with the Field Work Supervisor before submitting a final grade for the student.
APPENDIX A- FORMS

Checklist of Required Forms
Harrisburg Area Community College Student Internship Agreement Form and General Release
Human Services/Social Services Student Acknowledgement Form
Time Log
*Checklist of Required Forms  
HUMS 215- Field Work Practicum

Student name ____________________________________________

Due: Prior to the Start of the Semester

____ Application to take the Practicum
____ Educational Plan
____ Learning Contract
____ Degree Evaluation

Due: Beginning of Semester

____ Student Internship Agreement
____ Child Abuse Clearance
____ State Police Clearance
____ FBI Clearance
____ Human Services/Social Services Student Acknowledgement Form

Due: End of Semester

____ Time Log
____ Resume
____ The Supervisor’s Evaluation of the Student
____ The Student Evaluation of the Agency
____ The Student Evaluation of the Human Services Program at HACC (a link will be emailed to the student towards the end of the semester)
Student Internship/Coop/Field Experience Agreement
(This is a release. Please read carefully.)

For the purposes of this agreement, the term “internship” will apply to all experiential learning experiences.

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

I, ______________________________________________________, ID# __________________ am
(Student name - please print)
a student at HACC and I plan to undertake an internship during: o Fall o Spring o Summer, 20_____ at the
following location:
_________________________________________ ______________________________
(Internship Site) (City/state/country)

HACC itself does not control the way in which the internship work experience or the internship site is
structured or operates.

HACC 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 HACC does not have an obligation to provide me with such insurance.

I will release and indemnify HACC from any liability for injury to myself or damage to or loss of my
possessions resulting from my participation in this internship.

I understand that if I use my personal vehicle for the benefit of the agency with whom I perform my
internship, HACC 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 a paid or 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. Some of those situations may entail risk on my part, either assumed or unknowing. I understand that I will not be entitled to unemployment compensation benefits upon completion of my internship. Further, I understand that HACC assumes no liability for personal injury which I may suffer in the course of my internship and that I am not covered under HACC’s workers’ compensation insurance policy nor any other HACC insurance coverage.
GENERAL RELEASE

I understand that HACC reserves the right to make cancellations, changes or substitutions in the event of emergencies or extenuating circumstances, in order to protect the student, the internship site, and the general interest of the internship program. I understand that the HACC 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 HACC 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 HACC.

I represent that I have read, understood and signed the following; HACC Code of Professional and Ethical Conduct for Student Interns, Student Internship Agreement and, if required by the internship course instructor, a Learning Contract. These documents will be placed into my Internship file.

I release, discharge, defend, indemnify, and covenant not to sue HACC, its governing board, employees or agents as to any and all liability that may arise out of injury or harm to me, property damage, or death resulting from my participation in this internship. I certify that I am at least 18 years of age.

STUDENT SIGNATURE: ____________________________________ Date: ______________

HACC ID #H __________________

(Rev. 2/25/10)

HACC, Central Pennsylvania Community College does not discriminate in admission or employment on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, or any legally protected classification.
Human Services/Social Services Student Acknowledgement Form

As an applicant to this program or student in this program, I acknowledge that I have read and understand the essential qualifications. I acknowledge that I am capable of performing the abilities and skills outlined in this document with or without reasonable accommodation and understand that my status as a student in this program depends on my continued ability to successfully demonstrate these abilities and skills. I understand that if I am no longer able to meet these essential qualifications I will immediately notify the program director. _____ (Initial)

As an applicant to this program or student in this program, I acknowledge that I have read and understand the Standards of Professional Attitudes and Behaviors for the Human Services program. I acknowledge that I am capable of performing the abilities and skills outlined in this document with or without reasonable accommodation and understand that my status as a student in this program depends on my continued ability to successfully demonstrate these abilities and skills. I understand that if I am no longer able to meet these Attitudes and Behaviors I will immediately notify the Program Director. _____ (Initial)

I have read and understand the program admission criteria as posted on the HACC Health Careers website. _____ (Initial)

I understand that some clinical/practicum sites do not allow tobacco use and may require testing at the student’s expense. _____ (Initial)

I understand that all students who are entering HUMS 215 must undergo a Pennsylvania Child Abuse History Clearance, FBI Check, and State Police Criminal Record Check, at the student’s expense, the semester prior to starting the Field Work Practicum class. If a student has committed certain crimes, that student may require special permission from a practicum site for placement and will be required to meet with the Human Services/Social Services Director of Field Placement. HACC will make every effort to allow students to complete their program of study in the Human Services/Social Services fields but cannot require facilities to accept student for practicum. _____ (Initial)

I understand that intentional deceit or falsification on this document will disqualify a student from admission and/or continuation in any health career program at HACC. _____ (Initial)

Have you ever been admitted to a clinical health career program at HACC from which you did not graduate? (Initial one)
   _____ I have not   _____ I have (Good Standing Form to be completed)

I have read and understand the Student Handbook as posted on the HACC Human Services website. _____ (Initial)

I have read and understand the National Organization for Human Services (NOHS) Ethical Standards for Human Services Professionals as posted on the NOHS website. _____ (Initial)

____________________________________________  __________________
Applicant Signature                          Date

____________________________________________  __________________
Print Name                                  HACCid

___________________________________________  __________________
Witness/Instructor                          Program

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Page ___ of ___
APPENDIX B - ASSIGNMENTS

Weekly Practicum Report Form
Sample Weekly Report
Themes for Analysis in Weekly Reports and Classroom Discussion
Agency Report
Semester-Long Project
Client Interview
Sample Client Interview / Intake Form
Client Plan
Ethical/Legal Issues Essay

Note: Not all assignments may be assigned by every instructor. Please check your instructor’s syllabus for specific assignments required.
WEEKLY PRACTICUM REPORT

Each student is responsible for completing and submitting this weekly practicum report to the practicum instructor according to the instructor’s specific deadlines. The student will need to make copies of this original document BEFORE writing on this original form and submitting to the instructor. The student will use this practicum report as a tool for self-assessment.

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: _________________________________
   Meeting Location________________________________________
   Meeting Length: _________________________________________
   What did you learn? _________________________________________
   __________________________________________________________
   __________________________________________________________
Weekly Practicum Report
Page 2

Name_______________________________________ Date________________

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

5. Identify practice principles or examples of ethical principles that you learned, used or observed in your practicum setting.
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

6. Observations Involving Self, Clients, Supervisor, Staff, and Others
What did you think or feel about yourself, your placement, the agency/staff and/or community this week? Describe any successes or concerns:
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SAMPLE WEEKLY REPORT

Name: Jane Doe                                      Date: October 25, 2015

Agency: Baltimore County DSSS-Volunteer Offices    Supervisor: Deborah Sharpen

1. Hours worked this Week  18.5                     Totals Hours to Date: 102
2. Supervision: What Contact did you have with your Supervisor This Week?
   Planned Conference ________  Unplanned Conference X

What did you learn? Deborah discussed how we will begin eliminating “fluff” from the closets. I learned that we will only have an emergency closet with items such as basic toiletries, blankets, sweat pants and sweat shirts. We are also unable to accept any donations. The Volunteer office will continue their campaigns for “Back to School”, “Campership, “Coats – 4- Kids” and “Holiday Project”.

C. Staff Meetings- Agency Visits – Other
   Purpose of meetings/Visits- Informational meeting/training for the Field Placement Students
   Meeting Location- Executive Boardroom
   Length- Approximately 1 ¼ hours

What did you learn? This meeting was called “How I survived my Field Placement at DSS- and Now I Work Here!” The purpose of the meeting was to provide information on employment for field placement interns. I learned about the different possible positions and amenities provided in Adult and Community Services, Family Services, and Children Services, within the DDS. I was provided with information on the education requirements, as well as the skills and qualities needed by the person seeking employment in the different divisions. I found this information useful, especially for my resume. In addition, we learned about the salary and benefit differences between state, county full-time and county part-time employees; we learned how to go about applying for jobs for state and country, as well as where to look for job opportunities. I continue to learn that I need to continue my education in order to get my foot in the door at DSS. After the meeting, I attempted to meet the facilitators (to continue to build my network), however many of them left too quickly.

What did you do this week? (Tasks, Roles) and why? I spent ½ a day in the main waiting room area passing out customer service survey forms and assisting clients in completing them, if needed. While I was doing this, I had the opportunity to assist customers, as needed, providing them with information, answering questions, and finding the answers and solutions to their questions and problems to the best of my ability. I worked in the closets by removing unnecessary items and setting them aside for Purple Heart. I met with clients and assisted them in the “closets.”
SAMPLE WEEKLY REPORT Cont.

I worked on providing Mr. C. with better quality (original) documents for him to save and print as needed (instead of copying, and recopying illegible “needed” documentation for his clients.

While I was in the main waiting area passing out customer survey forms, I noticed there was not a waiting area for the children. This was also pointed out by a couple of customers that had a problem with children being there. I wanted my new “gift” to be a children’s waiting area. I think this will truly be beneficial for the customers, parents and children. I think that a children’s play area would be safer for the children, especially around clients with mental health issues. Many clients are already aggravated with the wait time and having to hear a crying or whining child and a parent yelling and disciplining their child adds to their frustration, let alone the parents’ frustration and annoyance.

I worked on providing a wellness lesson plan to provide a gift to the Day Resource Center (and hopefully CENTERS in the near future). This gift would benefit the Center and well as provide me with an opportunity to facilitate a group meeting.

5 Identify practice principles or examples of ethical principles that you learned, used or observed in your practicum setting. I practiced confidentially, warmth and respect. While doing the closets, I did notice the security guards calling the name of the clients (Mrs. S. you can go back to get clothing!). After I noticed this I made sure that I was the one to call the clients and practice confidentiality. I called out their full name and made sure I introduced myself and greeted them by their last name. I noticed while walking back to the closets many clients wanted to discuss their situation in the halls. I changed the subject quickly to practice confidentiality. As we walked each person back to the waiting area, I shook their hand and welcomed them back for the following month. With that being said, I treated people with warmth and respect.

I did experience frustration with a client in the closet and was able to discuss this with my practicum instructor; she assisted me with coming up with better skills to help and better handle situations like this in the future.

I had a wonderful week; I established rapport with one client in particular that was shoved aside in the waiting area (while handing out survey forms). With help of a very nice lady in the housing departments, we were able to assist her in applying for services she requested help with. I provided the client with my name and the days I am available. The client did come back and request for me to come out and assist her. I walked her over to a more qualified worker and together we were able to assist her. With that being said, I established rapport with my clients.

6. Observations Involving Self, Clients, Supervisor, Staff, and Others
What did you think or feel about yourself, your placement, the agency/staff and/ or community this week?
Describe any successes or concerns:

Il had a wonderful week. I helped many people and the joy, as well as tears of joy, that I was able to provide to the clients helped me realize the importance of human services. I am sad that I had to turn away many donations (900 pairs of brand new socks that are a top 3 requested item for the homeless population), but I hope that we will be able to provide these items with the new regulations for the emergency items.

I worried about the elimination of my placement last week, but there are many areas/services within DSS that I will be able to be an effective intern. With the connections I have made and the rapport I have established with the mentors I have met, I know they will be happy to take me under their wings as an intern.
Themes for Analysis in Weekly Reports and Classroom Discussion

The following are suggestions of themes or issues you could write about in your weekly reports or bring up in discussion as they pertain to your experiences on your practicum site.

- Were there 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.

- Are there any special interests or problems you are experiencing working with the clients you are assigned?
  - The focus will be more on how you handle these matters including:
    - 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 your issues that hinder or get 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.

Taken from: Instructor’s Manual for Human Service Agencies: An Orientation to Fieldwork, 2nd Edition by Lupe Alle-Corliss and Randy Alle-Corliss
ASSIGNMENT

AGENCY REPORT

The Agency Organizational Report has four parts:

Part I. GENERAL AGENCY INFORMATION

1. Provide 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 – when was it founded and why? Upon what is the agency founded (e.g. a law, charter, judicial decision, and executive order)?

Part II. 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 organization’s segments. It is NOT sufficient for the student to merely place this chart into his/her report. The student may, 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 your organization has relationships with, and the nature of these relationships (e.g., referral, legislative, etc.). It may be helpful to identify the agency and/or the other major agencies affiliated with your agency, i.e., provide 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

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 double spaced typed, APA format where appropriate.*
ASSIGNMENT

SEMESTER-LONG PROJECT

Students are to discuss with their field work supervisor a project the student can complete by the end of the semester.

This project should be completed before, 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 present oral reports about their projects during the last class/seminar.

THE PROCESS

A 1-2-page typed outline of the project must be submitted to the Practicum Instructor by the third week of the semester

The Practicum Instructor provides suggestions for changes, signs the outline, and returns the outline to the student the following week.

When the project is completed, the student submits a one-page summary of the project to the Practicum Instructor who places the document into the student’s folder.

THE PURPOSE

The purpose of this assignment is for the student to leave “a piece of his or her work” at the agency which will remain at the agency long after the student has completed the practicum and graduated from HACC. 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.
ASSIGNMENT

CLIENT INTERVIEW

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.

CONFIDENTIALITY

The student must abide by confidentiality as outlined in the Human Services Code of Ethics. Therefore, ALL IDENTIFYING INFORMATION ABOUT THE CLIENT MUST BE DISGUISED. Students should note that the information gathered during the client interview may be discussed in seminar. Therefore, it is vitally important that the student follows strict code of confidentiality.

PURPOSE

The purpose of this assignment is for students to demonstrate an understanding of the interview as a process. Although 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. The purpose of the interview and the interview outline will differ according to the person being interviewed. The student will need to meet with his/her field work supervisor and discuss details and to determine the process of the interview before the student interviews the client.

LIMITATIONS

At no point during the 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.

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 him/her. i.e., introductions and purpose and process of the interview.

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 about the interview will be discussed in Seminar. The specifics about the interview will depend on the student’s role; this assignment could be an intake interview or social history.

5. *The interview will need to be submitted as a typed document.*

+See next page for sample Interview/Intake Form
SAMPLE INTERVIEW/INTAKE FORM

Intake date: Worker:

Section I. Identifying information.

Last name First Middle

If a minor, name of guardian or custodial parent

Street address City State Zip

P.O. Box mailing address City State Zip

County of residence

Home phone Work phone

Social Security number Age Date of birth

Sex Race Marital status

U.S. citizen
Yes No
If no, what is your status?

Education High School Undergraduate Vocational/technical
Post graduate Other

Literate
Yes No
If no, explain
Secondary language

Religious preference

Other individuals in the home:
Name Relationship
Who is the person you are closest to?

What is your relationship with your family?

Do you have any children?  Yes  No
If yes, describe your relationship with them. If a minor child, what relationship do you have with your parents/guardian?

Are you ordered to pay child support? Yes  No
Monthly amount:
What is your mode of transportation?
• Own transportation
• Own transportation but may lose
• Own transportation, but cannot drive
• Public transportation
• Access to private transportation
• None

Section II. Employment and disability benefits

What is your employment status?

List your last or current occupation:

Does employer have a disability plan? Yes  No

Have you applied for disability benefits? Yes  No
If yes, what type?

Date of application:  Date of entitlement:

Financial:

Gross monthly income:  Source:

Monthly expenses:

Sample Interview/Intake Form

Additional comments:
Section III. Medical Insurance/Health care benefits

Name of insurer

Street address    City    State    Zip

Phone number    Case or policy number

Effective date

Name of insurer

Street address    City    State    Zip

Phone number    Case or policy number

Effective date

Medications.
List any medications you take regularly:

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<th>Cost</th>
<th>Method of payment</th>
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List any known drug allergies:

List other medications, supplies, or equipment needed:

Mental health

Do you attend support groups? Yes    No

Do you attend any voluntary activities? Yes    No

Sample Interview/Intake Form

Are you currently receiving any counseling or mental health treatment? Yes  No

If yes, where?

Provider Clinic    Phone number
Have you received treatment for mental illness in the past? Yes  No
If yes, where?
Provider  Clinic  Phone number

Have you received drug or alcohol treatment in the past? Yes  No
If yes, explain:
Where?
Provider  Clinic  Phone number
When?

Section IV. Legal
Have you been incarcerated? Yes  No  If yes, indicate dates and locations:

If your sentence is still pending, list file number:
Sample Interview/Intake Form

Please give the following information.
Date to be discharged:

Current status in Department of Corrections:

Parole/probation officer’s name:

Phone: Extension:

Terms and conditions of parole or probation:

Do you pay any fines or restitution payments? Yes  No

Amount due  How often?

If you need legal assistance for any of the following reasons, please check the assistance needed. You can check more than one.

• Estate planning
• Access to public assistance benefits
• Employment or insurance benefits
• Debtor or creditor issues
• Discrimination issues
• Other

Needs assessment check list

• Prescriptions
• Housing
• Income
• Employment
• Physician services
• Hospital, inpatient services
• Hospital, outpatient clinic
• Dental care
• Eye care
• Household help
• Transportation
• Social Services help
• Individual counseling
Sample Interview/Intake Form

- Group counseling
- Legal assistance
- Spiritual counseling
- Day programs
- Drug trial information
- Hospice care
- Foster care, children
- Day care, adults
- Day care, children
- Respite care
- Home health care
- Communication with medical provider
- Communication with AIDS service organization
- Interest in alternative therapies
- Support group
- AIDS/HIV education information
- Other:

Additional comments
Assignment

CLIENT PLAN

THE ASSIGNMENT
This assignment is designed for students to put into practice what they have learned about goal planning in Skills and Methods in Human Services. Developing a goal plan with the client involves identifying the problem or need(s) 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 closure.

CHOOSING THE CLIENT
a. The Student and the Field Work supervisor together should identify a client by midterm of the Practicum with whom the student will work.
b. Students should learn about the client, including his/her background and current situation.
c. In addition, the student should learn the history of the problem(s) and how the problem 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.

DEVELOPING A GOAL PLAN
a. The Practicum Instructor will review goal plan expectations.
b. 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/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 addressed.
c. Together a plan is developed using the identified strengths and supports of the client to implement the plan.

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; dates are correct, and identifies the type of contact.
B. Set up a service or treatment plan for the client. Your instructor will discuss acceptable forms for this part of the assignment. Be sure the 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. Be sure that the plan does not require the client to go to many different locations for services. If the 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. Set up treatment goals and objectives according to the following:
   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. Objectives should be concrete, observable, and measurable.
   2. The plan should contain target dates for the objectives and evaluation dates.
   3. The plan should describe how the plan will be evaluated.
   4. The plan should include how the client will reach the goal.

Note: The goal plan is to be implemented ONLY with the authority of the agency supervisor.
ETHICAL/LEGAL ISSUES ESSAY

Attached are ethical/legal vignettes. Please review them and then answer the following questions for each. Be prepared to discuss your responses in class.

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 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 you informally 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 the 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 with 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 haw 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 runaway 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 intern assigned to do intakes at a local Guidance Clinic. John is a middle-aged man who comes in one 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 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 and 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 suspects 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 has 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 used to be his counselor and that is how they met. You are confused and don’t know how to respond.

Taken from: Instructor’s Manual for Human Service Agencies: An Orientation to Fieldwork, 2nd Edition by Lupe Alle-Corliss and Randy Alle-Corliss
APPENDIX C - Human Services/Social Services Clearance Procedure
Human Services/Social Services Clearance Procedure

I. Purpose

Outline the steps to be taken for all Human Services/Social Services students regarding background checks for Field Work Practicum (practicum). It is HACC’s duty to protect the safety of the client and to uphold the ethics of the HACC programs. Individuals who have committed certain crimes may require special permission from a practicum site for placement. HACC will make every effort to allow students to complete their program of study in the Human Services/Social Services fields but cannot require facilities to accept students for practicum.

II. Definitions

A. Criminal record: Any history of conviction of a misdemeanor or felony crime.
B. Pending charges: Any criminal charges as yet unresolved by the courts.
C. Background check: The process required by HACC for admission into the practicum portion of the Human Services/Social Services programs which include PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check. These checks are only good for one year from date of issue.
D. Conviction: Being convicted, pleading guilty or entering a plea of nolo contendere, or receiving probation without verdict, accelerated rehabilitative disposition (ARD) or receiving any other disposition (excluding acquittal or dismissal) for any criminal offense.

III. Procedure

A. Students must complete background checks, at the student’s expense, the semester prior to starting the practicum class.
B. All background check forms must be submitted to the Director of Field Placement.
C. Students must have a PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check to fulfill the requirements of the practicum sites.
D. A student with any conviction or pending charge cannot be guaranteed that they will be able to complete a practicum in the HACC Human Services/Social Services programs.
E. Falsification of an application or any information related to a conviction will disqualify a student from admission and/or continuation in the Human Services/Social Services programs at HACC.
F. A student who completes the Human Services/Social Services program at HACC, despite criminal convictions, is not guaranteed to be eligible for licensure or credentialing by a governmental body, or will be eligible to work for a particular employer. Licensure and credentialing authorities and employers apply their own standards for evaluating whether criminal convictions are disqualifying. HACC accepts no liability in cases where a third party deems criminal convictions sufficiently serious to cause denial of the applicable license or credential, or to refuse employment opportunities. A student with a conviction or convictions is responsible for contacting the appropriate licensure or credentialing board to investigate eligibility and employability.
G. If a student has a conviction on their clearances, the student will be required to meet with the Human Services/Social Services Director of Field Placement
   I. The student is advised that the Director of Field Placement will make every effort to find a placement site that is willing to provide a practicum experience for the student with this conviction
   II. HACC cannot guarantee a practicum placement. Practicum is a requirement to complete the program, and if a practicum site cannot be secured, the student will be notified and the student will not be able to complete the program.

H. The student may be required to travel in order to complete a practicum at a facility that is willing to accept the student.
   I. A student’s inability or unwillingness to travel to a practicum will prevent the student from completing the program.
   II. HACC does not provide transportation to practicum facilities.
APPENDIX D - EVALUATION FORMS

The Agency Evaluation of the Student
The Students Evaluation of the Agency
Student Evaluation of the Human Services Program
STUDENT EVALUATION BY AGENCY SUPERVISOR
FIELD WORK PRACTICUM

NAME OF STUDENT ______________________________________________________

AGENCY ________________________________________________________________

AGENCY SUPERVISOR ____________________________________________________

PERIOD COVERED BY EVALUATION FROM ______________________ TO __________

NUMBER OF HOURS WORKED _____________________________________________

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. In Sections A 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 and tasks in the agency or organization. Be specific about roles played.
SECTION B.

Please rate the student’s performance in the following areas using the scale below.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Good</td>
<td>Average</td>
<td>Needs Improvement</td>
<td>Poor</td>
</tr>
</tbody>
</table>

___ 1. The student understood agency operations
___ 2. The student understood the agency's purpose and role in the Human Service system
___ 3. The student accepted supervision and constructive criticism
___ 4. The student was reliable such as arriving when expected.
___ 5. The student completed assignments on time.
___ 6. The student participated as a member of the team
___ 7. The student related well to clients of diverse backgrounds
___ 8. The student was respectful of others' points of view
___ 9. The student demonstrated good communication skills
___ 10. The student was able to ask for help
___ 11. The student was able to keep personal information of the client confidential.
___ 12. The student demonstrated an understanding of client self-determination
___ 13. The student showed respect for the client's personal values
___ 14. The student demonstrated a recognition of the client's worth and uniqueness
SECTION C. Please check yes or no as to whether the student completed the tasks below. If you answered yes please rate their performance.

<table>
<thead>
<tr>
<th>DID THE STUDENT</th>
<th>NO</th>
<th>YES</th>
<th>Rate their performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete basic intakes</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Instruct others in Activities of Daily Living</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Assist in case management</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Facilitate groups</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Maintain professional records</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Participate in treatment/service planning</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Participate in Goal Planning</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Conduct interviews</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Conduct crisis interviews</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Make good referrals</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Plan and implement recreational activities with clients</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Communicate professionally with clients</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

SECTION D
Give a general summary of what you saw as this student's strengths and areas where you feel the student could improve (please utilize the back of this sheet if needed).
STUDENT EVALUATION OF PRACTICUM AGENCY

NAME OF STUDENT

AGENCY

AGENCY SUPERVISOR

FIELD WORK INSTRUCTOR

Please be clear and concise in your evaluation (Utilize the back of this page if necessary)

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

2. What was most helpful about your placement in preparing you for a professional role?

3. What was least helpful about your placement in preparing you for a professional role?

4. Would you recommend this site to future students? Why or why not?

Additional Comments:
NOTE: This form will be sent to you at the end of the semester via email with a link. When you receive this email please complete the evaluation in a timely manner, prior to the end of the semester.

As you prepare to graduate from HACC’s Human Services program or transfer to a four-year college we ask that you take a minute and reflect on your experience as a student. Please answer the following questions to the best of your ability. This information will be used to assist the Human Services program continue to grow and evolve. We thank you for your participation in this effort.

1. I understand what it means to be a Human Services “generalist” practitioner.

2. Human services program faculty members were helpful when approached to discuss coursework.

3. The Human Services program prepared me to establish and maintain effective working relationships with clients and their families to plan treatments and/or services.

4. The Human Services program prepared me to perform case management responsibilities (such as intake evaluations, assessments, case notes, referrals, and discharge summaries).

5. The Human Services program prepared me to create and implement a client goal plan.

6. I can apply the Code of Ethics to ethical dilemmas.

7. I understand how social welfare policy affects Human Service practice.

8. I can recognize the characteristics of culturally diverse populations.

9. I am prepared to work at an entry level in a Human Service agency.

10. The Human Services Program at HACC prepared me for my practicum experience.

11. I met with one of the following to discuss my educational goals:
    a. an advisor
    b. a human services program faculty member
c. I did not meet with anyone

12. If I met with someone to discuss my educational goals, I found advising to be helpful.

13. What do you consider the strengths of HACC’s Human Services program?

14. What are your suggestions for areas in need of improvement in HACC’s Human Services program?
APPENDIX E – APPLICATION PACKET

Instructions for the Practicum in the Human Services
Important Points You Need to Know
Field Practicum and Seminar Application
Learning Contract
Educational Plan
Sample Educational Plan
Instructions for the Practicum in the Human Services

1. This packet also includes the forms you will need to complete in order to be allowed to register for the course. The application must be submitted no later than one week after registration opens for the semester you wish to take the practicum. Applications for Fall semester will be accepted until August 1st.

2. Schedule a time to meet with the Practicum Instructor as soon as possible.

   **Harrisburg Campus**
   Melinda Eash, M.S
   Fieldwork Coordinator
   Human Service Career Program
   HACC, Central Pennsylvania’s Community College
   One HACC Drive
   Blocker 201C
   Harrisburg, PA 17110
   mmeash@hacc.edu
   Telephone: 717.780.2371 or 717-503-4980

   **York/Lancaster Campuses**
   Tammi Hendrix, LCSW
   Adjunct Faculty
   Human Service Program
   HACC, Central Pennsylvania’s Community College
   717-805-3429
   thendrix@hacc.edu

   **Gettysburg Campus**
   Aimee Bollinger Smith, LCSW-C
   Adjunct Instructor of Human Services
   HACC, Central Pennsylvania’s Community College
   Gettysburg Campus
   731 Old Harrisburg Road
   Gettysburg, PA 17325
   abolling@hacc.edu

3. Request the field manual from the practicum instructor or download it from HACC’s webpage: [http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-Service-Social-Services.cfm](http://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-Service-Social-Services.cfm) and read it to learn how to secure a practicum placement.

4. You will need to obtain updated clearances by the time the Practicum starts. Clearances can be obtained at: [Keepkidssafe.pa.gov](http://keepkidssafe.pa.gov) Click on clearances.
Important Points You Need to Know

► You must be supervised by someone with at least a Bachelor’s degree (a Master’s degree is preferred) at the agency you plan to do your Practicum.

► You must have regular contact with your supervisor throughout the semester.

► You should be doing tasks that are relevant to Human Services.

► You may do your practicum at your regular job if you already work in the Human Service field. However, 25% of hours need to be spent on tasks in the Human Service field, outside of your normal job description.

► Students may not work graveyard (11pm- 7am) shifts for their practicum.

► Students are not permitted to transport clients unless they are a paid employee of the agency or driving an agency vehicle they are insured to drive.

► You must submit a completed: Application, Educational Plan, and learning contract to your practicum instructor in order to be registered. No one will be registered without these items.

► Any student who is not on site logging hours by the third class will be asked to withdraw.

► No student is permitted to start their practicum hours prior to the start of the semester. Please be aware that students’ liability insurance does not go into effect until the semester starts.

MME (8/29/16)
HUMS 215 FIELD WORK PRACTICUM AND SEMINAR
APPLICATION

Name_________________________________ Student HACC ID__________________________

Major__________________________ Track__________________________________________

Home/Cell Phone________________________ Work Phone_________________________

Email Address________________________ Best time to reach you? __________

Semester you plan to register for HUMS 215: Fall _____ Spring _____ Summer _____ Year_______

Campus you plan to register for HUMS 215: ______________________________________

Please attach a copy of degree evaluation (See HACCWEB)

Do you have a copy of the most recent field work practicum manual? Yes______ No______

Are you currently working in a human service agency? Yes _____ No_____ If yes, do you plan to complete your field practicum at this agency? Yes _____ No_____ 

If yes, name of agency__________________________________________________________

Your position: ___________________________________________________ (please attach job description of current duties.)

Contact Person_______________________________________________Phone_____________

Have you requested and submitted current copies (within one year) of the following documents: 

Child Abuse Clearances Yes_____ No______ In Process_________

State Police Criminal Background Checks Yes_____ No______ In Process ____________

FBI Fingerprint Clearances   Yes_____ No______ In Process_____________________

Have you ever been convicted of a felony?  Yes________ No________

Have you ever been convicted of two or more misdemeanors? Yes______ No________

Are you currently on probation or parole?  Yes________ No_______

Have you taken HUMS 122?   Yes_____ No______ What was your grade? _______________

What type of agency or population are you interested in working with?

Student’s signature________________________________________________Date__________
Internal Use Only:

Application Status:
Accepted: Fall _____Spring _____Summer _____Year___________
Denied: Fall _____Spring _____Summer _____Year___________
Still Pending____

Student Name___________________________________________________

Field Practicum Instructor’s comments:

Date signed into class: _______________________

Field Work Practicum Instructor’s Signature_________________________________ Date__________

Contract with Agency: Yes______ No________

Date of Contract _______________________________Expiration date of Contract_____________

Agency Person Responsible for Contract_____________________________________________

Title_________________________________________________

Phone Number_______________________Email______________________________________

_______ Confirmation Letter Sent

Application p. 2

MME (8/18/17)
*LEARNING CONTRACT*
HUMS 215- Field Work Practicum

Student Name__________________________________________

Semester __________________________ Year________________

County Agency is Located: _______________________________________________

Agency Name: ___________________________________________________________

Agency Address: _______________________________________________________

Agency Phone: __________________________________________________________

Director of Agency ______________________________________________

Supervisor of Student _________________________________ Date___________

Supervisor’s Degree____________________________________________

Supervisor Phone: ________________________________________________

Supervisor Email: _________________________________________________

Fax Number________________________________________________________

Phone number of work site: ______________________________________

Hours of work: (Schedule Plus Total Hours per Week) ___________________

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 as guided by the Educational Plan
2. Regularly attend the organization during the hours arranged for the fieldwork
3. Keep track of hours completed
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 effectively utilize supervision including accepting feedback
7. Attend weekly seminars held on campus and complete all assignments
8. Evaluate the Practicum placement experience using the Student Evaluation Form
9. Evaluate the Human Services Program at HACC
10. Comply with the Human Services Code of Ethics and the Essential Qualifications (See Appendix A).

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 Human Service field or the client population being served
9. Evaluate the student’s performance in the fieldwork placement
10. Evaluate the Human Services Program at HACC

IV. Practicum Instructor Responsibilities
1. Approve the student’s Practicum site
2. Coordinate the Learning Contract content with student and Field Work Agency Supervisor
3. Contact the 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 practicum experience.
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 field work Agency 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 Educational Plan to This Learning Contract

Student Name_________________________________________________________
The Learning activities on this Educational Plan are to be completed and agreed upon by both the student and the Field Work Site Supervisor. Learning Activities need to be measurable, concrete and tangible. Learning activities will also need to be completed by the end of the practicum.

Learning Objective 1.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Learning Activities__________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Learning Objective 2.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Learning Activities__________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Learning Objective 3

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Learning Activities__________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Learning Objective 4

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Learning Activities__________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Learning Objective 5
Learning Activities


Learning Objective 6

Learning Activities
SAMPLE – EDUCATIONAL PLAN
HUMS 215 – Field Work Practicum

Students Name: Jane Doe
Students Signature: Jane Doe
Semester and year: Fall 2015
Field Work Supervisors Name: Deborah
Field Work Supervisors Signature: Ms. Deborah MHS, CAC

The Learning activities on this Educational Plan are to be completed and agreed upon by both the student and the Field Work Site Supervisor. Learning Activities need to be measurable, concrete and tangible. Learning activities will also need to be completed by the end of the practicum.

**Learning Objective 1.** Become familiar with agencies, organizations and other resources that interact and impact my agency throughout the community.

**Learning Activities:** Create notes of resources I become familiar with during my internship and update my Human Services Directory with new resources.

**Learning Objective 2.** Develop and improve communication and interpersonal skills with co-workers and clients

**Learning Activities:** Actively participate in one-on-one as well as group meetings and activities

**Learning Objective 3.** Demonstrate knowledge regarding Agency mission, policies, procedures, organizational structure, funding and history of Baltimore DDS

**Learning Activities:**
- a. Shadow/interview agency employees including site administrator
- b. Read policies and procedures manual, orientation information and other information about the agency.
- c. Complete organizational paper on Baltimore DDS

**Learning Objective 4.** Become familiar with agency documentation and filing protocols

**Learning Activities:**
- a. Review agency forms
- b. Review how and when forms are used.
- c. Review filing system
- d. Ask staff and supervisor questions