HUMAN SERVICES FIELD WORK PRACTICUM MANUAL



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Human Services Field Work Practicum Manual

Wendy D. Bratina, Ed.D.

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About the Author



Dr. Wendy D. Bratina has over 30 years of combined experience in academia and in the mental health and counseling field. She has taught at HACC, Central Pennsylvania's Community College (HACC) from 2003 to the present, first as an adjunct for ten years teaching Psychology, and then since 2013 as the Program Director for the Human Services program where she prepares students for entry into the human services profession. In May 2020, she was the recipient of the National Institute for Staff and Organizational Development (NISOD) Excellence Award and was recognized at the International Conference on Teaching and Leadership Excellence sponsored by the University of Texas in Austin, TX.

Her background in the mental health field includes work in crisis intervention, advocacy, Family Based Mental Health Services, and prevention work in the school setting. In addition to her responsibilities at her community college, she is an Outpatient therapist and serves individuals and families who are stepping down from Family Based Mental Health Services.

Dr. Bratina completed her undergraduate degree in Behavioral Sciences with a concentration in Psychology at Penn State University (1991). She earned her Master of Science degree in Clinical Psychology at Millersville University (1993) and is certified as a Secondary School Counselor through Shippensburg University of PA (2009). In 2018, she obtained her doctoral degree in Higher Education from Immaculata University. Her dissertation was titled: "Student Perceptions of Faculty-Student Interactions in Cohort/Non-Cohort Educational Leadership Doctoral Programs."

Licensing

*A detailed breakdown of this resource's licensing can be found in **Back Matter/Detailed Licensing**.*

Acknowledgements

The information contained in this handbook is the result of the work of many faculty over the years. They have supported the next generations of human services professionals through their time and talents. I thank all of them for the contributions they have given freely.

I would also like to thank HACC, Central Pennsylvania's Community College, for the support to create and publish this OER. This support was in the form of faculty expertise, funding, and the initiative that made it all happen. Students will benefit from the access to resources while avoiding the high costs of textbooks.

Finally, I would like to acknowledge the thousands of students who persevere every day through adversity to make it to the practicum experience. Your communities will be impacted with your kindness and caring for those who face life's challenges as you go forth and serve. Your hope, idealism, hard work, and selflessness are appreciated!

Warm Regards,

Wendy D. Bratina, Ed.D.

1: Introduction

This handbook seeks to provide students and fieldwork 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.

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.

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 they also become more aware of any limitations. This valuable information allows students to better plan and organize their future career or academic track.

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2: What is Practicum

2.1: Definition
2.2: Learning Outcomes for the Course
2.3: Sequence of Learning
2.4: Site Requirements
2.5: Using your workplace as a practicum placement

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2.1: Definition

The HUMS 215 Field Work Practicum provides students with a cumulative learning experience. This course allows students to work in a human services agency for a total of 125 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 125 hours, as an organization, emphasizing their work with agency staff, and goal planning.

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2.2: Learning Outcomes for the Course

Learning Outcomes for the Course

- Interact effectively with clients within a human services agency
- Design and implement an agency-based project
- Analyze the organizational structure of a human services agency
- Document various interactions with clients which may include initial evaluations, contact notes, referrals, and goal-planning
- Utilize best professional practices in all interactions with clients and staff to ensure safety (i.e., ethics, confidentiality, client self-determination, recognition of individual worth and uniqueness, etc.)

*NOTE: Learning Outcomes are subject to revision. For the most up-to-date outcomes, see HACC's Course Catalog: Course Catalog (hacc.edu)

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2.3: Sequence of Learning

Fieldwork

- Design and implement an agency-based project
- Complete an analysis of the organizational structure of the student's agency
- Collaborate with other professionals/agencies
- Potential opportunities may include: 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
- Critique one's personal behavior, approaches, and responses

Best Professional Practice

- Demonstrate knowledge of applicable ethics and laws
- Apply the following Human Service principles:
  - Confidentiality of personal information
  - Client self-determination
  - Respect for the client's personal values
  - Recognition of individual worth and uniqueness
- Practice professional communication in discussing and resolving client and practicum issues
- Participate in goal-planning

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2.4: Site Requirements

When seeking a field placement, students should be aware of these requirements:

- All students need to be under the direct supervision of a Bachelor's or higher-level Human Service Professional.
- Students cannot be asked to work alone. This means students are not permitted to attend events or cover a shift in an agency by themselves, unless they are an employee of the agency.
- Students are not permitted to work third shift. There are agencies that are open 24 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.
- 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.
- Students may be required to participate in an agency orientation or other training as part of their practicum. These hours are considered part of the practicum experience and may be counted towards the 125 hours required.
- Students should not possess any material, verbal or written from an agency which identifies clients using the services of that agency. This includes flash drives and other electronic material. All class assignments should have ALL identifying information deleted or fictionalized.
- 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 coordinator who can secure this information for the agency representative.

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2.5: Using your workplace as a practicum placement

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, 25% (31 hours) 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.

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3.5: FAQs for Supervisors

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3.1: Overview of Process

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

1. Students' must apply through an Intent to Enroll survey link for Field Work Practicum by the midterm in the semester prior to enrollment in the course (note that this would be spring for the fall semester). The link and process deadlines may be found on the program webpage at: https://www.hacc.edu/ProgramsandCourses/Programs/HealthCareers/Human-Service-Social-Services.cfm

2. The student prepares a resume. These resumes are for the student to present to potential agency supervisors. Help with resumes is available through Career Services at: http://www.hacc.edu/Students/CareerServices/index.cfm

3. The student needs to obtain and submit current copies (within one year of the start of the practicum) of clearances required by the practicum site, such as the Child Abuse Clearance, State Police Criminal Background Check, and FBI Fingerprinting. You will need to check with the practicum site for their specific requirements before you obtain clearances. Go to keepkidssafe.pa.gov and click the clearance tab for information on how to obtain the clearances.

4. 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. The Practicum Coordinator will supply the student with a list of potential sites.

5. 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 Coordinator and submit the Learning Contract and Educational Plan with written goals and objectives for approval. Once the Practicum Coordinator receives these documents and approves the placement the student will be allowed to register for the practicum course.

6. HACC requires that there be a signed legal agreement between the practicum agency and the college. The Practicum Coordinator has 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 Practicum Coordinator 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 Coordinator early to allow time for all requirements to be in place before the semester they wish to do their practicum in starts.

7. Once the practicum placement is approved by the Practicum Coordinator the student and the agency supervisor then agree upon scheduling details at the agency. The Practicum Coordinator will do an override so the student can register for the course. **Students will not be permitted to register for the practicum without an approved placement.** 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.

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3.2: Important Points

► You must be supervised by someone with at least a Bachelor's degree (a Master's degree is preferred) in a human service-related field 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% (31 hours) need to be spent on tasks in the Human Service field, outside of your normal job description.

► Students may not work overnight (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.

► Any student who is not on-site logging hours by the third week in the semester 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.

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3.3: Clearances

Agencies and organizations must ensure that clearances are obtained in accordance with the Child Protective Services Law (CPSL). The required clearances may include:

- Pennsylvania Child Abuse History Clearance
- Pennsylvania State Police Criminal History Clearance
- Federal Bureau of Investigations (FBI) Criminal History Clearance

You will need to obtain updated clearances by the time the Practicum starts. Clearances can be obtained at: https://www.dhs.pa.gov/keepkidssafe/Pages/default.aspx

Click on “clearances.” You will need the clearances required by your practicum site. Check with your practicum site to see if they will allow submission of the free volunteer clearances, or if they require the clearances for employees. If you are doing volunteer clearances, use this code for the FBI clearance: 1KG6ZJ

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3.4: Preparing to Approach the Site

When you call or email the agency, you will want to be prepared. First, do some research about the agency and think about how you will add value to their mission. Have a resume prepared ahead of time. Also, it will help you to review HACC's libguide for tips on how to prepare: https://libguides.hacc.edu/careerguide/internships Be sure to ask if the agency will consider supervising a practicum student who is earning an Associate's degree as some agencies will only accept Bachelor- or Master-level students.

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3.5: FAQs for Supervisors

Question 3.5.1

How much time will the student spend at my agency?

Answer

The student is required to spend a minimum of 125 hours per semester at your agency. In the fall (August-December) and spring (January-May) semesters, which are 14 weeks in length, this equates to approximately 8-10 hours/week. In the 12-week summer semester, this equates to 10-11 hours/week.

Question 3.5.2

What will the student do while she/he is here?

Answer

You will work with the student to develop an Educational Plan which will outline what the student will be doing during the experience. The goals and objectives written will focus on the agency's needs and the student's identified areas for growth. Please see the sample Educational Plan located in this handbook.

Question 3.5.3

What should I expect a student to know?

Answer

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

Question 3.5.4

Do students get paid? Does my agency incur any expenses?

Answer

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

Question 3.5.5

What are the requirements to supervise the student?

Answer

The site supervisor must hold at least a Bachelor's degree in a human service-related field. This person will be expected to provide regular supervision and support for the student, and specific responsibilities of the student, site supervisor, and HACC faculty are outlined in the Learning Contract.

Question 3.5.6

Will there be a site visit?

Answer

Yes, there will be at least one site visit by the faculty member at the midpoint of the semester. This visit may be done at the agency site or through the use of video-conferencing technology. This is to ensure that the placement is running smoothly and offers an opportunity to discuss any concerns or successes. Of course, there is no need to wait if you have a concern. The faculty member is available to provide support at any time.

Question 3.5.7

How is the student to be graded?

Answer

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

Question 3.5.8

What if problems arise during the semester?

Answer

First, discuss your concern with the student. If the issue is not resolved, or is something serious, you would notify the practicum faculty. The practicum faculty will work with you to resolve the issue. If the problem cannot be resolved, the agency has the right to terminate the student.

Question 3.5.9

What about confidentiality?

Answer

Students do discuss their experiences with other students and the faculty in the seminar class, but all identifying data is changed. Please discuss confidentiality policies of the agency with your student early in the practicum experience.

Question 3.5.10

What about liability?

Answer

Each student is covered by professional liability insurance policy purchased through HACC which begins on the first day of the semester. The certificate of liability will be provided upon request.

Question 3.5.11

Can a student provide consumers/clients/individuals with transportation?

Answer

No, students are not to drive individuals receiving services unless the student is employed by the agency.

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CHAPTER OVERVIEW

4: During the Practicum

4.1: Conflicts During the Practicum
4.2: Evaluations
4.3: Professionalism

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4.1: Conflicts During the Practicum

1. 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.
2. 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 HACC's grievance procedure.

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4.2: Evaluations

Students are evaluated by their Site Work Supervisor, Practicum Instructor, and through self- evaluations. A Site supervisor appraises the student's field work while the Practicum Instructor evaluates the student's classroom work. Throughout the semester students assess their accomplishments and need for skill development via the Educational Plan and Weekly Report. The Practicum Instructor is responsible for the final grade in the practicum.

The Site Supervisor evaluates what the student has achieved at the practicum site, noting the objectives as stated in the Educational Plan. 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.

The purpose of supervision is to help the student not only learn to perform the tasks in an agency, but to become a competent Human Services Professional. This means a relationship should develop between the Site 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 Site Supervisor's evaluation of a student and 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 Site Supervisor, the Practicum Instructor discusses the issues with the Field Work Supervisor before submitting a final grade for the student.

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4.3: Professionalism

1. Career Services Handouts - https://www.hacc.edu/Students/CareerServices/Handouts-and-Guides.cfm

2. Would You Hire You? – John Paulson ACSW, LCSW, LCAC, HS-BCP, University of Southern Indiana, *Human Services Today*, Summer 2018 edition https://www.nationalhumanservices.org/human-services-today-magazine

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CHAPTER OVERVIEW

5: Assignments

5.1: Agency Report
5.2: Agency Project (proposal, summary, presentation)
5.3: Client Interview
5.4: Goal Planning
5.5: Other Assignments

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5.1: Agency Report

The Agency Organizational Report has four parts:

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 – 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)?

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

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)

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.

5.1: Agency Report is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

5.2: Agency Project (proposal, summary, presentation)

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 presented in class 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.

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.

Agency Project Ideas

all projects must be approved by instructor

- Compose/revise an agency operation/policy and procedure manual
- Organize and conduct a food drive
- Start a food pantry
- Write a resource guide for agency personnel
- Write a resource guide for clients
- Develop a curriculum
- Propose/conduct an educational support group proposal
- Develop a music/art/other program
- Organize/conduct a donation drive for a need of the agency
- Develop informational brochures or handouts on a specific topic that would benefit the clients of the agency
- Collaborate with another agency to streamline the intake process and develop supporting documentation
- Organization of documentation/filing system of agency
- Document success stories of agency clients (written, videotaped, etc.)
- Build a database based on needs of agency
- Create a flower/vegetable garden
- Do a needs assessment of the agency or clients or staff
- Research community mapping of resources
- Assist agency in writing a grant to meet an identified need
- Create a survey and administer to staff or clients on a topic (training needs, resource needs, volunteer needs, client satisfaction, staff satisfaction, etc.)
- Develop a list of items a new hire would need to learn about based upon your experience as a practicum student
- Create a learning library for the agency
- Develop comprehensive intake process/forms for the agency
- Develop/revise/administer a client satisfaction survey
- Develop an event with a learning component (garden, flower planting, art, etc.)
- Connect with the agency's community and form partnerships, advertise agency services, collaborate on an event
- Develop social media presence for the agency
- Organize a fundraising event
- Develop a form for residential supervisors in an agency to fill out with emergency and non-emergency information for each home and train staff on safety protocols.

- Property improvement (fix up outdoor area, organize rooms, etc.)

5.2: Agency Project (proposal, summary, presentation) is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

5.3: 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.

5.3: Client Interview is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

5.4: Goal Planning

Goal planning can look different depending on the client population you serve. You will submit a treatment plan or a service plan depending on your role at the agency. For tips on writing mental health treatment plans go to: https://www.icanotes.com/2018/08/24/guide-to-creating-mental-health-treatment-plans/

For information on Individual Support Plans go to: https://www.dhs.pa.gov/Services/Disabilities-Aging/Documents/Individual%20Support%20Plan/Individual%20Support%20Plan%20(s_001649).pdf

In Module 5 of the Basic Case Management/Resource Coordination Training offered by Education and Consultative Services of UPMC Western Psychiatric Hospital in 2020, you will find some helpful information on Service Planning: https://www.oerp.pitt.edu/basic-case-management-training/ For an example of a generic Goal Plan, see the Forms section.

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5.5: Other Assignments

Your instructor may assign various other assignments throughout your seminar course. Brief descriptions and/or selected resources of these are below.

1. Resources - Share at least one resource you have discovered while at your practicum site. It can be a service you refer your clients to for assistance, books or media to help educate your clients, etc.

2. Culture of the Agency - Share your observations on the following with your classmates:
   Review the first days in your field placement. What did you observe about the agency's culture? How did the expectations of the agency culture differ from your usual experience in the "student culture" of HACC? The culture of your family and community? In what ways, if any, did you experience a clash between your behavior and the norms and expectations of the agency culture?

3. Self-care – Your instructor may ask you to analyze a case scenario related to self-care, or to offer an action plan for your own self-care.

4. Ethical decision-making - https://crccertification.com/code-of-ethics-4/decision-making-models/

5. Documentation (DAP note vs. SOAP note) – DAP notes: https://operantbilling.com/what-are-dap-notes-why-you-should-use-them-for-mental-health-practice/ and http://hiv.rutgers.edu/wp-content/uploads/2016/05/0000278705-DAP-Note-Form-CLEAR-wrap-up-session.doc and SOAP notes: https://www.icanotes.com/2018/04/25/tips-for-writing-better-mental-health-soap-notes/ and for an example: https://www.icanotes.com/wp-content/uploads/2020/11/Counseling%20SOAP%20Note%20Depression%20Anxiety%20Sample.pdf

5.5: Other Assignments is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

CHAPTER OVERVIEW

6: Weekly Reports

6.1: Purpose
6.2: Linking Your Learning to Ethical Standards

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6.1: Purpose

You will submit Weekly Reports (WRs) over the course of the semester. First, you'll review the template for the Weekly Report, download this form and type up your responses on it, and then upload it to the Dropbox. Make sure you save it with a different file name for each week. For instance, you may title each one with the week number and your last name, so you put each one in the correct Dropbox (e.g., WR1Smith, WR2Smith). These WRs are important. They are used to assess your learning, ensure you are having a good educational experience, troubleshoot any problems, and check on your hours accrued.

6.1: Purpose is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

6.2: Linking Your Learning to Ethical Standards

Each week you will make a connection from your experience to ethical practice. Using the NOHS Ethical Standards (https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals), you will **identify** at least one standard that you have used or observed in your practicum setting, and describe **how** this example applies to the Standard. Please include the Standard by name and not just by number.

6.2: Linking Your Learning to Ethical Standards is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

CHAPTER OVERVIEW

7: Learning Topics

7.1: Expectations for your Internship
7.2: Structure of the Agency
7.3: Using Supervision
7.4: Self-care and Stress Management
7.5: Ethics
7.6: Legal Issues
7.7: Cultural Diversity
7.8: Ending Your Practicum

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7.1: Expectations for your Internship

Having realistic expectations for your internship or practicum is key to a successful outcome. The Educational Plan and Learning Contract is an important document to guide your learning with your site supervisor. In addition, you should expect that your seminar class participation is an integral part of your learning. It is there that you will be safe to explore any challenges with your peers and your professor.

7.1: Expectations for your Internship is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

7.2: Structure of the Agency

You will complete an Agency Report assignment in which you will explore the structure of your agency. Agencies have mission statements, and sometimes a vision statement, to guide their purpose. For an example, note the mission and vision statement for the Department of Human Services found here: https://www.dhs.pa.gov/about/DHS-Information/Pages/Learn-About-DHS.aspx#:~:text=Our%20mission%20is%20to%20assist,accountable%20steward%20of%20commonwealth%20resources.

There are a variety of types of agencies. They include nonprofit agencies which are sometimes called a non-governmental organization or NGO (see this site for a definition: https://www.ngosource.org/what-is-an-ngo#:~:text=NGO%20stands%20for%20non%2Dgovernmental,all%20parts%20of%20the%20world). There are also government agencies and there are private agencies. Some are for-profit and others are not-for-profit organization. See examples here: https://www.humanservicesedu.org/organizations/

Agencies often have a Board of Directors as part of their structure. For a good overview of the roles and responsibilities of the Board at a nonprofit agency, see here: https://www.councilofnonprofits.org/tools-resources/board-roles-and-responsibilities

Agencies also have operating procedures that are often detailed in a Policy and Procedure manual. Ask to review this information at your agency. You will also learn about the way the agency is organized, how it is funded, and how referrals for services are handled.

Finally, you will learn about how decisions are made, and what relationships the agency maintains in order to operate efficiently. Sometimes when students are looking at the agency's brochures and websites they can locate much of this information. Often, though, students will interview their site supervisor and other administrative-level personnel to discover the information they need.

7.2: Structure of the Agency is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

7.3: Using Supervision

You will be required to have regularly-scheduled supervision with your site supervisor. During this time, you should come prepared with questions and case scenarios for which you would like guidance. Having many questions does not mean you are incompetent! It means that you are curious and open to learning. Your site supervisor knows that you are new at many of the tasks that are required of you. Make good use of your time together to learn.

7.3: Using Supervision is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

7.4: Self-care and Stress Management

Self-care and having the ability to manage your stress isn't just something you should do, it is something that you must do. See these articles for some insight as well as some tips for actions to take: https://www.apa.org/monitor/2021/04/feature-imperative-self-care and https://www.apa.org/monitor/2020/07/self-care In the Ethical Standards for Human Services Professionals (National Organization for Human Services, 2015, Standard 35), under *Responsibility to Self*, we are also provided with guidance on taking care of ourselves https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals#self

7.4: Self-care and Stress Management is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

7.5: Ethics

You will be faced with ethical challenges throughout your experience at the agency where you are getting your practicum, and moving forward as you go through a career in helping others. Ethics is a broad area and encompasses many issues such as the way one relates to clients, employers, and colleagues. You will discuss various topics in your seminar such as the following: confidentiality, setting and keeping boundaries, reporting abuse, neglect, and exploitation, protecting clients and others from harm, and how to make good decisions using ethical decision-making models, among many other topics. These are the difficult conversations to have, and are necessary to build your ethical competence. Again, ask questions!

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7.6: Legal Issues

It is your responsibility to know the laws, regulations, and procedures that address the complex situations you will deal with in the human services. Please see the “Resources” section for a variety of weblinks.

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7.7: Cultural Diversity

You will have the opportunity to work with many different people in your practicum, and they may be very different than you. It is important that you build your skills in your communication with all types of people. Please see Chapter 6: Appreciating Cultural Diversity (Multiculturalism) from "Succeeding at Your Internship: A Handbook Written for and with Student" by Christopher J. Mruk and John C. Moor (bgsu.edu) for an excellent overview of working toward being more inclusive in your work helping others.

Mruk, Christopher J. and Moor, John C., "Succeeding at Your Internship: A Handbook Written for and with Students" (2020). *Open Educational Resources*. https://scholarworks.bgsu.edu/oer/1 This work is licensed under a Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License.

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7.8: Ending Your Practicum

It is to be expected that the end of your practicum may bring a variety of feelings swirling toward you. You may be relieved that it is over, or you may be excited to be graduating and DONE! 😊 There are some practical items to consider at this time. These include saying goodbye to clients, your site supervisor, and your colleagues at the agency. Additionally, you will have a final evaluation by your supervisor at the agency and your experience will be graded. Some students will have a job offer on the table, and may not be leaving, but instead, entering into a new role as a paid employee.

Taking time to write a thank you note to your supervisor is always a good idea. It is certainly a small world and you are likely to run into that person again. Plus, it is simply good to thank a person who helped you in your formation as a human service professional. All of these considerations are also happening at a time when you are stressed at the end of the semester. Take a moment to reflect on your learning. Take stock of what areas you did well in, and those for which you may need to refine your skills. Finally, give yourself credit for all the hard work you did over the practicum experience. You did it!

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CHAPTER OVERVIEW

8: Resources

8.1: Trainings
8.2: Confidentiality
8.3: Reporting Abuse
8.4: APA 7th Edition
8.5: Resources at HACC
8.6: Useful Links

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8.1: Trainings

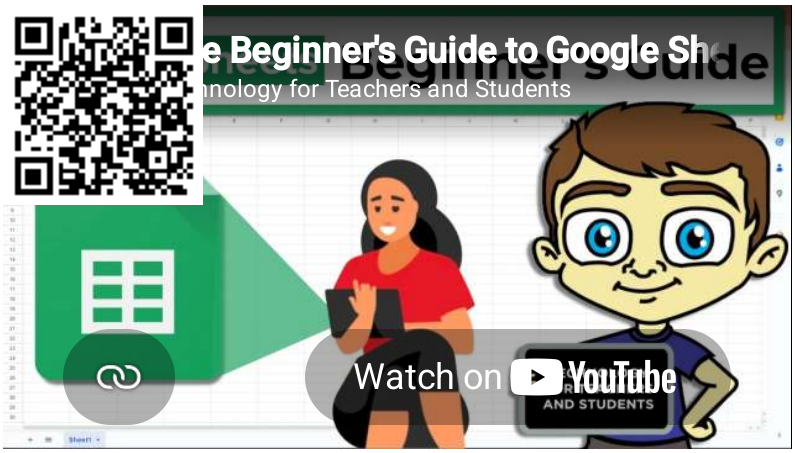
1. Department of Drug and Alcohol Programs [DDAP] trainings https://www.ddap.pa.gov/Training/Pages/default.aspx

2. Enhancing Your Computer Skills

   The Beginner's Guide to Excel- Excel Basics Tutorial [21:47 minutes] -
   Technology for Teachers and Students (2017) - https://youtu.be/rwbho0CgEAE



3. The Beginner's Guide to Google Sheets - Online Spreadsheets -
   [25:31 minutes] - Technology for Teachers and Students (2017) - https://youtu.be/TjJbPmKdyHs



4. Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training
   https://www.reportabusepa.pitt.edu/

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8.2: Confidentiality

1. Code of Federal Regulations Title 42 Part 2 Confidentiality of Substance Use Disorder Patient Records https://www.ecfr.gov/current/title-42/part-2

2. DDAP training on Confidentiality https://www.ddap.pa.gov/Documents/Agency%20Manuals/Confidentiality%20Participant%20Manual%20(Nov2017).pdf

3. Federal Regulations Title 42 Part 2 Confidentiality of Substance Use Disorder Patient Records https://www.ecfr.gov/current/title-42/part-2

4. Health Insurance Portability and Accountability Act of 1996 (HIPAA) https://www.cdc.gov/phlp/publications/topic/hipaa.html#:~:text=The%20Health%20Insurance%20Portability%20and,the%20patient's%20consent%20or%20knowledge.

5. HIV-Related Information https://www.aidslawpa.org/alpp-services/confidentiality-of-hiv-related-information/

6. PA Code Title 55 Chapter 5100 Mental Health Procedures http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/055/chapter5100/chap5100toc.html&d=reduce

7. Substance Abuse Confidentiality Regulations https://www.samhsa.gov/about-us/who-we-are/laws-regulations/confidentiality-regulations-faqs

8.2: Confidentiality is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

8.3: Reporting Abuse

1. Abuse of those with disabilities - https://pcar.org/safe

2. Child Abuse - https://www.dhs.pa.gov/KeepKidsSafe/Pages/default.aspx

3. Elder Abuse – Reporting in PA https://www.aging.pa.gov/aging-services/Pages/Report-Elder-Abuse.aspx and General Information training - https://docplayer.net/10682313-Elder-abuse-what-professionals-need-to-know-emilie-belinger-chevette-davis-christina-fulmore.html

8.3: Reporting Abuse is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

8.4: APA 7th Edition

APA 7th edition https://libguides.hacc.edu/citingsources/apa

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8.5: Resources at HACC

1. Career Services https://www.hacc.edu/Students/CareerServices/index.cfm
2. Internships and Experiential Learning Opportunities https://www.hacc.edu/Students/CareerServices/internships-and-experiential-learning-opportunities.cfm
3. Library Guide on Internships https://libguides.hacc.edu/careerguide/internships

8.5: Resources at HACC is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

8.6: Useful Links

1. NOHS National Organization of Human Services https://www.nationalhumanservices.org/

2. Ethical Standards for Human Services Professionals https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals

8.6: Useful Links is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

CHAPTER OVERVIEW

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9.2: Learning Contract and Educational Plan
9.3: Educational Plan Sample
9.4: Time Log
9.5: Weekly Report
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9.7: Supervisor Evaluation of Student
9.8: Student Evaluation of Agency
9.9: Program Evaluation
9.10: Generic Goal Plan

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9.1: Acknowledgement Form

Human Services/Social Services/Addiction & Recovery Services

Student Acknowledgement Form

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

_____(Initial) I acknowledge that I have read and understand the Essential Qualifications for Programs: Human Services. I also acknowledge that I am capable of performing the essential abilities and skills outlined in the Essential Qualifications with or without reasonable accommodation. I understand that if I am no longer able to meet these Essential Qualifications, I will immediately notify the Program Director. The Essential Qualifications information is located in the Student Handbook.

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

HUMS 215 Field Work Practicum The following statements refer to information about Practicum.

_____(Initial) I understand that it is my responsibility to submit the Intent to Enroll in HUMS 215 Form no later than midterm of the semester preceding the semester in which I plan to register for the Field Work Practicum (i.e., submit intention in the spring for summer or fall semester; submit intention in the fall for spring semester).

_____(Initial) I understand that all students who are entering HUMS 215 Field Work Practicum must submit any clearances required by the Practicum site, such as a Pennsylvania Child Abuse History Clearance, FBI Check, and State Police Criminal Record Check, at the student's expense, prior to starting the course. If a student has committed certain crimes, that student 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/Addiction & Recovery Services fields but cannot require facilities to accept students for practicum.

_____(Initial) I understand that some practicum sites do not allow tobacco use, and some practicum sites may require specific testing (e.g., drug testing) at the student's expense.

_____(Initial) I understand that in the event I do not earn a grade of C or higher in the HUMS 215 Field Work Practicum, cannot demonstrate the abilities and skills outlined in the Essential Qualifications, violate the NOHS Ethical Standards, or have a legal violation during the time of enrollment in the course, I will need to meet with the Program Director and/or designee to discuss whether I will be able to repeat the course and/or continue in the program.

_____		_____
Applicant Signature		Date

_____		_____
Print Name		HACC ID

_____		_____
Instructor/Witness		Program/Major

revised 10/05/2021 WDB

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9.2: Learning Contract and Educational Plan

HUMS 215 Learning Contract and Educational Plan

Student Name _____ HACC ID _____

Student Phone Number _____ Student Major _____

Semester _____ Year _____

County Agency is Located _____

Agency Name _____

Address _____

Phone _____

Director _____

Supervisor of Student _____

Supervisor's Degree _____ Discipline (ex. Social Work) _____

Supervisor's Phone: _____ Email: _____

Phone number of work site: _____

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

Student Responsibilities

a. Perform tasks outlined by the Fieldwork Supervisor as guided by the Educational Plan.
b. Regularly attend the organization during the hours arranged for the fieldwork.
c. Keep track of hours completed.
d. Practice confidentiality and all other relevant ethical considerations.
e. Be prompt and active in attendance at agency conferences and supervisory sessions.
f. Learn how to effectively utilize supervision including accepting feedback .
g. Attend weekly seminars held on campus and complete all assignments.
h. Evaluate the Practicum placement experience using the Student Evaluation Form.
i. Evaluate the Human Services Program at HACC.
j. Comply with the Human Services Code of Ethics and the Essential Qualifications.

Fieldwork Supervisor Responsibilities

a. Orient the student to the purpose of the agency and its role in the Human Service Delivery system.
b. Define the student's role in the Agency.
c. Orient the student to the specific tasks the student will perform.
d. Oversee and implement the student's Learning Contract and Educational Plan.
e. Hold regular weekly supervisory meetings with the student.
f. Contact the Practicum Instructor at the College if there are problems in the student's job performance or adjustment.
g. Help the student integrate the field work experience with classroom work.
h. Recommend additional reading to enlarge the student's understanding of the Human Service field or the client population being served.
i. Evaluate the student's performance in the fieldwork placement.
j. Evaluate the Human Services Program at HACC.

Practicum Instructor Responsibilities

a. Coordinate the Learning Contract and Educational Plan with student and Field Work Agency Supervisor.
b. 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.
c. Plan and conduct weekly seminars on campus to involve all students in field placements.
d. 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.
e. Negotiate problems arising out of student placement.
f. Meet with agency supervisor and student on site for at least one time during the semester.
g. 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.

Educational Plan

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 specific, measurable, attainable, realistic, and time-limited (SMART). Learning activities will 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 Contract Parties:

Student:_____Date_____
Signature

Agency Supervisor:_____Date_____
Signature

9.2: Learning Contract and Educational Plan is shared under a CC BY license and was authored, remixed, and/or curated by Wendy D. Bratina.

9.3: Educational Plan Sample

Student's Name: Jane Doe Semester and year: Fall 20XX

Student's Signature: *Jane Doe*

Field Work Supervisor's Name: Ms. Deborah Helpful

Field Work Supervisor's Signature: *Deborah Helpful*

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 [agency name]

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 [agency name]

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

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9.4: Time Log

HACC, Central Pennsylvania's Community College

HUMS 215 Field Work Practicum Time Log

Maintain this time log throughout your practicum and submit to your instructor at the end of the semester. The site supervisor may initial the hours as you complete them, or sign off on the completed hours at the bottom of the pages, in order to verify hours. You may use another type of document to account for time as long as it can be provided to the Instructor.

Date	Times on Site	Tasks Completed	# of hours	Total hrs to date	Supervisor initials
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
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-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

Page_____ of _____

My signature below verifies that the student has completed the hours noted on the time log.

_____

Site Supervisor Signature *Date*

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9.5: Weekly Report

Week #_____

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 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

Name_____ Date_____

4. What did you do this week? _____ _____

_____

_____

_____

_____

5. Using the NOHS Ethical Standards (https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals), **identify** at least one standard that you have used or observed in your practicum setting, and describe **how** this example applies to the Standard. Please include the Standard by name and not just by number.

_____

_____

_____

_____

_____

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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9.6: Weekly Report Sample

Name: Jane Doe Date: January 3, 2019

Agency: Baltimore County DSSS- Supervisor: Deborah Sharpen

Volunteer Offices

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."

3. 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 country 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.

4. **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."

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 along 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 Human Service Standards that you learned, used or observed in your practicum setting. Identify at least one standard and give an example.

Standard 3 – Human service professionals protect the client's right to privacy and confidentiality…

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 experienced 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.

Building Rapport

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 requested 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:

I 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

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9.7: Supervisor Evaluation of Student

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 Section 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.

A	B	C	D	F
Outstanding	Good	Average	Needs Improvement	Poor

___ 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.

DID THE STUDENT	**NO**	**YES**	**Rate their performance** **1 Poor**	**2**	**3**	**4**	**5 Excellent**
Complete basic intakes			1	2	3	4	5
Instruct others in Activities of Daily Living			1	2	3	4	5
Assist in case management			1	2	3	4	5
Facilitate groups			1	2	3	4	5
Maintain professional records			1	2	3	4	5
Participate in treatment/service planning			1	2	3	4	5
Participate in Goal Planning			1	2	3	4	5
Conduct interviews			1	2	3	4	5

DID THE STUDENT	NO	YES	Rate their performance 1 Poor	2	3	4	5 Excellent
Conduct crisis interviews			1	2	3	4	5
Make good referrals			1	2	3	4	5
Plan and implement recreational activities with clients			1	2	3	4	5
Communicate professionally with clients			1	2	3	4	5

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).

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9.8: Student Evaluation of Agency

Student Evaluation of Practicum Agency

Name of Student: _____ Date: _____

Agency: _____

Agency Supervisor: _____

HACC Instructor: _____

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 and least helpful about your placement in preparing you for a professional role?

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

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

7. What was most helpful and least helpful about the Field Work Practicum class?

Additional Comments:

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9.9: Program Evaluation

Student Evaluation of HACC's Human Services Program

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 to grow and evolve. We thank you for your participation in this effort.

Rate each of the statements below as one of the following:
Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), or Strongly Disagree (1)

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. _____ I can apply the Code of Ethics to ethical dilemmas.
6. _____ I understand how social welfare policy affects Human Service practice.
7. _____ I can recognize the characteristics of culturally diverse populations.
8. _____ I am prepared to work at an entry level in a Human Service agency.
9. _____ The Human Services program prepared me to create and implement a client goal plan.

I met with one of the following to discuss my educational goals:

- _____ An advisor
- _____ A human services program faculty member
- _____ I did not meet with anyone
- _____ Other _____

ONLY ANSWER IF YOU MET WITH AN ADVISOR OR FACULTY MEMBER TO DISCUSS YOUR EDUCATIONAL GOALS

Rate the statement below as one of the following: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree

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

What do you consider the strengths of HACC's Human Services program?

What are your suggestions for areas in need of improvement in HACC's Human Services program?

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9.10: Generic Goal Plan

Generic Goal Plan

Name: _____

DOB: _____

PROBLEM:	
GOAL:	
OBJECTIVE(S): 1.	Date to be completed:
2.	Date to be completed:
3.	Date to be completed:
INTERVENTION:	
RESPONSIBLE PARTY:	
DATE ESTABLISHED:	
REVIEW DATE:	
DATE COMPLETED:	
If N/A, state reason here:	

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10: References

Mruk, Christopher J. and Moor, John C., "Succeeding at Your Internship: A Handbook Written for and with Students" (2020). *Open Educational Resources*. https://scholarworks.bgsu.edu/oer/1 This work is licensed under a Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License.

National Organization of Human Services. (2015). *Ethical Standards for Human Services Professionals*. https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals#self

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